



Redwood Academy of Ukiah

School Site Council

Harvard Classroom

1059 N. State Street * Ukiah, CA 95482

(707) 467-0500

February 1, 2023 *2:00 p.m.

Welcome! The agenda is provided for this annual/organizational meeting of the School Site Council of *Redwood Academy*. Business of the Council is limited to these items and is conducted to adhere to legal mandates in conformance with Council By-laws. If you wish to speak or present written comments, please notify the chairperson. A copy of any items that are identified as “back-up” is available upon request.

I. Welcome

- a. Welcome/Call to Order/Roll Call of Elected Representatives
- b. Adoption of Agenda

II. Annual/Organizational Meeting—Action Items

- a. Approval of Minutes of the December 7, 2022 meeting – Council members are requested to approve the minutes of the last meeting.

III. Discussion and Reports

- a. Review and approval of the Comprehensive School Safety Plan
- b. Review and propose changes to the LCAP and Federal Addendum for *Redwood Collegiate Academy*

IV. Public Comment for Items Not on the Agenda—The Council reserves 10 minutes for members of the public to address the Board on items not on the agenda and within its jurisdiction.

V. Adjournment



Redwood Collegiate Academy

School Site Council

Harvard Classroom

1059 N. State Street | Ukiah, CA 95482 | (707) 467-0500

Minutes of the meeting of Wednesday, December 7, 2022.
Redwood Collegiate Academy open for public comment.

I. Welcome

- A. The meeting was called to order at 2:00 p.m. by Chairperson Theresa McNerlin. Seven of eight Council members were in attendance when the meeting was called to order. The eighth member arrived within five minutes of the call to order.

Caleb Cimmiyotti	Principal	Yes
Laura Keast	Classroom Teacher	Yes
Wilson Chavez	Classroom Teacher	Yes
Sharon Ward	Other School Staff	Yes
Theresa McNerlin	Parent/Community Member	Yes
Tracy Thieriot	Parent/Community Member	Yes
Devin Johnson	Secondary Student	Yes
Sylvia Wartell	Secondary Student	Yes

B. Adoption of Agenda

1. On a first by S. Ward and a second by W. Chavez, the Council voted (7-0) to adopt the agenda.

II. Annual/Organizational Meeting—Action Items

- A. Approval of Minutes of the October 5, 2022 meeting
1. On a first by D. Johnson and a second by S. Ward, the Council voted (7-0) to approve the previous minutes.
- B. Review and approval of the WASC Action Plan
1. On a first by W. Chavez and a second by S. Ward, the Council voted (7-0) the Council approved the existing WASC Action Plan

III. Discussion and Reports

- A. The Council reviewed the existing draft of the Comprehensive School Safety Plan. Upon comparison to the currently adopted “Emergency Procedure Plan,” it was determined that the newer DTS Template lacked accessibility and usability. T. McNerlin offered to bring a copy of Frank Zeek’s School Safety Plan for reference. T. Thieriot offered to help the review process with the local Fire Authority and Law Enforcement. S. Wartell requested further clarification with regard to the Sexual Harassment Policies (page 5 of 18). It was decided that more work on the Comprehensive Safety Plan should be completed in order to (1) improve readability, (2) comply with regulations, and (3) articulate specific procedures.

IV. Public Comment for Items Not on the Agenda—No public comments

V. Next Regular Meeting

- A. Wednesday, February 1, 2023 at 2:00 p.m. in the Harvard Classroom
B. Agenda will include: (1) Review and approval of School Safety Plan, (2) Discussion of the LCAP Federal Addendum for 2022-2023.

VI. Adjournment—As acclaimed by the chair, the meeting was adjourned at 2:50 p.m.

Respectfully submitted,

Laura Keast
Vice Chairperson/Secretary

For the Record:

Before 2:00 pm on Wednesday, December 7, 2022, this meeting agenda was:

Hand-delivered to all eight committee members and both corporate officers and management staff;

Posted in the offices of Redwood Collegiate Academy and Sequoia Career Academy

Posted on www.caredwoods.org

COMPREHENSIVE SCHOOL SAFETY PLAN 2023-2024

Charter Academy of the Redwoods

Redwood Collegiate Academy

Principal: Caleb Cimmiyotti

School Address: 1059 North State Street, Ukiah, CA 95482

Phone: (707) 467-0500

Email: ccimmiyotti@redwoodacademy.org



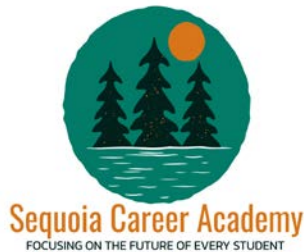
Sequoia Career Academy

Principal: Melinda Decker

School Address: 1031 North State Street, Ukiah, CA 95482

Phone: (707) 463-7080

Email: mdecker@scacademy.org



This Plan is Available for public inspection during regular business hours.

Public Input Meeting Held: 12-07-22

Adoption by Governing Board: 03-07-23

Scheduled for Review On: 01-18-24

Date of last SARC: 01-31-22

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REDWOOD COMMITTEE MEMBERS

The undersigned members of the Redwood Collegiate Academy School-site Council have met in the development of the following Comprehensive School Safety Plan.

Signatures:

Caleb Cimmiyotti, Principal (or Designee) Date

Laura Keast, Teacher Date

Tracy Thieriot, Parent Date

Sharon Ward, Classified Employee Date

Sylvia Wartell, Student Date

(name), (Law Enforcement Agency) Date

(name), (Fire Department) Date

(name), (Other First Responder– Optional) Date

(name), (Other– Optional) Date

SAFE SCHOOL VISION STATEMENT:

To optimize the safety of all persons on campus during all situations.

DATA ANALYSIS

Assessment of current status of school environment and crime

Check the data sources used

Available Data Sources	2020/21	2021/22
California Health Kids Survey (CHKS)		
CHKS Staff Survey		
CHKS or other Parent Survey	X	X
Other Student Survey	X	X
Truancy/SARB		
Student Referrals/Discipline	X	X
Suspensions/ Expulsions	X	X
STOP IT reports		
DataQuest	X	X
Threat/Risk Assessment		
Other Community and Crime Data		
Referrals	X	X
Suspensions	0%	4%
Expulsions	0%	0%

SEQUOIA COMMITTEE MEMBERS

The undersigned members of the Redwood Collegiate Academy School-site Council have met in the development of the following Comprehensive School Safety Plan.

Signatures:

Melinda Decker, Principal (or Designee) Date

Sean Allen, Teacher Date

Denise Harnden, Parent Date

Kerri Thies, Classified Employee Date

Cesar Ramirez, Student Date

(name), (Law Enforcement Agency) Date

(name), (Fire Department) Date

(name), (Other First Responder– Optional) Date

(name), (Other– Optional) Date

SAFE SCHOOL VISION STATEMENT:

To optimize the safety of all persons on campus during all situations.

DATA ANALYSIS

Assessment of current status of school environment and crime

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CHKS Staff Survey		
CHKS or other Parent Survey	X	X
Other Student Survey	X	X
Truancy/SARB		
Student Referrals/Discipline	X	X
Suspensions/ Expulsions	X	X
STOP IT reports		
DataQuest	X	X
Threat/Risk Assessment		
Other Community and Crime Data		
Referrals	X	X
Suspensions	0%	25%
Expulsions	0%	0.6%

A. CHILD ABUSE REPORTING PROCEDURES

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166)

All school staff are trained in Child Abuse Reporting Procedures annually, using the online training module provided by our insurer. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

BP 506.1.2

Role of Staff as Mandated Child Abuse Reporters: All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, following the same policies and procedures used by the UUSD.

References:

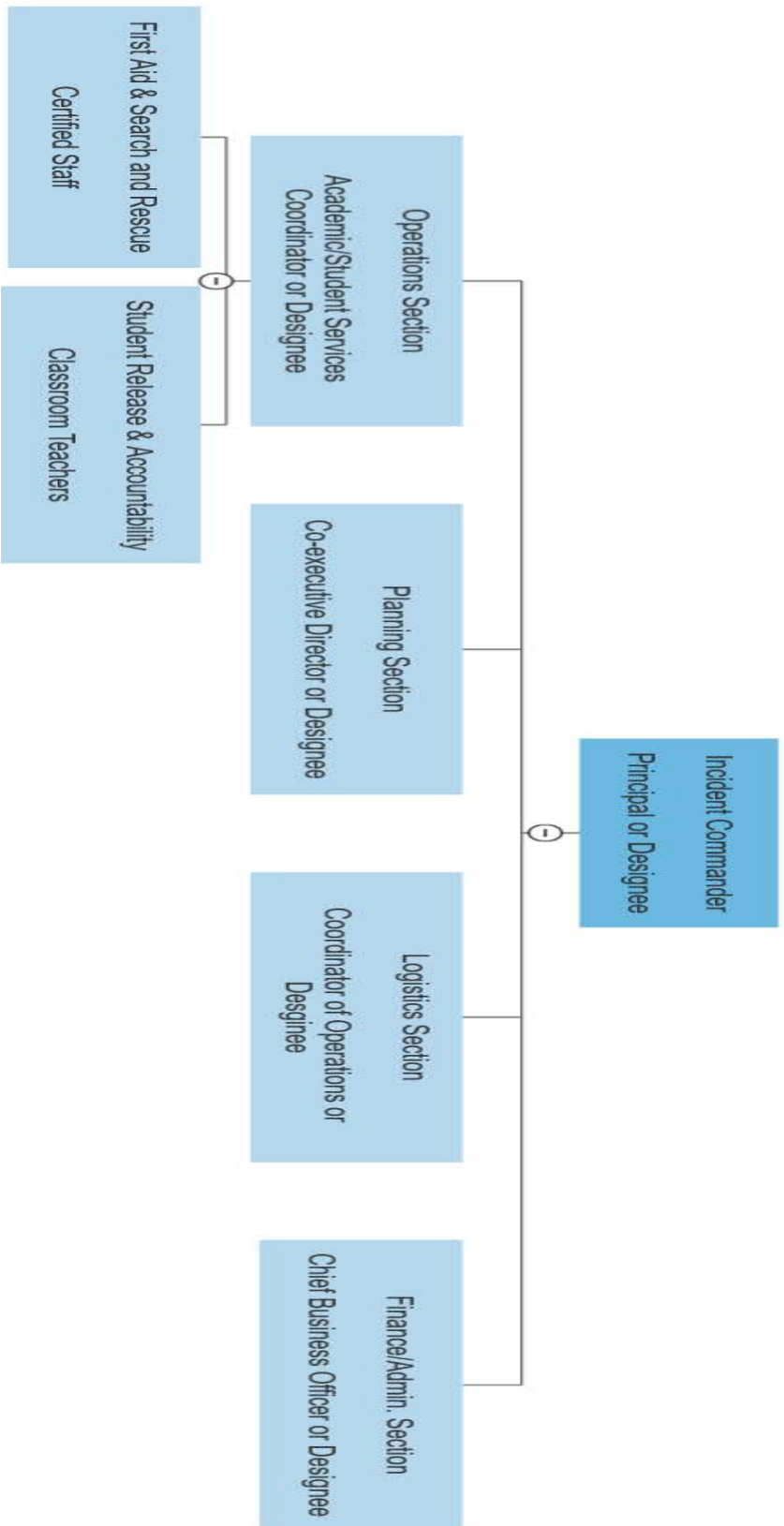
- **CDE resources:** <http://www.cde.ca.gov/ls/ss/ap>
- **Online training:** <https://mandatedreporterca.com/training/school-personnel>
- **Co-executive Director leads training for new hires and all staff annually**
- **Child Abuse Reporting Form and Instructions Form (In Office)**

B. DISASTER RESPONSE PROCEDURES

(EC 32282(a)[2](B); GC 8607; GC 3100)

The Charter Academy of the Redwoods maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures are below.

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/Principal.



Type of Drill	Frequency
Fire	At least once each month
Earthquake (Drop, Cover, Hold On)	Not less than twice every school year
Evacuation	Not less than twice every school year
Intruder/Lockdown	Variable
Student release procedure	Variable

These protective measures are taken before, during and following an earthquake

Mitigation	<ul style="list-style-type: none"> • Assess existing or potential hazards on and off campus • Identify nonstructural hazards on campus and develop a plan of action to address the hazards
Preparedness	<ul style="list-style-type: none"> • Establish and Train in NIMS/SEMS and ICS • Conduct Drills for Students and Staff in Drop/Cover/Hold • Conduct Evacuation Drills for Students and Staff • Conduct Drills for Students, Staff and Family in the Student Release Procedures • Coordinate, plan and train with Law Enforcement and Fire • Acquire emergency equipment and supplies • Coordinate with MCOE Crisis Response Team
Response	<ul style="list-style-type: none"> • Evacuate buildings and the school campus if necessary • Release students as needed • Initiate search and rescue efforts as needed • Handle triage, medical aid, and mental health emergencies as needed
Recovery and Reconstruction	<ul style="list-style-type: none"> • Assess building and campus safety and damage • Identify contacts for support as needed • Mobilize the Crisis Response team as needed • Make plans to relocate classes and other academic business at an alternate site as needed • Track costs to delineate expenditures • Debrief • Update plan as needed

Lockdown Codes

Code Yellow – All individuals remain inside and carry-on as usual. No one is to leave to use the bathroom, go to the office, use the phone, or leave the controlled area for any non-essential reason. Staff may choose not to inform students that a lockdown is in effect unless the information will improve safety.

Code Red – All individuals remain inside and move away from windows and doors using desks, tables, and any available furniture as a barricade, if needed. The door and windows are to be locked. Students need to be told that there is a serious threat and they are to be calm and silent as they await further instructions.

If students are missing or if someone is in need of medical attention, text to assigned cell phone numbers.

Redwood Collegiate Academy: (831) 419-4732, (707) 391-6814

Sequoia Career Academy: (707) 489-6496, (707) 621-0968

General Staff Responsibilities During an Emergency

Campus/Classroom/Office Staff:

- 1) Be sure you understand the type of emergency and how you are expected to respond. See **Evacuation Procedures** if fire alarm sounds and **Lock Down Procedures** for Code Yellow and Code Red procedures.
- 2) Account for all students including those regularly assigned to you and those who may in your vicinity from another staff member. Text assigned numbers if a student is missing or hurt.
- 3) Stay with students during an evacuation or a lockdown code.
- 4) Keep a current class roster with you.
- 5) Keep notes about the crisis event as quickly as safe to do so.

Site Administrator:

- 1) Verify information related to the nature of the emergency:
What type of emergency?
Who is involved? Affected?
How immediate is the threat?
Who and where are all involved parties?
- 2) If necessary, call 9-1-1, public safety, and/or security:
CHP (on the fairgrounds) 467-4040
MC Sheriff Dept (out of city limits) 463-4086
U Police Dept (in city limits; off fair) 463-6242
Ukiah Fire Department 9-1-1 or 463-6262
Ukiah Valley Medical Center 462-3111
Poison Control 1-800-222-1222
Deep Valley Security 462-5200
- 3) Contain the threat. Seal off high-risk area. Protect the people, then the evidence.
- 4) Implement crisis response procedures: **Evacuation** or **Lockdown Code Yellow** or **Lockdown Code Red**.
- 5) Notify staff; depending on emergency, students may be notified by teachers.
- 6) Notify community agencies, if designated to do so:
Redwood Empire Fairgrounds 462-3884 (Jennifer, CEO)
Ukiah Unified School District 463-5211 (superintendent's office)
Ukiah Daily Journal 468-3500 (news department)
Mendocino County Office of Education 467-5001 (superintendent's office)
- 7) Implement post-crisis procedures appropriate for emergency.
- 8) Keep detailed notes of crisis event as quickly as safe to do so.

General Staff Responsibilities After an Emergency

- 1) Do not talk to media; refer any questions to the principal.
- 2) Do not release any students during an emergency until a designated office person authorizes you to sign students out to their parents' custody. Sign out sheets are located on emergency clipboards.
- 3) If the regular phone system is down, use a cell phone to communicate if available. See the *CAR Directory of Important Information* for available contact information for staff, services, and agencies.

Evacuation Procedures and Lock Down Procedures

In an emergency, all students, staff, and visitors may be directed to **EVACUATE** or to **LOCKDOWN**.

Evacuate: In the event of an evacuation, the “fire alarm” will be sounded. Follow the fire drill route to evacuate students and staff to a safe distance outside of the building. Use judgment in following an alternate route if the normal route is too dangerous. Designated primary gathering spots are:

1059 N. State Street	the upper parking lot
1031 N. State Street	north side parking lot
Flower Building	southeast driveway
Home Arts Building	northeast driveway
Junior Building	the amphitheater

If the usual site is unsafe, classroom staff may move students to the fairgrounds gravel parking lot or other safe gathering area. Avoid areas that may be trafficked by safety response personnel or vehicles.

Classroom staff takes a current class roster; office staff takes emergency contact cards; the lunch staff takes roll sheets.

Responsible classroom staff takes roll after being evacuated.

The principal will provide directions upon conclusion of the evacuation.

Lock Down: In the event of a threat that requires that students, staff, and visitors remain indoors, staff will be notified and expected to:

- 1) keep all individuals inside until further notice
- 2) lock the door so that no one can enter from outside without a key
- 3) close and cover windows
- 4) if students are working outside, urgently summon them to the classroom; office staff will verify that no students can be seen

There are two kinds of lock down. Appropriate administrative staff will call and simply announce **Code Yellow** or **Code Red** to trigger the classroom staff’s response. Quickly notify the caller of any students who are in the class but not in the classroom and give their likely whereabouts (another classroom, office, bathroom...).

Code Yellow —all individuals remain inside and carry-on as usual. No one is to leave to use the bathroom, go to the office, use the phone, or leave the controlled area for any non-essential reason. Staff may chose not to inform students that a lockdown is in effect unless the information will improve safety.

Code Red—all individuals remain inside and move away from windows and doors using desks, tables, and any available furniture as a barricade if needed. The door and windows are to be locked. Students need to be told that there is a serious threat and they are to be calm and silent as they await further instructions.

What to Do in the Event of An: Assault/Fight

- 1) Ensure the safety of students and staff first.
- 2) Defuse situation, if possible. Contain the area where assault took place; then move students away from area.
- 3) Call 9-1-1, if necessary. Then call the office with information about who is involved, where they are currently located, what happened and what needs to happen. Let the office know if CPR/first aid-certified persons are needed. Office staff will summon them.
- 4) The principal notifies law enforcement if: a weapon was used; if there is a threat of further conflict; if the victim has physical injury causing substantial pain or impairment of physical condition; or if the assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent; this includes touching of those areas covered by clothing).
- 5) Administrative staff meets with involved students, victims, and witnesses and notifies parents of students involved in assault. Meetings are documented.
- 6) Assess counseling needs of victim(s) or witness(es). Determine post-crisis procedures and resources for the situation.
- 7) Determine if Discipline Hearing is to be convened.

What to Do in the Event of An: Bomb Threat

Upon receiving a message that a bomb has been planted in school, follow these steps:

- 1) Ask the caller/informant **where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why the caller is doing this.**
- 2) Listen closely to the caller's voice and speech patterns and to noises in background.
- 3) After hanging up phone, immediately dial *69 to trace call.
- 4) Notify the principal or other designated staff member. The principal or designee will notify the appropriate emergency, law enforcement, and/or security agencies.
- 5) The principal or designee will provide direction to staff for all persons inside school building(s). This may be a lock down or it may involve relocating to another area.

Likely relocation options: **If a short distance is appropriate**, the site designated for emergency evacuation will be used. **If a greater distance is needed**, the fairgrounds parking lot on State Street will be used. **If the fairgrounds need to be evacuated**, Vinewood Park may be designated.

What to Do in the Event of An: Earthquake

In the event of an earthquake while you are **indoors**:

- 1) Direct all students to take cover in the crash position for at least 60 seconds, longer if the shaking persists.
 - a) **Duck and cover** under a sturdy surface such as a desk.
 - b) **Move away from windows** and get below windowsill height.
 - c) **Wait** for instructions to evacuate.

In the event of an earthquake while you are **outdoors**:

- 1) move everyone away from buildings, utility poles, wires, streetlights, trees, and any other object that you may be in the path of.

When the shaking has stopped:

- 1) talk calmly to reassure students.
- 2) follow evacuation procedures **WHEN** directed to evacuate the building or area. The “fire alarm” will be used to indicate evacuation. Follow the procedures on page 2. Evacuation may take time as the evacuation path may need to be cleared.
- 3) report any missing or injured individuals to the principal or designated staff member.

What to Do in the Event of A: Fire

In the event that fire, smoke from a fire, or a gas odor has been detected:

- 1) Pull the closest fire alarm. When safe, notify the office staff with information about where and what has been detected.
- 2) Follow normal fire drill route to evacuate students and staff to a safe distance outside of building. Follow alternate route if normal route is too dangerous.

Designated primary gathering spots:

1059 N. State Street	the upper parking lot
1031 N. State Street	north side parking lot
Flower Building	southeast driveway
Home Arts Building	northeast driveway
Junior Building	the amphitheater

- 3) If the usual site is unsafe, classroom staff may move students to the fairgrounds gravel parking lot or other safe gathering area. Avoid areas that may be trafficked by safety response personnel or vehicles.
- 4) Classroom staff takes class roster; office staff takes emergency contact cards; lunch staff takes roll sheets. **ALL** other belongings are left in the room.
- 5) The principal or designated office staff notifies appropriate emergency, public safety, and/or security agencies.
- 6) Classroom staff takes roll after being evacuated. Report any missing students to the office staff.
- 7) No one may reenter building(s) until notified by the principal that the entire area has been declared safe by emergency response personnel.
- 8) When the emergency has been terminated, students and staff may resume normal operations or will receive additional instructions.

What to Do in the Event of A:

Hostage Taking

- 1) If hostage taker is unaware of your presence, do not intervene.
- 2) Call 9-1-1 immediately. Give dispatcher details of situation; ask for assistance from a hostage negotiation team.
- 3) Seal off the area near the hostage scene by removing students and staff.
- 4) Notify principal.
- 5) Give control of scene to law enforcement and hostage negotiation team.
- 6) Keep detailed notes of events.

If taken hostage:

- 1) Follow instructions of hostage taker.
- 2) Do not panic. Calm students if they are present.
- 3) Treat the hostage taker as normally as possible.
- 4) Be respectful to hostage taker.
- 5) Ask permission to speak and do not argue or make suggestions.

What to Do in the Event of An: Intruder

An intruder is an unauthorized person who enters school property without approval or checking in at the office.

If possible, notify the office if you see an intruder before you:

- 1) Ask another staff person to accompany you before approaching intruder.
- 2) Politely greet intruder and identify yourself.
- 3) Ask intruder the purpose of his/her visit. Inform intruder that all visitors must register at the main office. If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If the intruder refuses to leave:

- 1) Warn intruder of consequences for staying on school property. Inform him/her that you will call police.
- 2) Notify office staff if intruder still refuses to leave. Give a full description of intruder.
- 3) Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- 4) The principal or other designated staff member may issue lock-down procedures.

What to Do in the Event of A: Serious Injury/Death at School

If injury or death occurred in school **on** or **off** campus:

- 1) call 9-1-1
- 2) contact principal or other office staff to summon the closest available CPR/first aid certified persons of medical emergency to begin life-saving efforts
- 3) notify principal or other office staff who will contact parent/guardian—partner/spouse
- 4) office staff will disperse additional support staff to the site

If appropriate, designate a staff person to accompany injured/ill person to hospital.

Keep other students at a distance; if possible until other staff arrives, designate a lead student to keep students calm and in a limited area.

When time allows, direct witness(es) to office staff to give information.

Determine method of notifying students, staff and parents.

Refer media, witnesses, or others to the principal.

What to Do in the Event of A: Serious Injury/Death Not at School

Reminder: staff chaperoning students off campus are expected to have a cell phone and first kit.

If incident occurred outside of school facility or hours:

- 1) notify staff before normal operating hours in person where possible AND with an e-mail that includes all important information to ensure correct information can be provided to students, parents, and community.
- 2) determine method of notifying students and parents. Include information about availability of counseling services for those who need assistance.
- 3) meet with school staff to determine level of intervention for staff and students.
- 4) designate rooms as private counseling areas.
- 5) escort affected student's siblings and close friends and other "highly stressed" students to counselors.
- 6) assess stress level of staff. Recommend counseling to overly stressed staff.

If the situation involved a fatality, designate staff person(s) to attend funeral.

Allow for changes in normal routines or test schedules to address injury or death.

What to Do in the Event of A: Weapons Possession

Staff or student who is aware of a weapon brought to school will calmly and factually notify a principal or another staff member immediately. Provide:

- 1) name of suspected person who brought the weapon,
- 2) where the weapon is located,
- 3) if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- 4) if known, information about whether the weapon is possessing with intent to harm or is simply in possession.

If the teacher suspects that a weapon is in classroom, he/she should confidentially notify the principal or another staff person. The staff person should not leave classroom while students are present.

Administrative Staff

- 1) Call law enforcement if a weapon is suspected, as viewed by a reasonable person, to be in school. If possible to do so safely, remove the suspect to the office with another adult present or, in some way, isolate him/her. With another adult, accompany the suspect to the private place to wait for law enforcement to arrive.
- 2) If appropriate, ask another staff person to join you in questioning the suspected student or staff member. If there is any doubt, wait until law enforcement arrives to question and search the suspect.
- 3) Conduct the search with law enforcement. Tell suspect why you are conducting search.
- 4) Keep detailed notes of all events and why search was conducted.
- 5) Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- 6) If the suspect threatens you with weapon, do not try to disarm him/her. Back away with your arms up. Remain calm.

Emergency Alert Stations

Listen to the following radio stations for information regarding a potential or impending emergency:

FM Stations

KZYY	90.7	phone 895-2324	
KMKX/KWINE	94.5/93.5	phone 462-0945	fax 462-4670
KUKI	103.3	phone 466-5865	

AM Stations

KUKI	1400	phone 466-5865	
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Dismissal/Pick-up Procedures

Parent/guardians will expect to find their student being cared for by the staff unless they have approved another plan or emergency responders (law or medical) have removed the student for immediate attention.

- 1) Under **NO** circumstance allow a student to leave campus alone or in the sole company of other students unless the student's parent has given permission to do so for that occasion.
- 2) Report to the office the name, last known location, direction, and status (e.g., injured, hysterical...) of any student who does leave.

When a crisis has occurred that requires dismissal before the completion of the regular day, the principal or other designated staff member will determine how to best proceed. Options will likely include:

- 1) Having students contact their parent/guardian to pick them up. The responding adult will come to the office or other designated place to sign their student out. In the event that students need to be signed out by parents directly from classrooms, classroom staff members will wait for permission from the principal or other staff designee before allowing parents to sign their student out and take them home.
- 2) Gathering students in the designated area (evacuation site or fairgrounds parking lot) and releasing students to a responsible adult. The office and teaching staff will keep a record of each student who has left and who picked them up. Staff may establish a designated pick up area to aide in monitoring student departures.

Staff in the Flower Building, Home Arts Building, and Junior Building may expect to be directed to bring all students to the main campus to reduce the number of points of dismissal.

CPR/First Aide trained providers

Wren Consterdine
Maggie Singleton
Terri Bollig
Sharon Ward
Stefani Esau
Sean Allen
Cody Phillips
Wilson Chavez
Laura Keast

CPR only

Edward Cannon
Emily Fultz

C. SUSPENSION & EXPULSION POLICIES

(EC 32282(a)[2](C))

The organization's Code of Behavior, *all students and staff will respect themselves, others, and things, at all times and in all situations*, is the foundation for the behavioral policies and procedures including suspension and expulsion. The policies and procedures are outlined in the Charter Petition and the Board Policy.

The school takes its responsibility to balance students' rights to due process with the responsibility to maintain a safe learning environment for all students and staff extremely seriously. *The Academy's* intent is to ensure that students understand the codes that guide behavioral expectations so that they can consistently adhere to them and be in a quality learning environment. In keeping with Board Policy students may be suspended or expelled from the charter school for serious or persistent non-compliance with the school's codes, rules, policies or procedures, or any material violation of any of the conditions, standards or procedures set forth in the charter school petition or the *Student-Family Handbook*, and in compliance with the California charter school education code governing discipline within a charter school. Suspension and expulsion criteria will be reviewed once a year by the school staff to determine if modifications are necessary.

Students who have violated the school's codes, policies, procedures, or rules may be suspended from class by any member of the staff and from school by the site administrator or designee. All suspensions are logged in the school's student information system and available for review by staff, the student, and the parent/guardian.

The staff will adhere to due process in applying consequences to Behavior Code violations with a clear goal of ensuring that the student is prepared to discontinue the violation as quickly as possible and return to instruction. In no case will possession of alcohol, drugs, tobacco, or a weapon or harassment, threats or intimidation against staff personnel or pupils be permitted. Possession for any purpose of any amount or size is grounds for a discipline hearing. Students will be presented to the Discipline Committee for offenses that may result in expulsion including possession of a firearm, brandishing a knife, possessing and/or selling a controlled substance, committing or attempting to commit a sexual assault or battery and possession of an explosive. Other offenses to be referred to the Discipline Committee will be those that present a serious or persistent violation of the Behavior Code. The principal may also confer with MCOE, UUSD, or other districts to identify likely consequences in those jurisdictions for similar offenses.

The Discipline Committee is comprised of staff members trained by the principal, no less than two and usually three, of whom at least one is not currently a teacher of the student. The principal designates the chairperson and appoints other staff members to complete the panel. The chairperson facilitates the hearing and serves as a voting member of the panel. Nearly all staff members participate on one or more panels during the year with the principal responsible for ensuring due process. The principal does not serve on the panels.

Students who are candidates for expulsion have the right to a discipline hearing. Discipline hearings are scheduled by the principal based on information provided through an investigation and according to school policy. The principal will be involved with the special education staff in the expulsion process for all identified pupils with disabilities to ensure completion of a manifestation determination and any other required procedures. The purpose of convening a Discipline Hearing is to respond to charges that a student has committed an infraction of the Behavior Code that may be sufficiently serious to warrant expulsion from the *Academy*. This process is open to the panel, the staff, and the student and his/her representative(s) except for deliberations that are closed to all but the panel. Convening the panel means that the staff needs to formally hear information about the infraction and make a decision about what disciplinary action, if any, up to and including expulsion, may be warranted.

Students for whom a Discipline Hearing is to be convened are suspended pending the panel's decision which provides an opportunity for the parent to meet with the principal to personally discuss the situation and set a time for the hearing that enables the parent/guardian to attend.

Parents and the student are notified in writing about the charges and hearing process in advance and reasonable effort is made to conduct the hearing at a time that enables the parent to participate. The parents of a student who has received a Discipline Hearing notice from the site administrator will be encouraged to participate and present facts relevant to the issues set forth in the notice. A translator is provided for all hearings attended by Spanish-speaking parents and students. The Panel makes the final decision regarding expulsion and may decide as it deems appropriate, to suspend an expulsion. Parents have the right to waive a panel and abide by the determination of consequence by the school principal.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or who is in a protected class, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The *Academy* will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the *Academy* has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The *Academy* shall notify UUSD of the suspension of any student identified under the IDEA or as a student with a disability under 504 (or for whom there may be a basis of knowledge of the same) and shall participate with the District on the required Manifestation Determination IEP required by law.

BP 502.2

Violating the Code of Behavior will result in counseling and/or disciplinary action including: community service, suspension, referral to another school or service, and expulsion.

1. The supervising staff person who initially identifies the violation will inform the student that s/he has committed a violation and will use appropriate conflict resolution methods, including a hearing if appropriate, to resolve the issue. If the issue is determined by the staff person to require additional attention or sanction, it will be promptly referred to the student's Advisor and, if appropriate, to the Principal who will inform the parent/guardian, if appropriate.
2. The Principal and/or Advisor will conduct an investigation to define the nature of the violation and its cause(s) and determine the sanction, if warranted. The Principal and/or Advisor will notify the parent/guardian of the result of the investigation.
3. All staff members are authorized to assign community service, counsel, provide information about a social, counseling, medical, assessment or other appropriate service, and suspend a student from class or for a class period. Only the Executive Director and Principals are authorized to schedule a Hearing Panel to consider a student's potential for expulsion.
4. In the event a student is believed to have committed a serious infraction of the Code of Behavior, the Principal or his/her designee will present a potential expulsion to staff convened to hear the case. The student and his/her parent/guardian will be encouraged to participate. The goal of the hearing will be to ensure a full understanding of the facts and determine a course of action most likely to benefit the student and support the mission of the school.

5. In the event that a student's return to school is considered likely to pose a threat to the welfare or safety of others, the Principal is authorized to suspend a student until a hearing can be convened. If the suspension exceeds five days, the student may request and will be given access to complete all assignments under the supervision of the parent/guardian. For a suspension of less than five days, the student may complete work missed upon his/her return. The staff will make every effort to conduct the hearing in a timely manner.
6. Any expulsion will be reported to the charter-granting agency and accounted for in the annual report.
7. In all dealings related to violations of the Code of Behavior, effort will be made to educate and counsel with a goal of ensuring that such a violation is not repeated.
8. In no case will possession of alcohol, drugs, tobacco, or a weapon or harassment, bullying, threats or intimidation against staff personnel or pupils be permitted. Possession for any purpose of any amount or size is grounds for immediate expulsion.

References:

- **Charter Petition**

D. PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

(EC 32282(a)[2](D); EC 49079)

In accordance with EC 49079 the principal informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

Staff are notified by email if a student engages in acts that may warrant suspension or expulsion while on campus. In the event that the behavior occurred prior to the student enrolling at the school, the staff is notified by email or in a staff meeting.

E. DISCRIMINATION & HARASSMENT POLICY

(EC 32282(a)[2](E); EC 234.4)

Charter Academy of the Redwoods is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

BP 401

401.1 Nondiscrimination: Charter Academy of the Redwoods is an equal opportunity/affirmative action employer and makes employment decisions on the basis of merit. Policy prohibits unlawful discrimination based on race, color, creed, sex, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, disability covered by ADA, or any other consideration made unlawful by federal, state, or local law. Discrimination is unlawful.

1. Charter Academy is committed to complying with all applicable laws providing equal employment/affirmative action opportunities. This commitment applies to all persons involved in the operations of the corporation, prohibits unlawful discrimination by any employee, and encourages employment representative of the geographic area.
2. Any employee who has been subjected to any form of discrimination is expected to submit a written complaint to his or her supervisor or the Executive Director. The complaint is to be specific and include the names of the individuals involved and the names of any witnesses. The Corporation will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation. If the Corporation determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future discrimination. The Corporation will not retaliate against an employee for filing a complaint and will not knowingly permit retaliation by other employees.
3. All required notices shall be conspicuously posted in the employee work rooms.

401.2 General Conduct / Harassment: All employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with all parties directly and indirectly involved with Charter Academy of the Redwoods.

1. The Corporation is committed to a work environment free of unlawful harassment and prohibits harassment of any sort including but not limited to: sexual; verbal, visual, or physical conduct; threats or demands; or retaliation.
2. Any employee who has been subjected to any form of harassment is expected to immediately submit a written complaint to his or her supervisor or the corporation President. The complaint is to be specific and include the names of the individuals involved and the names of any witnesses. The Corporation will immediately undertake an effective, thorough and objective investigation and attempt to resolve the situation. If the Corporation determines that unlawful harassment has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The Corporation will not retaliate against an employee for filing a complaint and will not knowingly permit retaliation by other employees.

BP 506

506 12. Bullying and Harassment Policies and Procedures: In keeping with BP 401.01 and 401.02 CAR is committed to providing a school that is free from sexual harassment, as well as any bullying and harassment based upon factors such as the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified by state or federal law, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. Misconduct of this nature is very serious and will be subject to disciplinary measures. Concerns about bullying, discrimination, or harassment will be addressed through the uniform complaint procedure adopted by CAR.

F. SCHOOL-WIDE DRESS CODE

(EC 32282(a)[2](F))

Students are required to adhere to the Dress Code both as an issue of safety and of school pride. The Dress Code is communicated to students and families in the Student and Family Handbook.

1. No skin shall be visible from a student's armpits to mid-thigh
2. All shirts/dresses must have a sleeve and go over the shoulder.
3. No undergarments may show at any time.
4. Clothing that may be deemed unsafe to the wearer or others is not permitted. These include,
but are not limited to studded bands, chains, or any other items that might be used as a weapon.
5. No sleep attire including but not limited pajamas, onesies, slippers or soft soled shoes.
6. No ball caps are permitted unless they are Charter Academy of the Redwoods merchandise.
7. No hats or hoods may be worn in class.
8. No clothing or accessories may be used to show gang affiliation. These include, but are not limited to:
 - Red/blue colored lanyards, bandannas, belts, head bands, or any colored paisley items.
 - No more than two red or blue items may be worn at a time.
 - No clothing or accessories may emphasize gang representation or affiliation including, but not limited to "N", "S", "M", Sureno, Norteno, 3, 4, 13, 14, 33, 44, 81, 707, XIII, XIV, X4, X3, WSK, PAK, ATC, VXL, MBZ, CVC, LNX, "Califas" or other known gang related symbols.
 - No sport team logos
 - Any associated white supremacy or Neo-nazi symbols or images including KKK, SS, NCV or any other known white supremacy groups.
9. No items may contain inappropriate references. These may include, but are not limited to drugs, alcohol, tobacco, profanity, weapons, sexual content, hate speech or violence.

G. SAFE INGRESS AND EGRESS

(EC 32282(a)[2](G))

Charter Academy of the Redwoods annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who drive cars, ride the bus, ride their bikes, and walk to and from school in the Student and Family Handbook.

All students walking to and from school must use crosswalks supervised by school crossing guards or lighted intersections.
Students riding bicycles or scooters must walk them on fairgrounds property.
Students being dropped off or picked up by automobile must transfer to or from a car in designated parking lots around campus or in the loading zone at the main entry to the fairgrounds.

All visitors must sign in at the main office and wear a visitor's pass.

References:

- **School Site Maps including well-marked location of Office and parking and pick-up locations and traffic flow patterns during arrival and dismissal**

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

(EC 32282(a)[2](H))

EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action” in conjunction with developing their plan for school safety.

Safe Schools: A Planning Guide for Action is based on four principles: that safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data.

This Section H describes Steps 4 and 5: setting annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

Goals, Objectives and Activities

–

Component I – SOCIAL ENVIRONMENT (People and Programs)

Component I: The Social Environment (People and Programs) Include at least one goal, with measurable objective(s) and activities.
Goal #1 Students will feel safe while at school.
Measurable Objective: By the end of the 2024-2025 academic year, 95% of students will feel safe while at school.
Activities 1. Staff will complete the Second Step SEL for Adults
2. Teachers will conduct the Second Step SEL program with their Advisement/Life and Leadership classes.
3. Staff will complete the Multi-Tiered Systems of Support (MTSS) training as part of the Mendocino County Office of Education Consortium
4. Staff will implement SEL and MTSS practices in their classrooms.

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component I - SOCIAL ENVIRONMENT (People and Programs)

Who will take the lead: Administrative Team
Completion date: June 2025
Resources needed: Second Step SEL Subscription MTSS Training through Alludo
How we will monitor and evaluate: The Administrative Team will monitor progress through the digital training platforms and student survey data.

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

Goals, Objectives and Activities

Component II – PHYSICAL ENVIRONMENT (Facilities)

Component II: The Physical Environment (Facilities) Include at least one goal, with measurable objective(s) and activities.
Goal #1 The school grounds will continue to be a safe place to gather and learn.
Objective: We will continue monitoring and repairing buildings as necessary.
Activities 1. Make necessary repairs as needed

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component II – PHYSICAL ENVIRONMENT (Facilities), Continued

Who will take the lead: Coordinator of Operations
Completion date: Ongoing
Resources needed: Variable
How we will monitor and evaluate: Principal will tour and evaluate the physical plant annually with the Coordinator of Operations

I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE

(EC 32282(a)[2](I))

In order to provide a positive and safe learning environment for students, Charter Academy of the Redwoods has created school wide expectations for behavior and discipline. We follow the California Department of Education guidelines for suspensions and expulsions.

In keeping with board policy 502.2 referenced in section C, the Student and Family Handbook states: To help students immediately improve their behavior, staff may send students outside or to an isolated area. During this time, usually five minutes, students are expected to commit themselves to the Behavior Code. Other misbehavior may have more stringent consequences. Students who miss class due to behavior may expect to notify their parents of the lost class time.

BEHAVIOR CODE

All students and all staff will respect themselves, others, and things at all times and in all situations.

School-wide Rules

- 1) Keep your hands, feet, body, and objects to yourself and keep your verbal and body language appropriate to a positive learning environment.
- 2) Be sure every area is neat, clean and orderly when you leave it.
- 3) Do not have gum, unapproved electronic devices, weapons, drugs, alcohol, paraphernalia, or contraband.
- 4) Follow the Dress Code; do not wear beanies or hoods inside classrooms or during formal school events.
- 5) Be on time to school daily.

Classroom Rules

- 1) Do not bring in food or drink except water in a sealed container.
- 2) Follow the staff person's directions.
- 3) Protect classroom materials, furniture, and equipment.
- 4) Be a positive, contributing member of the class; do not interrupt or distract when someone is talking.
- 5) During class: no grooming, no passing notes, no leaving seat or classroom without permission.

Building and Safety Rules

- 1) Enter and exit rooms using the ramp; do not go through or sit on the railings.
- 2) Remain on the path when going to or from the school and the Jr. Building.
- 3) Stay out of the areas behind the classrooms and office building, and driving areas such as the parking lot and fairground's road.
- 4) Cross N. State Street following the directions of the crossing guard.
- 5) Do not touch the alarms, extinguishers, pipes, sprinkler heads, vents, or any similar object.
- 6) Leave buildings and everything in and around it as good or better than you found it.

Consequences

Receive a verbal warning with an opportunity to correct the behavior.

Be isolated or suspended from class and sent to office.

Staff calls parent/guardian and may give detention, suspension, or other consequence.

Refer to Discipline Committee for staff review.

Receive Behavior Probation with loss of special privileges and required detention.

Pay for repair or restoration of damage or vandalism.

Pay for costs associated with enforcing attendance laws.

In cases of severe acts (such as bodily harm or possession of contraband), the Executive Director and/or Principal will take immediate and direct action to protect the safety of the students and the school.

J. TACTICAL RESPONSES (SEE EOP, ANNEX B)

(EC 32282(a)[2](J))

Charter Academy of the Redwoods, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown and Evacuation, and Run-Hide-Fight are contained in Annex B of the Emergency Operations Plan.

Currently incorporated within section B Disaster Response Procedures

K. BULLYING PREVENTION POLICIES & PROCEDURES

(EC 234.4)

Charter Academy of the Redwoods recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Charter Academy of the Redwoods has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

In keeping with BP 506.12, referenced in section E, the Student and Family Handbook states: Bullying can take the form of a direct attack –like teasing, taunting, threatening, stalking, name-calling, hitting, coercion, and stealing -- or be more subtle through spreading rumors and intentional exclusion. Either way, bullying is a serious violation of our behavior code and will result in the appropriate consequences. Furthermore, the use of any electronic device to harass, intimidate, or bully will also be treated as a serious threat to the safety of other students and the appropriate consequences will apply.

MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement and the local Fire Agency. The revised plan is placed on the January regular meeting of the Board of Directors for public hearing to allow public input before it is adopted. It is available for public inspection at the school site during regular business hours.

<p>How was the previous plan monitored?</p> <p>The plan is reviewed annually by School Site Council and approved by the Board of Directors in January.</p>
<p>Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.</p> <p>No</p>
<p>Were changes made to Section G: Ingress and Egress? If so, reference where these are found.</p> <p>No</p>
<p>What progress was made on Section H: Component I (Social Environment)?</p> <p>Staff accounts have been created for all training programs.</p>
<p>What progress was made on Section H: Component II (Physical Environment)?</p> <p>The physical plant has been reviewed and necessary maintenance and repairs are being conducted.</p>

Record the Dates of Drills or Staff Training in Past 12 months:

	Drills	Training
Fire	10-20-22	
Earthquake	10-20-22	
Evacuation	10-20-22	
Lockdown		
Student Release		

MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

Method for Communicating Plan and Notifying Public: <i>EC 32288</i>	<p>Date of Public Hearing <input style="width: 150px; height: 20px;" type="text"/></p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified 														
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations 														
	<p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281</p>														
Review of Progress for Last Year	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; text-align: center;">Name</th> <th style="width: 30%; text-align: center;">Date</th> </tr> </thead> <tbody> <tr> <td>Law Enforcement</td> <td></td> </tr> <tr> <td>Fire</td> <td></td> </tr> <tr> <td>First Responder, if applicable</td> <td></td> </tr> <tr> <td>Site Council Approval</td> <td></td> </tr> <tr> <td>School Board Approval</td> <td></td> </tr> <tr> <td>Most Recent SARC (attached)</td> <td>Date:</td> </tr> </tbody> </table>	Name	Date	Law Enforcement		Fire		First Responder, if applicable		Site Council Approval		School Board Approval		Most Recent SARC (attached)	Date:
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Law Enforcement															
Fire															
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Most Recent SARC (attached)	Date:														

RA LCAP Summary for 22-23

Goals:

- 1) Graduate college prepared students as determined by the College/Career Dashboard Indicator
- 2) Successfully align all instruction and assessment with state standards with an emphasis on expanding STEM opportunities (as measured by CAST and CASSPP)
- 3) Create a positive school climate where students recognize integrity, compassion, and effort as important measures of personal success and college readiness (as measured by student surveys and attendance rates)
- 4) Graduate students who enroll in a 2 or 4 year college (as measured by locally collected data)

Actions:

1. Provide teachers and administration with Advanced Placement, state standards, accountability, administrative, and academic counseling trainings. **(#1)**
 - PLC meetings **(Ed Eff and then LCFF)**
 - PLC lead stipends **(LCFF)**
 - PD days prior to school and during school year **(Title II and then LCFF)**
 - PD off campus such as AP trainings, induction programs, etc. **(Ed Eff and the A-G Grant)**
2. Purchase and implement state standards aligned curriculum. **(#2)**
 - standards aligned literary, social studies, math, and science/STEM curriculum and equipment/facilities as needed **(LCFF)**
 - aligned curricular activities/field trips **(ELO and then LCFF)**
3. **Provide technology access (software and hardware) for instructional use. (#2) (ESSER Bucket 4)**
 - Tech Pro services **(LCFF)**
 - Go Guardian, IXL, other tech software **(In person then ESSER then LCFF)**
 - All hardware for students and staff **(In person then ESSER then LCFF)**
 - 10% of A+ Co-Exec's time **(LCFF)**
4. **Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors. (#1)**
 - all college books **(LCFF)**
 - Mendocino College fees **(LCFF)**
 - 5% SSC's time **(LCFF)**
 - 9% Dual Enrollment instructor's time. **(LCFF)**
5. Provide college, financial aid, and academic advising/monitoring. **(#4)**
 - 15% SSC's time **(ESSER Learning Loss)**
 - 15% SSC's time **(A-G Grant)**
6. Provide college admission curriculum and annual college tours. **(#4)**
 - cost of buses/tours **(ELO)**
 - 5% SSC's time **(ELO)**
7. **Subsidize AP Exam Costs for all students earning a B+ or higher in AP classes and/or students who are classified as foster and/or low-income. (#1) (LCFF)**
8. **Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher and/or juniors who are classified as foster and/or low-income. (#3)**
 - cost of both PSAT and SAT **(LCFF)**
9. **Provide curriculum and support for students' development of positive character traits, leadership abilities, and physical and social emotional health. (#3) (ESSER bucket 2)**

- 1 day of time/training for teachers to research and develop related curriculum, methods, and supports
 - materials and equipment as needed **(LCFF)**
 - Teacher's time for Life and Leadership classes (10% of each RA Advisor) **(LCFF)**
 - contracts with local organizations to provide leadership/enrichment/fitness programs and access to counseling services (SPACE, Outward Bound, Artward Bound instructors, etc) **(ELO then ESSER then LCFF)**
 - school activities and celebrations to foster feelings of student accomplishment and pride (Demo Nights, Six Flags, Promotion/Graduation, Community Luncheons, Achievement Day, Spirit Week, etc) **(ELO then ESSER then LCFF)**
 - fitness equipment/facilities **(ELO then ESSER then LCFF)**
 - new Robotics class (a half period) for 7s and 8s—Bethany at 20% **(LCFF)**
- 10. Provide pull-out/ after-school tutoring. (#1)**
- 2.5% of teacher time **(LCFF)**
 - 5% of SSC's time for after school tutorial **(LCFF)**
 - Any in-class tutoring offered--Julian? Jordan? **(Title I, IV, V then to ESSER Learning Loss then to A-G Grant)**
- 11. Provide increased academic monitoring of EL, foster youth, and low income students and support as needed (#4)**
- 25% of SSC's time **(LCFF)**
- 12. Provide free meals, both breakfast and lunch. (#3)**
- Cost to WC **(LCFF)**
 - Cost of food **(LCFF)**
 - Cost of vehicle to transport food **(LCFF—Committed funds if needed?)**
 - Vehicle maintenance, insurance, gas **(LCFF)**
 - 10% of Instructional Asst/Aide time **(LCFF)**
 - 5% of Campus Aid/Instructional Asst. time **(LCFF)**
 - 10% of Office Assistant's time **(LCFF)**
- 13. Provide attendance/engagement monitoring and build necessary systems of supports. (#3)**
- 7.5% of Principal's time **(LCFF)**
 - 10% of Principal's time **(ELO then LCFF)**
 - 10% of Coordinator of Operations **(LCFF)**
- 14. Provide summer school (#1)**
- All staff and materials supplemental costs **(ESSER Learning Loss and then to A-G Grant)**
- 15. Provide safety provisions and equipment needed for on-campus learning. (#3) (ESSER bucket 1)**
- Cost of staff (10% of Kayle's replacement and 10% of Sharon) and supplies to do antigen testing **(ESSER)**
 - Cost of PPE **(ESSER)**
 - Cost of extra cleaning—20% of cleaning service? **(ESSER)**
- 16. Administer the ELPAC for all EL students. (#2)**
- 2% of SSC's time **(LCFF)**
- 17. Administer Interim and Summative CAASPP assessments. (#2)**
- 2% of SSC's time **(LCFF)**
 - 1% of Principal's time **(LCFF)**
- 18. Provide Guided Study within the regular school day to support student success in all classes. (#1)**
- Guided Study Sr. Instructional Aides—Jason, Jordan **(Title I, IV, V and then to LCFF)**
 - 18% of Guided Study Teachers (Wren, Wilson) **(Title I, V, IV, V and then to LCFF)**
- 19. Provide Special Education program. (#4)**
- SPED teacher **(SPED pass through then LCFF)**

- SPED para (**SPED pass through then LCFF**)
- SPED materials (**SPED pass through then LCFF**)
- Contract services for school psych, nurse, counseling, etc (**SPED pass through then LCFF**)

Note: Bolded actions are designated as contributing to improved/increased services for unduplicated EL, Foster, or low-income pupils.

Non-LCAP Items

- 1. Facilities Repairs/ Upgrades (ESSER and LCFF Committed Funds if needed) (ESSER bucket 4)**
- 2. Substitute Costs of any kind (ESSER then LCFF) (ESSER bucket 1)**
- 3. Independent Study/Covid Extra Days Stipends (ESSER--bucket 1)**

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Redwood Academy of Ukiah

CDS code:

23656152330413

Link to the LCAP:

(optional)

<https://caredwoods.org/District/1506-Untitled.html>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

As a WASC accredited school, Redwood Academy of Ukiah subscribes to a continuous cycle of improvement and reevaluates all LCAP goals and actions on an annual basis. In determining or revising needs and goals, a variety of state-level data, testing data, and anecdotal input from stakeholders is used. The metrics indicated in the LCAP then serve as the primary basis by which stakeholders evaluate whether or not funding is being used effectively to meet identified needs and subsequent goals. Federal funds are always used in accordance with the school's identified needs and subsequent goals and actions as outlined in the LCAP yearly.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Redwood's Academy's state funding is currently focused on achieving the following four goals outlined in our school's LCAP for 2018-19:

- 1) Graduate college prepared students as determined by the College/Career Dashboard Indicator.
- 2) Successfully align all instruction and assessment with state standards with an emphasis on transitioning to the newly adopted NGSS.
- 3) Create a school climate where students recognize integrity, compassion, and effort as important measures of personal success and college readiness.
- 4) Graduate students who enroll in a 2 or 4 year college.

All federal funding is used in alignment with these four goals. Title I, Part A funding is used primarily to provide extra instructional help by way of in-school and after-school tutoring and academic guidance aimed at achieving goals 1 and 4. Title II, Part A funding is used to assist in achieving goal 2, and Title IV, Part A funds are used primarily to achieve goals 1 and 3.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA consists of only one school, Redwood Academy of Ukiah. As a result, all students are taught by the same teachers, and, thus, there are no disparities which result.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A primary strategy for soliciting parent input is the parent satisfaction survey, which is administered to parents every year in February or April along with quarter grade reports. The results are shared and reviewed by the School Site Council (which is comprised of parents, staff, and students) and Redwood Academy staff. The School Site Council then reviews, revises, and approves Title I Parent Involvement Policy annually as well as helps with the development of all plans pertaining to federal and state funds. The Title I Parent Involvement Policy is distributed to student families at the first Parent Advisory meeting of the school year and parents in attendance are encouraged to provide feedback which is then taken to the School Site Council. For families that are not in attendance, a

copy of the policy is mailed home, to the extent practicable, in the family's home language. Parent Advisory meetings also serve as a forum for parent trainings and discussions on topics such as how to use the school's information system (PowerSchool) to support student progress, state standards and assessments, safety, academic resources, and LCAP needs, goals, and activities.

Redwood Academy's LCAP process solicits stakeholder input in a variety of ways. Aside from seeking parent input at Parent Advisory meetings, the School Site Council also reviews LCAP goals, actions, and expenditures and provides input, along with the rest of the school staff and the Board of Directors (which is comprised entirely of parents and former parents). The Board of Directors oversees and approves all school-wide plans, including the LCAP, providing input.

Other events intended to facilitate parent involvement are the school-hosted Back to School BBQ, New Student Bonus Day, Open House, Family Fun Night, Demonstration Nights, and Promotion and Graduation Ceremony. These are all family-oriented activities at Redwood Academy. The Back to School BBQ gives new and returning families the opportunity to meet their child's teacher and other staff before school begins in an informal and fun way. New Student Bonus Day gives all new students the opportunity to meet their teachers, tour the campus and be familiarized with the lunch routines before the first day of school. In early fall, the Open House provides parents an opportunity to meet with their student's teachers. Demonstration Night, held twice a year, gives students the opportunity to demonstrate what they have learned in class for their parents. It also gives parents the opportunity to informally check in with the teacher about their child's progress at the end of the program. Family Fun Night is organized by the Academic Services Coordinator with the help of the senior class in an effort to bring families together for fun, safe activities. Family and friends of students are invited to attend. Redwood Academy, working with its sister school, holds two Family Fun Nights a year. Parent Advisory meetings are held three times a year with a fourth meeting dedicated specifically to helping the parents of seniors with the college financial aid process.

All school staff receive two weeks of in-service training prior to the start of each school year. As part of that training time, the staff spends time assessing the school's needs and offerings, which includes assessing the ways in which staff can partner with our parents to provide students needed academic support as well as enrichment activities such as field trips. All staff are provided administrative support with parent/family communications.

All parents receive a calendar prior to the beginning of school with all school events on it. They also receive a reminder of all school events in the quarterly mailer. Mailings are sent, to the extent practicable, in the family's home language. Additionally, the staff posts the events on the website calendar and school Facebook page. Special accommodations are made for communicating with families that have accessibility needs or special needs that make corresponding with the school difficult, and families with migratory children are provided opportunities for communication with teachers and administrative staff prior to or upon returning from a pro-longed absence/independent study.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: Redwood Academy is a school-wide program, and uses Title I Part A funding to provide a Guided Study class is built into the day for each grade at Redwood Academy. This gives students the opportunity to complete the work from that day or any missing work that needs to be made up. The instructor monitors students' grades and provides students a list of work to be done as well as missing assignments. Students in grades 7, 8, and 9 are required to keep an assignment log or calendar for each class that the guided study teacher checks to make sure students are staying on top of their assignments. Students who are deficient in credits participate in Redwood Academy's summer school program, which gives students time to get caught up on the credits they need. Any additional credit recovery needs are met by having students attend an after-school mandatory tutorial, which meets twice a week. Additionally, each teacher offers a formal help hour after school where any students can drop in for extra tutoring or assistance on an assignment. While this is the formal hour available for help, all teachers will make arrangements to meet on alternate days after school. Finally, students are also given opportunities to meet standards and receive extra academic support outside the regular school hours. Twice a year we provide a Saturday morning Bonus Day during which students can make up credits, make up assignments, receive extra help.

TAS: N/A

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Redwood Academy is committed to ensuring that homeless youth are entitled to equal access to the same free, appropriate public education as provided to other students. The lack of a permanent residence and/or adequate student records may not be the basis for denying enrollment. At Redwood Academy, the Principal/ Co-Executive Director appoints a liaison for homeless youth. The homeless liaison facilitates the enrollment of homeless youth and helps homeless youth and their families'

access community and school resources. Homeless reservation funds are spent on school resources for homeless students. These resources include additional academic counseling and monitoring as outlined in Redwood Academy's LCAP. As needed, homeless students are offered supplemental after-school tutoring to ensure academic progress. In addition, the school provides breakfast, lunch, and any needed school supplies to all homeless students. A person who has a concern or complaint regarding the education of a homeless youth may contact the Principal/ Co-Executive Director or homeless liaison. A written complaint may be filed in accordance with the Uniform Complaint Procedure.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All seniors are enrolled in Graduation Project. In this class, students spend time working with the Academic Services Coordinator/ Student Services Coordinator to make post-secondary college and career choices. Through this class, students are aided in applying to colleges and applying for financial aid, and the Coordinator provides each student individualized counseling on their prospective choices. Qualified students are aided in applying for CAMP or EOP, in which they can receive additional financial aid and support. Furthermore, students in the senior year are provided with a week-long Career Bound program where they are given the opportunity to participate in job shadowing, CPR and first aid training, and mock interviews.

Prior to the senior year, in order to prepare students for their post-secondary choices, all students are exposed to multiple college campuses on yearly college campus tours. Additionally, all advisors in Life and Leadership/Community Service classes address college and college choices as part of their class curriculum.

Finally, all Redwood Academy students are enrolled in college preparatory coursework that meet the UC A-G requirements and include honors and AP course options. Students in their junior and senior year have access to a College Program that offers concurrent and dual enrollment courses in conjunction with Mendocino College. In this way, all students have access to coursework that prepares them for success in post-secondary education.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each year begins with all staff setting two professional development goals for the year and discusses these goals with their direct supervisor who works with the staff member to shape the goal according to various formal and informal data linked to the achievement of both WASC and LCAP school-wide goals. Because Redwood Academy is a small charter school with a small staff, all teachers and other school leaders discuss their goals directly with the school's Principal. Once a goal is agreed upon, the Principal is then responsible for helping those staff members to achieve all set goals. This goal becomes an area of focus for the evaluation and observation process. Principals undergo a similar process by discussing their goals within the management team, which consists of themselves, sister school's Principal/Co-Executive Director, and the Chief Financial Officer. At the end of the year, each staff member has a meeting with their direct supervisor to assess whether or not that year's professional development goals have been met. If they have been met, then new professional development goals are set for the following year. In some cases, a goal may take a couple of years to accomplish--such is the case with teachers who wish to add additional authorizations to their credentials. This system of setting and assessing the achievement of staff professional development goals assures that all staff have the ability to advance themselves throughout their careers in a manner consistent with their professional judgement and the judgement of their direct supervisor as well as in consideration with school-wide goals as outlined in the WASC action plan and LCAP.

All staff receive a minimum of 14 days during the year for professional development. Some of those days are highly structured with specific trainings—teachers participate in on-campus instructional and state standards trainings and all staff participates in safety and technology trainings. Other days are used for collaboration and planning. Teachers are encouraged to attend at least one off-campus professional development event or conference that is in-line with their personal professional goal each year. All costs associated with any training are covered by the organization. Last year teaching staff specifically attended trainings on NGSS, ERWC, and AP curriculum. The teaching staff also participates in PLC meetings once a month where they collaborate about instructional strategies, share resources, and discuss assessment practices. The meetings are led by PLC Lead Teachers who receive a stipend. All new teachers who have yet to receive a clear teaching credential participate in an induction program where a support provider is assigned, and all teachers new to Redwood Academy, regardless of experience, are also assigned a support provider. Lead Teachers serve as support providers.

The Principal and other school leaders, such as the Chief Financial Officer and the Academic Services Coordinator, also participate in multiple professional development events annually, regularly attending the state charter schools conference, UC/CSU counselor trainings, and other trainings regarding new state requirements.

The effectiveness of professional development is evaluated by whether or not the school is meeting all of its accountability measures as dictated by the LCAP, WASC action plan, and other state

accountability indicators. These measures include the academic improvements students are making both in standardized test scores and grades over their previous performances, as well as student and parent survey feedback. If the school is falling short of its school-wide goals and state accountability measures, then the Principal is responsible for adjusting professional development goals in order to address these short-comings.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA--The LEA consists of only one school, Redwood Academy of Ukiah, so all funding serves the population of Redwood Academy of Ukiah.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school uses various data to continually update and improve activities supported under Title II, Part A. Annually, the school shares student testing data such as CAASPP, AP, PSAT, and SAT test data in conjunction with local assessment data and student and parent survey data with teachers, school leadership, support staff, parents, and any interested community partners in order to solicit feedback and thereby continually revise and improve Title II activities. All of the data shared is also used to assess whether or not the school is meeting its school-wide goals as outlined in the LCAP and WASC action plan. In this way, the school is able to consistently coordinate its Title II, Part A activities with school-wide goals for student achievement and school climate.

All stakeholders are consulted annually. Stakeholders review and revise the WASC action plan and the LCAP based on analysis of data to ensure alignment with student needs. After viewing student data sources such as standardized testing, honor roll and academic probation percentages, and student and parent survey data, the LCAP and WASC action plan are reviewed by the School Site Council, which meets three times a year and consists of parents, students, and staff members, the Parent Advisory, which is open to all parents and community partners and meets three times a year, and the entire staff, which meets monthly. Based on an analysis of the data, feedback from all groups is solicited and used to revise all school-wide goals and activities, including all Title II, Part A activities. The WASC action plan and LCAP then go to Redwood Academy's Corporate Board, which is comprised of parents and interested community members, for input and approval.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As part of Redwood Academy's LCAP process, stakeholders identified the need for expand course offerings for students in an effort to ensure that all students had access to a well-rounded education and graduate college and career prepared as measured by the state's accountability system. As a result, Redwood Academy partners with Mendocino College to provide students access to concurrent and dual enrollment courses that result in providing students with a well-rounded education. While

Redwood Academy provides all coursework needed to meet the University of California's a-g requirements, the partnership with Mendocino College offers access to college-level coursework the school does not offer, such as specialized courses in the humanities, arts, and sciences like ceramics, art history, computer science, philosophy, and developmental psychology. The effectiveness of this partnership is evaluated annually by way of parent and student surveys as well as by way of the state's college and career indicator as reported on the CDE's Dashboard.

Also as a part of the LCAP process, stakeholders identified by way of student survey data the need to continue to develop a school climate that fosters students' feelings of personal success. In an effort to support the objective of having healthy students who feel accomplished, Redwood Academy partners with Outward Bound of California, a non-profit corporation, to provide students with outdoor, physical education and leadership training. In offering all juniors the opportunity to participate in a week-long Outward Bound wilderness course that emphasizes teamwork and self-discovery, Redwood Academy aims to promote safe and healthy students who feel capable of successfully tackling life's challenges. The effectiveness of this partnership is evaluated annually by way of student surveys.

Redwood Academy applied for transferability of funds, so any Title IV Part A funding not used on the above activities/programs will be used for Title I and Title II activities.