



**Redwood Academy of Ukiah**

School Site Council

*Georgetown Classroom*

1059 N. State Street \* Ukiah, CA 95482

(707) 467-0500

February 7, 2024 \*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 6, 2023 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 Academy School Site Council**  
**12/6/2023**

**ACTION ITEMS:**

Meeting called to order 2:04 by Mrs. McNerlin

Roll Call: All present: Jordan, Angela, Phillips, Cimmiyotti, McNerlin, Marlow, Simerson

Move to approve agenda with corrections by Simerson, seconded by Marlow. Passed

Move to approve last meeting minutes, Simerson, seconded by McNerlin.

Motion to adopt the proposed calendar: Motion Brought by Maya Simmerson, Seconded by Mr. Phillips, passed.

WASC correction: swap Switzer for Ward throughout the document, some other edits were made.

Phillips moved to approve the edits. Seconded by Simerson. Motion passed.

Safety plan:

Page 7 first paragraph, “maps and procedures are below” should be changed.

Page 8: item 8, grammatical correction made

Strike “if needed” paragraph 2 page 10.

Page 11, item five. Change statement to “Keep notes about the crisis event if possible”.

Page 12, different typos and grammatical errors are corrected.

Throughout the document: change all capitalized items such as “An” or “A” to “an” or “a”.

Throughout the document: change “alarm will sound” to “alarm *may* sound”.

Page 16 will be reformatted and adjusted for clarity

Page 16/page 17 ensure that the formatting is consistent with commas

Page 19: change “aide” to “aid”

Update page 19 with first aid certified people.

Update Page 27 with this year’s dress code policy

Page 28: spacing issues addressed. Clarify the school site map information.

Page: 31, add “continued” in the title for clarity.

Motion to approve pending changes to the school site safety plan by Phillips. Seconded by Marlow. Passed.

**Public Comment:** Marlow: more options for economically disadvantaged students. Something like a food pantry/coat closet would be beneficial. Jordan says he will bring this to the student council.

Meeting adjourned at 3:03 pm 12/6/23

**Redwood Academy School Site Council**  
**12/6/2023**

## RA LCAP Summary for 24-25 - DRAFT

### 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)~~ Increase student engagement, learning, and mastery by increasing excellence in planning, instruction, and assessment across all disciplines – added 2023
- 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.