



Charter Academy of the Redwoods
Notice of Special Meeting



[https://us04web.zoom.us/j/74756081227?pwd=czlRc
k9vQXdYVDB4MWF0VXNEUjdZz09](https://us04web.zoom.us/j/74756081227?pwd=czlRc
k9vQXdYVDB4MWF0VXNEUjdZz09)

Meeting ID: 747 5608 1227

Passcode: 09c1XQ
(707) 467-0500

August 31, 2020 * 6:00 p.m. * Open Session

Welcome! The agenda is provided for this regular meeting of the Board of Directors of *Charter Academy of the Redwoods*, a non-profit public benefit corporation. All business of the Board is limited to these items and is conducted to fulfill the mission of preparing students for a successful future in safe, challenging, well-managed charter schools. 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 and Opening

- a. Call to Order/Roll Call
- b. Adoption of Agenda
- c. President's Report
- d. Secretary's Report
- e. Treasurer's Report
- f. Safety and Facilities Report

II. Consent Items—The following items are submitted to the Board of Directors to be acted on at one time without discussion. Each item is considered routine and non-controversial. Any Director may request any item be pulled for discussion or separate vote.

- a. **Approval of Minutes**—The Directors are requested to approve the minutes of the regular meeting of June 9, 2020. (back-up)

III. Regular Meeting—Action Items

- a. **Approval of the 2020-21 Consolidated Applications**-- The Directors are requested to approve the Consolidated Applications to be submitted for federally funded programs. (back-up)
- b. **Approval of Salary Schedule Revisions**—The Directors are requested to approve the revised salary schedule for 2020-21 (back-up).

IV. Public Hearing

- a. **Continuity of Learning and Attendance Plans** –The Directors and public are requested to preview and provide feedback on the Continuity of Learning and Attendance Plans for *Redwood Academy of Ukiah* and *Accelerated Achievement Academy* (back up).

V. Public Comment for Items Not on the Agenda—The Board reserves 10 minutes for members of the public to address the Board on items not on the agenda and within its jurisdiction. The Board is prohibited by law from taking action on matters not on the agenda, but may ask questions to clarify the speaker's comment, briefly answer questions, and refer the speaker to follow up with a specific staff member.

VI. Next Meeting—

- a. **Regular Board Meeting: Tuesday, September 8th, 2020 @ 6:00 p.m.**

VII. Adjournment

Charter Academy of the Redwoods

Minutes of the Special Meeting of Tuesday, June 9, 2020

1059 N. State Street, Ukiah

<https://us04web.zoom.us/j/74872378496?pwd=dWVuQUkvdldSUC9OSEgrYmF6R1p0UT09>

Zoom Meeting ID: 748 7237 8496

Password: 0J2853

I. Welcome and Opening

The meeting was called to order at 6:06 p.m. by Chairperson Webb. Board members in attendance:

Shawna Aguilar	Yes	Richard Muenzer	Yes
Jay Joseph	Yes	Kip Webb	Yes

Elna Gordon, Selah Sawyer, and Jim Switzer were present.

On a first by S. Aguilar and a second by R. Muenzer, the Board voted (4-0) to adopt the agenda.

President's Report~ The school year ended oddly with drive through promotions and drive in graduation ceremonies. Both schools were very pleased with how well the drive in graduation ceremonies turned out—it really was a nice way to honor our graduating seniors, all things considered. The schools are very thankful to the Ukiah Valley Athletic Club for the use of their facilities and movie projection system. Teaching staff for both schools wrapped everything up last Tuesday before they departed for summer. Most administrative staff will continue working through this week, and summer school for Redwood Academy began yesterday, and will run through June 26th. RA has 11 high school students on campus for half days with Mr. Cimmiyotti, and middle school students are completing work online with me as their supervisor. Fortunately, all of Redwood Academy's teachers will be returning next year so, at Redwood, there is currently no need to hire unless it is determine that another instructional aid to help supervise students in classrooms next year due to the possibility of being required to run extremely small class sizes on campus. The schools are also still in the enrollment process for next year, but it is more difficult since in-person orientations are not possible. Redwood still needs enrollments, especially 7th grade where it would be nice to enroll 9 more students. All other grades have healthier enrollment. In the event that parents will be looking for a smaller school environment due to the pandemic, the staff will continue to market the schools in other ways. As for next year's schedule, tonight's training will provide possible scenarios. The staff is still waiting for guidance/mandates/waivers from the state and local public health authorities, before any plans can be finalized. The goal would be to finalize schedules in late July for a start date of August 18th.

Secretary's Report ~ A+ had a very successful graduation with excellent feedback from the parents, students and staff. The staff is still working to get back materials and computers. Most grades have openings next year particularly in grades 4/5, 7, 10 and 11. Grade 9 and 6 are nearly full. A+ chose not to run a summer school this year. The Academic Services Coordinator, Donna Ellis has chosen to retire after 17 years of service to Accelerated. The staff had a farewell Zoom party for her. She will be greatly missed. Her position is being filled by the current Technology Coordinator, Melinda Decker. During this first year, Melinda will continue to maintain the schools' software, while hardware needs will be contracted to outside sources as needed. Melinda will also oversee the completion of the update to the A+ network. This transition year will also be used to finalize how technology needs will be handled moving forward.

Treasurer's Report ~ Current Budget Report and Cash in the County Treasury Report of 6/5/20 shows current cash of \$2,375,460 compared to last year at \$2,371,512. The May apportionment has not been posted. At the end of April, the cash was at \$2,726,261. The cashflow is about \$110,000 more than projected in the Second Interim Report which was \$2,615,980. According to the budget report, the expenses are at appropriate levels for this time of year. The revised budgets for this year reflect the expenses and revenue for the year as well as projected spending based on historical trends for the remainder of the year. The 5800 series containing the SPED encroachment still has approximately half of its expenses to be paid. The 5500 and 5400 series expenses usually come in after the fiscal year has closed, but will be posted to the 2019-2020 budget. Next year's budget is based on next year's proposed teaching schedules and expenses, and the state's May budget proposal. However, it is likely given the uncertainty at the state level, next year's budget will be revised.

Safety and Facilities Report ~RA will be recarpeting two additional classrooms, Irvine and Exeter, over the next few weeks. For the first time, the schools do not have to move out of the Home Arts, Flower Building or Junior Building for the summer.

The schools are in the middle of ordering supplies related to COVID, while still waiting on specific protocols that we need to follow. The schools have procured disinfectants, spray bottles, towels, hand sanitizer, etc. for cleaning next year. As the staff is given more specific protocols, the staff will ensure the school is ready.

II. Consent Items

- a. On a motion by J. Joseph and a second by S. Aguilar, the board voted (4-0) to approve the minutes of the regular meeting of May 5, 2020.

III. Board Training—2020-2021 Budget, Instructional Model Information-Jim Switzer provided a training on the upcoming budget. Selah Sawyer provided a training on possible instructional models for next year. Training time 00:39 total year to date is 02:22.

IV. Regular Meeting

- a. **Approval of the Revised 2019-20 Budgets** On a first by R. Muenzer and a second by S. Aguilar, the board voted (4-0) to approve the revised 2019-2020 budget for *Accelerated Achievement Academy* and *Redwood Academy*.
- b. **Approval of the Report of the 2019-2020 Estimated Actuals and 2020-2021 Budgets** On a first by R. Muenzer and a second by J. Joseph, the board voted (4-0) to approve the report of the 2019-2020 estimated actuals and 2020-2021 budgets.
- c. **Approval of Education Protection Account Expenditures 2019-2020 and 2020-2021** On a first by J. Joseph and a second by S. Aguilar, the board voted (4-0) to approve the EPA expenditures for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*.
- d. **Approval of the COVID-19 Written Report** On a first by R. Muenzer and a second by S. Aguilar, the board voted (4-0) to approve written reports that detail changes and impacts to the educational programs due to COVID-19 for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*.
- e. **Approval of MOU Revisions** On a first by S. Aguilar and a second by R. Muenzer, the board voted (4-0) to approve the MOU revisions for *Redwood Academy of Ukiah* and *Accelerated Achievement Academy* with Ukiah Unified.
- f. **Approval of Salary Schedule Revisions** On a first by R. Muenzer and a second by S. Aguilar, the board voted (4-0) to approve the 2020-2021 salary schedule.
- g. **Approval of Board Resolution No. 02 19/20** On a first by R. Muenzer and a second by J. Joseph, the board voted (4-0) to approve the terms of the resolution to accept the one-time extension for the use of Class of 2020 funds on activities approved by members of the Class of 2020.

V. **Public Comment For Items Not on the Agenda**~ A parent asked that the staff consider ways to provide students with continued celebrations of their success this year.

VI. **Next Meeting**— The next regular meeting of the Board of Directors is scheduled for Tuesday, September 8, 2020 at 6:00 p.m. on the campus of *Redwood Academy of Ukiah*.

VII. Adjournment

As acclaimed by the chair, the meeting was adjourned at 7:20 p.m.

Respectfully submitted,

Selah Sawyer
Secretary

For the Record:

Before 10:00 a.m. on Thursday, June 4, 2020, this meeting agenda was:

Hand-delivered with back-up to all five board members and both corporate officers and management staff;

Posted in the offices of *Redwood Academy* and *Accelerated Achievement Academy*

Posted on the www.caredwoods.org governance channel

Preparing students for a successful future in safe, challenging, well-managed charter schools

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/31/2020
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	A DELAC review is not applicable because the school has fewer than 50 English Learners.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant	No

*****Warning*****

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ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	Yes

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DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	We do not have 50 English learners.

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Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

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Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	Yes

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Salary Schedules
2020-2021 eff. July 2020

Revised 8/31/20

Governance		Annual	Daily	Calendar	Stipend
G001	Member, Board of Directors	n/a	n/a	n/a	\$50/meeting
G002	President	n/a	n/a	n/a	\$2400
G003	Secretary	n/a	n/a	n/a	\$1800
G002	Treasurer	n/a	n/a	n/a	\$1800
Management		Annual	Daily	Hourly	Calendar
M001	Co-Ex Dir/Principal	\$ 85,772	\$ 400.81	\$ 50.10	214
M002	Coordinator III: Chief Fiscal Officer	\$ 77,211	\$ 331.38	\$ 41.42	233
M003	Coordinator III: Student/Pers Srvcs (a)	\$ 63,285	\$ 333.07	\$ 41.63	190
M004	Coordinator III: Student/Pers Srvcs (b)	\$ 68,280	\$ 333.07	\$ 41.63	205
Coordinators					
M005	Coordinator II: Technology	\$ 61,960	\$ 281.64	\$ 35.21	220
M006	Coordinator II: Business/Facilities	\$ 62,023	\$ 266.20	\$ 33.27	233
M007	Coordinator I: Operations (a)	\$ 48,507	\$ 208.19	\$ 26.02	233
M008	Coorindator I: Operations (b)	\$ 44,553	\$ 208.19	\$ 26.02	214
M009	Coordinator I: Technology Support	\$ 44,553	\$ 208.19	\$ 26.02	214

Certificated 190 Days Note: all columns subject to percentage increases on total amount

STEP	DEGREE	ANNUAL	DAILY	HOURLY
Step 1 (1-3 years) CEInt Intern	BA	\$44,638	\$234.94	\$29.37
Step 1 (1-3 years) CEInt Intern	MASTERS	\$45,241	\$238.11	\$29.77
Step 1 (1-3 years) CEInt Intern	DOCTORATE	\$46,146	\$242.87	\$30.36
Teacher	BA	\$51,821	\$272.74	\$34.10
Teacher	MASTERS	\$52,423	\$275.91	\$34.49
Teacher	DOCTORATE	\$53,328	\$280.67	\$35.09
Step 2 (4-6 years)	BA	\$54,825	\$288.56	\$36.07
Step 2 (4-6 years)	MASTERS	\$55,428	\$291.71	\$36.47
Step 2 (4-6 years)	DOCTORATE	\$56,331	\$296.48	\$37.06
Step 3 (7-9 years)	BA	\$57,510	\$302.68	\$37.84
Step 3 (7-9 years)	MASTERS	\$58,111	\$305.85	\$38.24
Step 3 (7-9 years)	DOCTORATE	\$59,015	\$310.61	\$38.83
Step 4 (10-12 years)	BA	\$63,285	\$333.08	\$41.64
Step 4 (10-12 years)	MASTERS	\$63,884	\$336.23	\$42.03
Step 4 (10-12 years)	DOCTORATE	\$64,788	\$340.99	\$42.63
Step 5 (13-15 years)	BA	\$70,589	\$371.52	\$46.44
Step 5 (13-15 years)	MASTERS	\$71,191	\$374.69	\$46.84
Step 5 (13-15 years)	DOCTORATE	\$72,095	\$379.45	\$47.44
Step 6 (16-18 years)	BA	\$73,402	\$386.33	\$48.30
Step 6 (16-18 years)	MASTERS	\$74,006	\$389.51	\$48.69
Step 6 (16-18 years)	DOCTORATE	\$74,910	\$394.26	\$49.29
Step 7 (19 yrs and beyond) add (1% x number of years beyond 18) plus additional for Masters and Doctorate				

To qualify for Step 2 and beyond all professional clear credential/ induction/ federal (HQT) requirements must be met for assignment. Charter Academy accepts up to six years previous teaching experience for new hires when determining placement on the salary schedule; One Year = completed over 75% of school year in a comparable, paid teaching assignment (K-12).

Contracted/Extra Services **Hourly as needed**
 CO001 Credentialed Teacher for non-core classes, Independent Study, ELD \$ 29.40
 *ISP not to exceed 1.25 hours per student per week unless approved by the principal

Small Group Student Support/Tutoring Hourly wage of staff member doing the extra support services/tutoring for students during distance learning

Substitute Teacher Daily Rate \$150 for the first three days in assignment; \$165/day thereafter. Less than 50% of assignment--\$26.65 hourly

Classified	Hourly	Calendar
CL102 Instructor	\$ 26.39	190
CL103 Senior Instructional Assistant	\$ 22.17	190
CL104 Instructional Assistant	\$ 17.74	190
CL105 Classroom Helper	\$min wage	as assigned
CL201 Site Office Manager	\$ 22.17	214
CL202 Office Clerk III	\$ 20.01	214
CL203 Office Clerk II	\$ 17.74	190
CL204 Office Clerk I	\$ 14.00	190
CL301 Campus Aide IV	\$ 20.01	208
CL301 Campus Aide III	\$ 17.74	208
CL302 Campus Aide II a/b	\$ 15.52	a=208 / b=190
CL303 Campus Aide I a/b	\$ 14.00	a=208 / b=190
CL304 Student Aide	\$min wage	as assigned

Substitute Classified Regular rate for CAR employees for the first five days in assignment; 100% if higher rate thereafter; substitutes earn daily rate 80% of position hourly rate/not less than minimum wage.

Supplemental Assignments and Achievements

Category 1: Mock Trial, Yearbook, Coaching	\$500
Category 2: Summer Session	Regular rate
Category 3: Additional assignment (all categories)	Regular rate at discretion of principal/coordinator III
Category 4: Additional credential authorization	\$500 per authorization one-time when awarded
Category 5: Referral of selected staff member	\$250 one-time following placement
Category 6: Bonus for hard-to-fill staff position	\$2,000 one-time max at discretion of principal
Category 7: BTSA Support Provider	Stipend per BTSA contract

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Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
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Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant	No

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ESEA Sec. 3102 SACS 4201	
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Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	Yes

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Learning Continuity and Attendance Plan Template (2020--21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrncgcntnyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood Academy of Ukiah	ELNA GORDON Principal	EGORDON@REDWOODACADEMY.ORG 707-467-0500

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In response to the school closures resulting from the COVID-19 pandemic, Redwood Academy transitioned all classes to a distance learning environment in spring of 2020. Anecdotal data has shown that this pandemic has impacted students and families in a variety of ways. Most significantly, in relation to education, students had to completely manage their own program participation and, subsequently, work production, something they were completely unaccustomed to given the high level of management/oversight by teachers and other Redwood Academy staff members while learning was on-campus. Additionally, parents were charged with being the only direct oversight for their student(s), which, at times, proved very challenging, as parents were new to that role and initially unfamiliar with class content, routines, and assignments. Furthermore, for parents who were still working, it was difficult for them to find adequate time to help with oversight. Additionally, a few students struggled with connectivity issues due to living in very rural areas with limited service. While student participation/success in the distance learning program was relatively strong in the spring of 2020 overall, it was not as strong as on-campus program participation/success. Unfortunately, as a result of the continued spread of COVID-19, Redwood Academy decided to open the school year with continued distance learning with hopes of beginning a hybrid model of learning that allows students on campus for classes four days a week during first semester, assuming Mendocino County remains off of the state's watch list. However, Mendocino County COVID-19 cases are currently above the levels needed to avoid placement on the watch list, and local public health has reported that placement on that watch list is only a matter of time.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

5/18--A student survey was made available soliciting information about possible hybrid and distance learning scheduling preferences.
5/28--A parent survey was made available soliciting information about possible scheduling preferences as well as information about other concerns/issues that arose during school campus closure in the spring.
6/1 and 6/2--Staff meetings were held to discuss possible scheduling options for 20-21 as well as review the parent and student survey feedback.
8/11--The Learning Continuity and Attendance Plan (LCP) draft was a staff meeting discussion item.
8/26--The LCP was a Parent Advisory review and discussion item.
8/31--A public hearing for the LCP was held at a special board meeting.
9/2--The LCP was a SSC meeting review and discussion item.
9/8--The LCP was adopted at a regular board meeting.

[A description of the options provided for remote participation in public meetings and public hearings.]

All stakeholder feedback opportunities allowed for remote participation by way of Zoom or electronically submitted survey feedback.

[A summary of the feedback provided by specific stakeholder groups.]

Parent and student feedback centered on preferences for learning and schedules. Student survey results indicated that approximately 42% of students preferred to have full days of school every other day while 39% preferred half days everyday. The remaining students had no preference. Parent survey results indicated that 52% of parents preferred full days every other day, 39% preferred half days, and the rest preferred to remain on full distance learning. Additionally, both parents and students provided input regarding technology needs and challenges in the face of full distance learning. Finally, parents and students also expressed concern over the ability to adequately manage all of the classes during a continued period of full distance learning.

Staff feedback centered on input regarding curricular design when faced with minimizing student numbers and contacts. When presented with two options: 1) to put kids into small, stable groups with a teacher who would help them with all of their classes being taught online by other teachers at a distance or 2) to put kids into small, stable groups where they were taught one core academic subject at a time in four week periods to avoid students having to move from room to room and teacher to teacher, a large majority of staff elected for option two. Additionally, unlike the parent and student surveys, staff feedback indicated a strong preference for half days everyday. The staff's preference had largely to do with two concerns: 1) They expressed concern about being able to keep students' learning on track if they did not see them daily. 2) They expressed concern over being able to teach a single subject effectively over the course of a full day if Redwood Academy went with curricular model #2. 3) They expressed concerns about students being able to stay in facial coverings and 6 feet apart all day. Other staff input included other safety concerns such as suggestions for how to better classroom ventilation systems as well as a desire for additional training time in both safety measures as well as instructional strategies.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The Learning Continuity and Attendance Plan was influenced by stakeholder feedback in a variety of ways. Many of the actions, such as added technology, extra academic supports, and safety measures come directly from stakeholder feedback. Additionally, the instructional design and resulting daily schedule were the collaborative result of staff, parent, and student input regarding concerns over learning, management of learning, and safety.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Once Redwood Academy can reopen campus safely as recommended by local Public Health and State Guidance, all students will have the opportunity to attend classes on campus for half days (either 8:30am to 11:30am or 12:30pm to 3:30pm), Monday through Thursday in small, socially-distanced, stable groups with face coverings required. Friday will remain a distance learning day for all students. Using a model pioneered by Colorado College, students will take only one core course at a time for four weeks. Students will rotate each four weeks to complete at least four courses by December. We hope this concentrated approach will foster deep learning while streamlining the logistics of maintaining stable groups and allowing students to engage meaningfully with one teacher at a time. Additional information about procedures for hybrid learning can be found in the Charter Academy Reopening Plan posted at [https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan\(1\)%20\(2\).pdf](https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan(1)%20(2).pdf).

In addition to our hybrid model learning, when in full distance learning, students who need more support will have access to limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their learning, as long as allowable by Public Health and the Governor's State Guidance for schools. Students will be scheduled for either Mondays and Tuesdays or Wednesdays and Thursdays. Face coverings and distancing of 6 feet or more will be required for all students and staff on campus. Parents may request this extra support for their students, and IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	Yes
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,000	No
Provide necessary protective personal equipment for all staff and students.	\$4,000	No

Description	Total Funds	Contributing
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	No
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$19,500	No
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	No
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$3,500	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	Yes
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	\$6,500	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	No
Provide Guided Study time in person to all students daily to allow for math and SAT skill building.	\$26,500	Yes

Description	Total Funds	Contributing
Provide the PSAT for all sophomores and juniors in October, subsidize the cost of an SAT for all juniors with a 3.0 or higher, and subsidize the cost of AP Exams for all students with a B+ in the AP class or higher.	\$3,500	No
Subsidize any cost associated with the SAT for homeless, foster, and SED juniors, and subsidize any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	No
Provide a week-long Outward Bound wilderness education trip for all juniors and seniors in the spring in order to foster student connections with nature, with each other, and with themselves.	\$8,000	Yes
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

When on full distance learning, instruction will still be provided in four-week intensive blocks minimizing the number of classes students focus on at one time. In this four-week block model, no student will have more than two core academic classes at any time. We are hopeful that this continued four-week intensive course model will simplify distance learning for our students. Students on distance learning will have mandatory live class meetings on Zoom every day, Monday through Friday, at either 9:30am or 12:30pm and, occasionally, at both times. It will be required that students attend that live class meeting, and attendance will be taken just as if they were on campus. If a student cannot make it to their live instruction session, a parent must call the office and arrange alternative communication with their teacher. Students will have access to weekly snapshots on Google Classroom. These will be available on Fridays, and they will outline the assignments/requirements for each day of the following week. The use of the weekly snapshots for providing students an overview of the weekly instructional minutes will remain consistent whether students are participating in a hybrid model of learning or in full distance learning. All assignments/activities will be posted in Google Classroom no later than the day prior to the day they are expected to be started. Teachers will maximize live instruction time by using techniques learned in various distance learning trainings. This includes techniques such as designing a flipped classroom, a model that delivers initial learning offline through books, podcasts, and carefully chosen online resources and then brings students and teachers together on Zoom to engage in discussions, presentations, and demonstrations that focus on student interaction. Students will also continue with the same distance learning schedule on Fridays that they have during our hybrid model schedule, providing an increased sense of continuity between the two. Additional information about procedures for distance learning can found in the Charter Academy of the Redwoods Reopening Plan posted at [https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan\(1\)%20\(2\).pdf](https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan(1)%20(2).pdf).

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Any technology/materials needed to complete distance learning will be provided by Redwood Academy prior to the beginning of the school year. Students may checkout Chromebooks, Verizon hotspots, and graphing calculators as needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers will assign no less than 240 minutes of instruction daily. All instructional minutes will be accounted for on the weekly snapshots published on Google Classroom as well as in PowerSchool. All students on distance learning will have live interaction with a credentialed

teacher and peers daily as a part of their total instructional minutes. Student progress will be closely monitored through PowerSchool by way of attendance in live sessions and completion of assigned work. In this way, the minutes represented by all completed class activities/assignments will be recorded for each student, represented by teachers inputting a grade for each assignment/activity. The entry of a "0" in PowerSchool will indicate that those minutes were not fulfilled. If a student's grade drops below 70% or a student misses two consecutive days of live instruction, the Principal will be alerted and a plan for student re-engagement will be developed. Additional information about procedures for assessing pupil participation during distance learning can be found in the Charter Academy of the Redwoods Reopening Plan posted at [https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan\(1\)%20\(2\).pdf](https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan(1)%20(2).pdf).

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff engages in two weeks of professional development prior to the beginning of the school year at Redwood Academy. This year, four of the days contained training specific to distance learning and technological support. Additionally, some teachers took part in voluntary distance learning trainings over the summer, including one conducted by Stanford Online High School. To address teachers technology needs, Redwood Academy contracted with a local technology support company, TechPro, in order to ensure that teachers had access to adequate technology support and purchased new laptops for teachers with computers aged 5 years or more.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Some staff roles shifted slightly as a result of COVID-19. As a result of the redesigned schedule, one teacher will now oversee students who remain on full distance learning once the Redwood Academy opens its hybrid learning model. Additionally, campus aids were given the opportunity to request additional maintenance duties on campus in place of the hours they might normally spend supervising students on campus during times like breaks and lunches. Finally, while full distance learning persists, some instructional aids will work remotely providing services such as after-school online tutoring and helping teachers to monitor and track student progress in online learning sites such as Khan Academy.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Extra help will be available for all students on Zoom on Fridays from their core academic teachers. Additionally, all students will have access to an "after school" drop in tutoring hour from 3:30pm to 4:40pm Monday through Thursday. For students who need more support, we will have limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their learning, assuming this is allowable by Public Health and State Guidance. Students will be scheduled for either Mondays and Tuesdays or Wednesdays and Thursdays. Parents may request this extra support for their students. IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support. All students with IEPs will continue to receive services through UUSD. All accommodations/modifications for both students with IEPs and 504s will be adhered to both in distance

learning and on campus learning, as written into their plans. Finally, the Student Services Coordinator will provide additional academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	Yes
Provide technology for distance learning to all students as needed, including Chromebooks, Verizon hotspots, and graphing calculators.	\$15,000	Yes
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	No
Provide distance learning training opportunities for staff.	\$11,000	No
Provide administrative time to design full distance learning schedules and procedures.	\$2,500	No
Provide online tutoring hour four days a week.	\$4,500	Yes
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	\$19,600	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	Yes

Description	Total Funds	Contributing
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$6,500	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	No
Provide Guided Study time online to all students daily to allow for math and SAT skill building.	\$26,500	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	No
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize the cost of SAT for all juniors with a 3.0 or higher and the cost of AP Exams for all students with a B+ in the AP class or higher.	\$3,500	No
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize any cost associated with the SAT for homeless, foster, and SED juniors and any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	Yes
Provide online teacher extra help hours on Fridays for all students.	\$11,000	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Redwood Academy will use a variety of methods to assess learning loss. The primary method will be through teacher developed and delivered assessments. All teachers will continually formally assess student learning status throughout their core academic instruction using grade-level state-aligned curriculum. Students who are struggling to maintain a 70% or higher in their classes will be considered as having some learning loss and referred to extra academic support. Additionally, Redwood Academy will administer interim CAASPP assessments in both ELA and math in October and November to grades 7 through 11. That data will be used in comparison to student data from previous years to further assess student progress or lack thereof. Students in grades 10 and 11 will also take the PSAT, providing a similar measure of student progress. Finally, grades 7,8, and 11 will take the summative CAASPP assessments in the spring providing more data of any learning loss that occurs during the 20-21 school year.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To mitigate student learning loss, Redwood Academy will employ a variety of strategies. The primary strategy will be to provide a streamlined distance learning and hybrid learning program that allows students to focus on one core academic class at a time and allows teachers to give one class of students their undivided attention. In this way, teachers and students will be able to work together closely to identify any gaps in skills or knowledge and develop meaningful strategies to address those gaps. In addition to core class curricular design, all students will be participate in daily online math review and skill building as a part of their Guided Study class, a elective course all students take at Redwood Academy. Students will be closely monitored in this daily math review and skill building to ensure that they are working at the appropriate level and experiencing continual growth. The Student Services Coordinator will also monitor all students academic progress in their respective core classes. Students who are identified as having learning loss will be referred to additional supports, including on campus, online tutoring, and summer school. EL, foster, homeless, IEP, 504, and SED students will have priority for on campus tutoring as well as receive additional academic monitoring and advising services.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports will be measured by way of assessments administered throughout the year. This will include both assessments administered by teachers as a part of the students' core academic classes and standardized assessments to include interim CAASPP tests, the PSAT, and summative CAASPP tests administered to grades 7 through 11. For assessments delivered as a part of core academic instruction, student grades as reported in PowerSchool will serve as a broad indication of the overall effectiveness of the strategies implemented.

Actions to Address Pupil Learning Loss [Additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	Yes
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	Yes
Provide Guided Study time to all students daily to allow for math and SAT skill building.	\$26,500	Yes
Provide the PSAT to all sophomores and juniors.	\$750	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	Yes
Provide online tutoring hour four days a week.	\$4,500	Yes
Administer and score interim CAASPP assessments.	\$14,000	No
Provide summer school.	\$6,000	Yes

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Teachers will regularly assess students social and emotional well being during live instruction with students and report any noted concerns to the Student Services Coordinator for follow up. All staff receive training in mental health warning signs and suicide prevention as well as mandated reported training that addresses looking for possible signs of emotional or physical abuse. Additionally, Life and Leadership classes serve as a community building time that focuses on students social and emotional well-being, including providing students with mental health resources such as crisis contact numbers and lessons about how to cope with stress. Finally, students are actively encouraged to stay in close communication with school staff, including the Student Services Coordinator, who can provide referrals to other local mental health resources to students in need.

Pupil Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Outreach to parents and students began in early July and continued throughout the remainder of the summer, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. Once the year is underway, students who are absent from distance learning have their parents contacted by the office each day they are absent. Any student absent for two consecutive days or whose grade drops below 70% will have their parents contacted by the Principal or Student Services Coordinator to discuss a plan for re-engagement, which can include but is not limited to a letter detailing the students' attendance or

academic issues, placing the student on an attendance contract, requiring supplemental online tutoring, and recommending on-campus academic support.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Redwood Academy participates in the Community Eligibility Program, and, as such, provides free breakfasts and lunches to all enrolled students. All meals meet the nutrition requirements for the National School Lunch and Breakfast Program and are provided by our School Food Authority, Willits Charter School. While all students are on distance learning, students who order meals are provided two days worth of breakfasts and lunches on Mondays and three days worth of breakfasts and lunches on Wednesdays. Once students are back on campus for our hybrid model of learning, lunches and breakfasts will be available Monday through Thursday for daily pick up with Thursday serving as a pick up day for two days worth of meals since Fridays will continue to be a distance learning day. Once regular campus operations resume, free breakfasts and lunches will be available Monday through Friday.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$31,500	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.8%	\$126,147

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

10.8% is the percentage required to improve LCFF services for targeted students in 2020-21. For \$78,947 of the targeted money, since English Learners and Foster Youth pupil count do not constitute a numerically significant subgroup pursuant to Ed Code Section 52052, Redwood Academy has elected to provide all pupils with opportunities that, in design, specifically benefit these populations. These actions include providing Guided Study time to all students daily to allow for math and SAT skill building, providing online after-school tutoring and teacher extra help hours, providing no-cost enrichment programs/trips such as Outward Bound, providing no-cost concurrent enrollment opportunities and support at Mendocino College, providing summer school, providing all technology needed for distance learning, and providing free breakfast and lunch to all students. These actions meet the needs of these students by providing added academic supports as well as educational opportunities that may not be available or accessible otherwise. The academic supports, technology, and school meals help to ensure that these students have the capital necessary to succeed in their academic coursework, while the enrichment programs and concurrent college enrollment program provide these students the opportunity to explore abilities and pursue interests outside of Redwood Academy's curricular offerings and outside of the town of Ukiah. These actions total \$103,000 of our budgeted costs.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

For our added services directly aimed at low income, foster youth, EL, and RFEF populations, we are expending \$47,200. The majority of this amount is used in having our Student Services Coordinator provide extra academic monitoring and advising time for these students. For example, while the Student Services Coordinator will meet with all students for the purposes of college counseling a minimum of four times over the course of their junior and senior years, pupils in the targeted populations will receive a minimum of six college and financial aid counseling sessions. Additionally, the school will provide priority availability for on-campus extra support for these students during distance learning. Finally, foster youth, EL, and low-income students have any costs associated with College Board tests, including the PSAT, SAT, and AP tests, subsidized by the school.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Accelerated Achievement Academy	Selah Sawyer, Principal	ssawyer@aaacademy.org, 707-463-7080

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In response to the school closures resulting from the COVID-19 pandemic, Accelerated Achievement Academy transitioned all classes to a distance learning environment in spring of 2020. Anecdotal data has shown that this pandemic has impacted students and families in a variety of ways. Most significantly, in relation to education, students had to completely manage their own program participation and, subsequently, work production, something they were completely unaccustomed to given the high level of management/oversight by teachers and other Accelerated Achievement Academy staff members while learning was on-campus. Additionally, parents were charged with being the only direct oversight for their student(s), which, at times, proved very challenging, as parents were new to that role and initially unfamiliar with class content, routines, and assignments. Furthermore, for parents who were still working, it was difficult for them to find adequate time to help with oversight. Additionally, a few students struggled with connectivity issues due to living in very rural areas with limited service while others lacked internet service all together requiring they acquire it or use paper assignments. Student participation/success in the spring of 2020 during distance learning was generally not as successful as on-campus program participation/success. Unfortunately, as a result of the continued spread of COVID-19, Accelerated Achievement Academy decided to open the school year with continued distance learning with hopes of beginning a hybrid model of learning that allows students on campus for classes four days a week during first semester, assuming Mendocino County can achieve the necessary benchmarks to get off the state watch list.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

5/18--A student survey was made available soliciting information about possible hybrid and distance learning scheduling preferences.

5/28--A parent survey was made available soliciting information about possible scheduling preferences as well as information about other concerns/issues that arose during school campus closure in the spring.

6/1 and 6/2--Staff meetings were held to discuss possible scheduling options for 20-21 as well as review the parent and student survey feedback.

8/11--The Learning Continuity and Attendance Plan (LCP) draft was a staff meeting discussion item.

8/26--The LCP was a Parent Advisory review and discussion item.

8/31 --A public hearing for the LCP was held at a special board meeting.

9/2--The LCP was a SSC meeting review and discussion item. 9/8--The LCP was adopted at a regular board meeting.

[A description of the options provided for remote participation in public meetings and public hearings.]

All stakeholder feedback opportunities allowed for remote participation by way of Zoom or electronically submitted survey feedback.

[A summary of the feedback provided by specific stakeholder groups.]

[Respond here]

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

[Respond here]

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Once Accelerated Achievement Academy can reopen campus safely as recommended by local Public Health and State Guidance, all students will have the opportunity to attend classes on campus for half days (either 8:30am to 11:30am or 12:30pm to 3:30pm), Monday through Thursday in small, socially-distanced, stable groups with face coverings required. Friday will remain a distance learning day for all students. In grades 4-7, self-contained teachers will integrate curriculum as much as possible to meet the various academic standards. In grades 8-12, using a model pioneered by Colorado College, students will take only one core course at a time for four weeks. Students will rotate each four weeks to complete at least four courses by December. We hope this concentrated approach will foster deep learning while streamlining the logistics of maintaining stable groups and allowing students to engage meaningfully with one teacher at a time. Additional information about procedures for hybrid learning can be found in the Charter Academy Reopening Plan posted at [https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan\(1\)%20\(2\).pdf](https://www.caredwoods.org/files/user/22/file/CAR%20Reopening%20Plan(1)%20(2).pdf).

In addition to our hybrid model learning, when in full distance learning, students who need more support will have access to limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their

learning, as long as allowable by Public Health and the Governor's State Guidance for schools. Students will be scheduled for Tuesday and Thursday with groups being held on multiple sites to prevent interaction between the stable groups. Face coverings and distancing of 6 feet or more will be required for all students and staff on campus. Parents may request this extra support for their students, and IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	Y
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,750	N
Provide necessary protective personal equipment for all staff and students.	\$4,000	N
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	N
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$5964	N
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	N
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$4000	N
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	N
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	Y
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	19,900 Melinda+2000 fees and books 21,900	Y

Description	Total Funds	Contributing
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$6,200 Last LCAP	N
Provide Tutorial time in person to all students daily to allow for math skill building.	\$12,750	Y
Provide CTE courses to juniors and seniors	30,416	Y
Provide ELD support within their English class and Advisement 18% sean Maggie, mark ,heather , Emily. Lcap x 2.5 %	66,982	Y
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,400	Y
Provide online teacher extra help hours on Fridays for all students. For whole year	\$9,800	Y
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	Y
Provide online tutoring hour five days a week.	\$12,750	Y
I don't have one for this spot Providing lunches?	19,277	
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

When on full distance learning, the instructional model will remain the same for all grades with grades 4-7 focused on integration and grades 8-12 participating in four-week intensive blocks minimizing the number of classes students focus on at one time. In this four-week block model, no student will have more than two core academic classes at any time. We are hopeful that this continued four-week intensive course model will simplify distance learning for our students. Students on distance learning will have mandatory live class meetings on Zoom every day, Monday through Friday, at either 9:30am or 12:30pm and, occasionally, at both times. It will be required that students attend that live class meeting, and attendance will be taken just as if they were on campus. If a student cannot make it to their live instruction session, a parent must call the office and arrange alternative communication with their teacher. Students will have access to weekly assignment logs on

Google Classroom. These will be available on Fridays, and they will outline the assignments/requirements for each day of the following week. The use of the weekly assignment logs for providing students an overview of the weekly instructional minutes will remain consistent whether students are participating in a hybrid model of learning or in full distance learning. All assignments/activities will be posted in Google Classroom no later than the day prior to the day they are expected to be started. Teachers will maximize live instruction time by using techniques learned in various distance learning trainings. This includes techniques such as designing a flipped classroom, a model that delivers initial learning offline through books, podcasts, and carefully chosen online resources and then brings students and teachers together on Zoom to engage in discussions, presentations, and demonstrations that focus on student interaction. Students will also continue with the same distance learning schedule on Fridays that they have during our hybrid model schedule, providing an increased sense of continuity between the two. Additional information about procedures for distance learning can be found in the Charter Academy of the Redwoods Reopening Plan posted at [https://www.caredwoods.org/files/user/22file/CAR%20Reopening%20Plan\(1\)%20\(2\).pdf](https://www.caredwoods.org/files/user/22file/CAR%20Reopening%20Plan(1)%20(2).pdf).

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Any technology/materials needed to complete distance learning will be provided by Accelerated Achievement Academy prior to the beginning of the school year. Students may checkout Chromebooks and Verizon hotspots as needed

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers will assign no less than 240 minutes of instruction daily. All instructional minutes will be accounted for on the weekly assignment logs published on Google Classroom as well as in PowerSchool. All students on distance learning will have live interaction with a credentialed teacher and peers daily as a part of their total instructional minutes. Student progress will be closely monitored through PowerSchool by way of attendance in live sessions and completion of assigned work. In this way, the minutes represented by all completed class activities/assignments will be recorded for each student, represented by teachers inputting a grade for each assignment/activity. The entry of a "0" in PowerSchool will indicate that those minutes were not fulfilled. If a student's grade drops below 65% or a student misses two consecutive days of live instruction, the Principal will be alerted and a plan for student re-engagement will be developed. Additional information about procedures for assessing pupil participation during distance learning can be found in the Charter Academy of the Redwoods Reopening Plan and the Hybrid and Distance Learning Procedures Handbook.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff engages in two weeks of professional development prior to the beginning of the school year at Accelerated Achievement Academy. This year, four of the days contained training specific to distance learning and technological support. Additionally, some teachers took part in voluntary distance learning trainings over the summer, including one conducted by Stanford Online High School. To address teachers' technology needs, Accelerated Achievement Academy contracted with a local technology support company, TechPro, in order to ensure that teachers had access to adequate technology support and purchased new laptops for teachers with computers aged 5 years or more.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Some staff roles shifted slightly as a result of COVID-19. As a result of the redesigned schedule, one teacher will now oversee students who remain on full distance learning once Accelerated Achievement Academy opens its hybrid learning model. Additionally, campus aids were given the opportunity to request additional maintenance duties on campus in place of the hours they might normally spend supervising students on campus during times like breaks and lunches. Finally, while full distance learning persists, some instructional aids will work remotely providing services such as after-school online tutoring and helping teachers to monitor and track student progress in online learning sites such as Khan Academy, IXL, Moby Max, Renaissance Learning, and myOn.com.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Extra help will be available for all students on Zoom on Fridays from their core academic teachers. Additionally, all students will have access to an "after school" drop in tutoring hour from 3:30pm to 4:30pm Monday through Friday. For students who need more support, we will have limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their learning, assuming this is allowable by Public Health and State Guidance. Students will be scheduled for Tuesdays and Thursdays. Parents may request this extra support for their students. IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support. All students with IEPs will continue to receive services through UUSD. All accommodations/modifications for both students with IEPs and 504s will be adhered to both in distance learning and on campus learning, as written into their plans. Finally, the Student Services Coordinator will provide additional academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	Y

Description	Total Funds	Contributing
Provide technology for distance learning to all students as needed, including Chromebooks and Verizon hotspots.	\$13,500	Y
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	N
Provide distance learning training opportunities for staff.	\$9,600	N
Provide administrative time to design full distance learning schedules and procedures.	\$4,000	N
Provide online tutoring hour five days a week.	14,250	Y
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	6300	N
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	Y
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$21,900	Y
Provide necessary state standards aligned curriculum--both online and in print to all students.	6,200	N
Provide Tutorial time online to all students daily to allow for math skill building.	Last LCAP	Y
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$14,133	Y
Provide CTE courses to juniors and seniors	\$2,400	Y
Provide ELD support within their English class and Advisement	30,416	Y
Provide online teacher extra help hours on Fridays for all students.	66,982	Y
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$9,800	Y
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Accelerated Achievement Academy will use a variety of methods to assess learning loss. The primary method will be through teacher developed and delivered assessments. All teachers will continually formally assess student learning status throughout their core academic instruction using grade-level state-aligned curriculum. Students who are struggling to maintain a 65% or higher in their classes will be considered as having some learning loss and referred to extra academic support. Additionally, Accelerated Achievement Academy will administer interim CAASPP assessments in both ELA and math in October and November to grades 4 through 11. That data will be used in comparison to student data from previous years to further assess student progress or lack thereof. Finally, grades 4-8 and 11 will take the summative CAASPP assessments in the spring providing more data of any learning loss that occurs during the 20-21 school year.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To mitigate student learning loss, Accelerated Achievement Academy will employ a variety of strategies. The primary strategy will be to provide a streamlined distance learning and hybrid learning program. In grades 4-7, self-contained teachers will integrate curriculum as much as possible to meet the various academic standards. In grades 8-12 students will focus on one core academic class at a time and allows teachers to give one class of students their undivided attention. In this way, teachers and students will be able to work together closely to identify any gaps in skills or knowledge and develop meaningful strategies to address those gaps. In addition to core class curricular design, all students will be participate in daily online math review and skill building as a part of their Tutorial class, an elective course all students take at Accelerated Achievement Academy. Students in grades 4-7 will participate in online ELA review and skill building in Tutorial also, while students in grades 8-12 will participate in online ELA review and skill building in Advisement. Students will be closely monitored in this daily math review and skill building to ensure that they are working at the appropriate level and experiencing continual growth. The Student Services Coordinator will also monitor all students' academic progress in their respective core classes. Students who are identified as having learning loss will be referred to additional supports, including on campus, online tutoring, and summer school. EL, foster, homeless, IEP, 504, and SED students will have priority for on campus tutoring as well as receive additional academic monitoring and advising services.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports will be measured by way of assessments administered throughout the year. This will include both assessments administered by teachers as a part of the students' core academic classes and standardized assessments to include interim CAASPP tests and summative CAASPP tests administered to grades 4-8 and 11. For assessments delivered as a part of core academic instruction, student grades as reported in PowerSchool will serve as a broad indication of the overall effectiveness of the strategies implemented.

Actions to Address Pupil Learning Loss [Additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,500	Y
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	N
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	N
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	Y
Provide Tutorial time to all students daily to allow for math skill building	\$?	Y
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	?	Y
Provide online teacher extra help hours on Fridays for all students.	\$9,800	Y
Provide online tutoring hour five days a week.	\$?	Y
Administer and score interim CAASPP assessments. Elna had figure this at one week of staff time	\$14,000	N
Provide summer school (2021)	\$9,250	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Teachers will regularly assess students' social and emotional wellbeing during live instruction with students and report any noted concerns to the Principal or Student Services Coordinator for follow up. All staff receive training in mental health warning signs and suicide prevention as

well as mandated reported training that addresses looking for possible signs of emotional or physical abuse. Additionally, Advisement classes serve as a community building time that focuses on students' social and emotional well-being, including providing students with mental health resources such as crisis contact numbers. Finally, students are actively encouraged to stay in close communication with school staff, including the Principal, who can provide referrals to other local mental health resources to students in need.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Outreach to parents and students began in early July and continued throughout the remainder of the summer, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. Once the year is underway, students who are absent from distance learning have their parents contacted by the office each day they are absent. Any student absent for two consecutive days or whose grade drops below 70% will have their parents contacted by the Principal or Student Services Coordinator to discuss a plan for re-engagement, which can include but is not limited to a letter detailing the students' attendance or academic issues, placing the student on an attendance contract, requiring supplemental online tutoring, and recommending on-campus academic support.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Accelerated Achievement Academy participates in the Community Eligibility Program, and, as such, provides free breakfasts and lunches to all enrolled students. All meals meet the nutrition requirements for the National School Lunch and Breakfast Program and are provided by our School Food Authority, Willits Charter School. While all students are on distance learning, students who order meals are provided two days' worth of breakfasts and lunches on Mondays and three days' worth of breakfasts and lunches on Wednesdays. Once students are back on campus for our hybrid model of learning, lunches and breakfasts will be available Monday through Thursday for daily pick up with Thursday serving as a pick up day for two days' worth of meals since Fridays will continue to be a distance learning day. Once regular campus operations resume, free breakfasts and lunches will be available Monday through Friday.

Additional Actions to Implement the Learning Continuity Plan [Additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.72%	\$344,057

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Accelerated Achievement Academy's population of foster, EL and SED youth consists of approximately 82% of the student population. Therefore, most actions contribute to the services to these populations while also being offered to the entire school population.

Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.

Often parents of unduplicated youth need help supporting their children, particularly during distance learning. Many parents of unduplicated youth do not speak English, must work during school hours, or lack the skills or knowledge to help with school work. Providing additional support to students on campus is critical to their success.

Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.

Accelerated's unduplicated students often lack the resources to pursue higher education. By providing textbooks and paying any fees associated with college courses, we increase their opportunities for higher education.

Provide Tutorial time to all students daily to allow for math skill building.

Statistically, unduplicated populations underperform in math. Distance learning creates additional barriers to success in math by students not having in person access to their math teachers. Therefore, providing additional time within the program to focus on math will help improve students' math skills.

Provide CTE courses to juniors and seniors

Many of Accelerated's unduplicated population lack the resources for career training. By providing CTE courses, we are increasing their ability to find quality employment after high school.

Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.

Mental health among youth is becoming more of a concern in all youth, but particularly in unduplicated youth. The stressors of COVID-19 are only increasing the mental health challenges in youth and the lack of daily access to outside adults. Training staff to identify signs of mental health needs and abuse are critical to supporting students.

Provide online teacher extra help hours on Fridays for all students.

Often parents of unduplicated youth need help supporting their children, particularly during distance learning. Many parents of unduplicated youth do not speak English, must work during school hours, or lack the skills or knowledge to help with school work. Providing additional support to students through tutoring is critical to their success.

Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building

Statistically, unduplicated populations underperform in math. Distance learning creates additional barriers to success in ELA by students not having in person access to their ELA teachers. Therefore, providing additional time within the program to focus on ELA will help improve students' ELA skills.

Provide online tutoring hour five days a week.

Often parents of unduplicated youth need help supporting their children, particularly during distance learning. Many parents of unduplicated youth do not speak English, must work during school hours, or lack the skills or knowledge to help with school work. Providing additional support to students through tutoring is critical to their success.

Provide technology for distance learning to all students as needed, including Chromebooks and Verizon hotspots.

The majority of Accelerated's unduplicated population lacked the necessary access to technology to effectively participate in distance learning. Therefore, providing technology was necessary to allow those students to participate in distance learning.

Provide summer school (2021).

The majority of students participating in summer school are unduplicated students. Summer school will be critical to providing students time for skill building.

Student nutrition program

The majority of students participating in the school meals program are unduplicated youth who would normally access the free meals on campus. This program is even more critical given the impact of COVID-19 on unemployment rates affecting many families.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

???? is the percentage to increase or improve services for 2020-2021. Much of this percentage is calculated based on services that are also offered to the student body at large as mentioned above. However, the school has two specific actions aimed at only our unduplicated students.

Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising and support for IEP, 504, homeless, foster, SED and ELD students.

The Student Services Coordinator meets/calls unduplicated students more often throughout the year.

Provide ELD support within English class and Advisement.

English teachers target activities and lessons specifically designed to increase English language skills in English learners. English Learners have additional skill building during Advisement to improve overall reading and writing skills.

