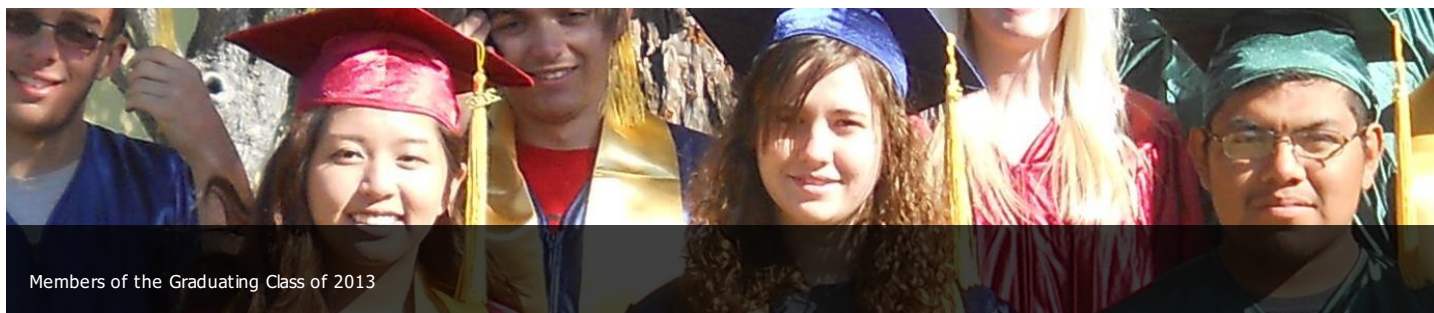


# Redwood Academy of Ukiah



Members of the Graduating Class of 2013

## Elna Gordon, Administrator

📍 Principal, Redwood Academy of Ukiah

### About Our School

My name is Elna Gordon, and I am privileged to serve as Redwood Academy's principal. Redwood Academy is a very special place to me, as it is the place where I began my teaching career fourteen years ago. Over that time, I have witnessed an amazing commitment to learning from both staff and students. This is small and supportive environment, serving grades 7-12, where we take our mission of preparing students for college and independent living very seriously.

As a result, we, the Redwood Academy staff, have the honor of watching our students grow into young adults before they head off to college. If you have any questions about this SARC, or wish to inquire further about Redwood Academy, please contact our office at 707-467-0500.

### Contact

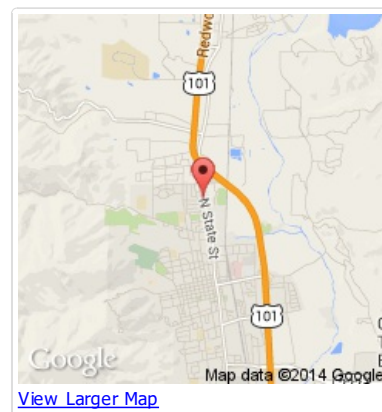
1059 North State St.

Ukiah, CA

95482-3413

Phone: 707-467-0500

E-mail: [egordon@redwoodacademy.org](mailto:egordon@redwoodacademy.org)



## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Redwood Academy of Ukiah
<b>Street</b>	1059 North State St.
<b>City, State, Zip</b>	Ukiah, Ca, 95482-3413
<b>Phone Number</b>	707-467-0500
<b>Principal</b>	Elna Gordon, Administrator
<b>E-mail Address</b>	<a href="mailto:egordon@redwoodacademy.org">egordon@redwoodacademy.org</a>
<b>County-District-School (CDS) Code</b>	23656152330413

District	
<b>District Name</b>	Ukiah Unified
<b>Phone Number</b>	(707) 472-5000
<b>Web Site</b>	<a href="http://www.uusd.net">www.uusd.net</a>
<b>Superintendent First Name</b>	Debra
<b>Superintendent Last Name</b>	Kubin
<b>E-mail Address</b>	<a href="mailto:dkubin@uusd.net">dkubin@uusd.net</a>

*Last updated: 1/9/2014*

### School Description and Mission Statement (School Year 2012-13)

Redwood Academy of Ukiah is a small public charter school for grades 7-12 that opened in the fall of 2000. Its mission is to prepare students for college and independent living in a safe, challenging, well-managed charter school. The school meets the needs of approximately 140 adolescents who are representative of the region. The Academy's seven classrooms and office building are centrally located in Ukiah on property leased from the Redwood Empire Fairgrounds, property of the 12th Agricultural District of the State of California. The school is governed by Charter Academy of the Redwoods, a non-profit public benefit corporation established in 1999.

Now in its fourteenth year, Redwood Academy is fully accredited and recognized by Newweek magazine as one of America's Best High Schools. It has been classified by the California Department of Education as a "high quality" charter school. It is a Title I school-wide program school and met all Adequate Yearly Progress measures for the year 2012-13.

During Redwood Academy's second year, the corporation used a \$150,000 grant to pilot a program for students with significant academic deficits which resulted in the corporation opening a second charter school, Accelerated Achievement Academy, now in its eighth year serving 160 students in grades 4-12. Its founders, Roderick and Kimberly Logan, are recipients of the Hart-Vision Award for Charter School Leadership for 2006.

*Last updated: 1/9/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

Redwood Academy welcomes parent involvement in governance through a Board of Directors, the School Site Council, and Parent Booster meetings. Parents attend orientation with their student prior to enrollment so that they understand the school's Academic, Behavior, and Dress Codes and know who to contact for help with student concerns and volunteer opportunities. Parents are able to visit their children in class, chaperone events, transport students to community sites and college visits, and access their student's grades in each class through a web based program named PowerSchool. Redwood parents are expected to attend Demonstration Night three times a year and the Promotion, Awards, and Graduation Ceremony on the last day of school. Parents are encouraged to complete the Parent Satisfaction Survey; previous results have shown a high level of satisfaction with comments and other responses used by the staff to improve services to students. All parents are also encouraged, along with their non-Redwood children, to participate in Family Fun Night which was held three times during the year. Parents interested in volunteer opportunities or other activities may contact our office at 467-0500.



# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

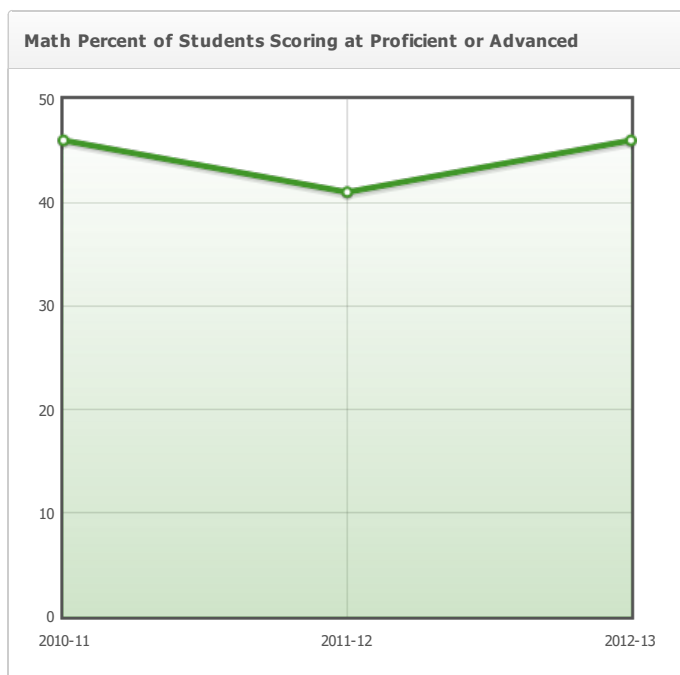
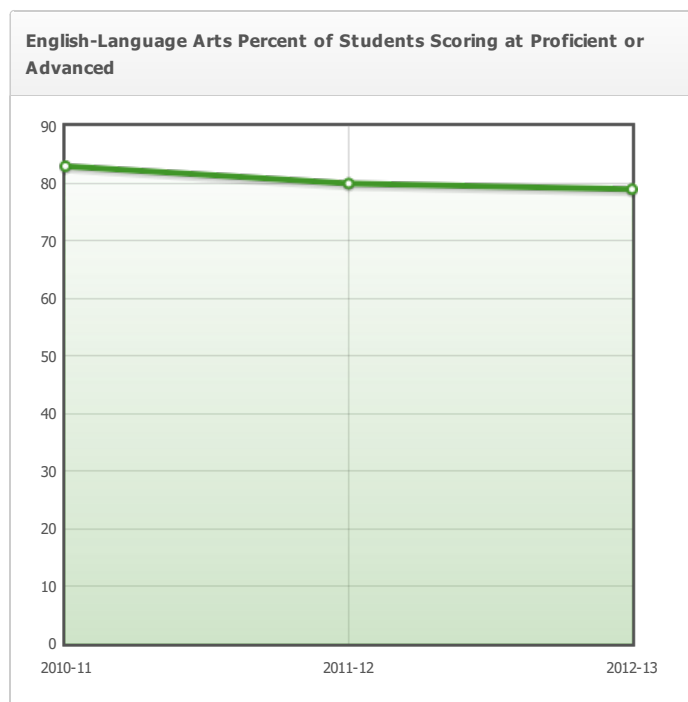
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

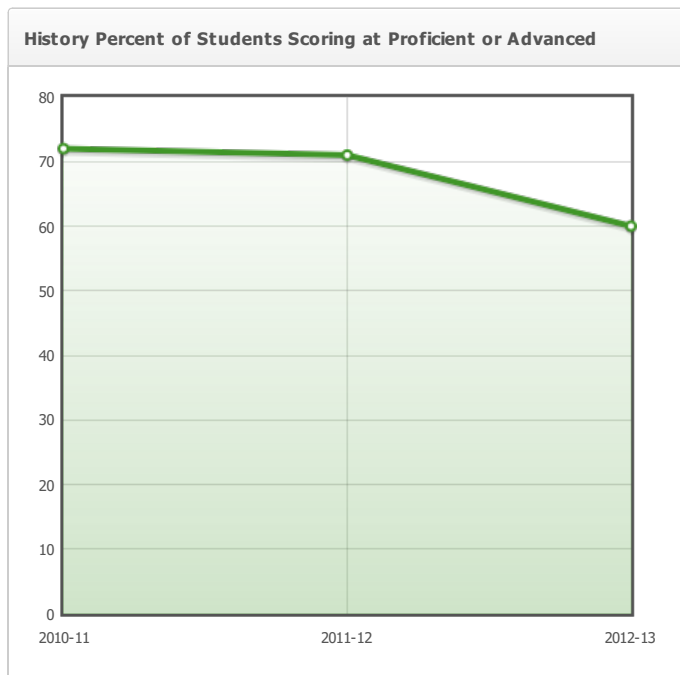
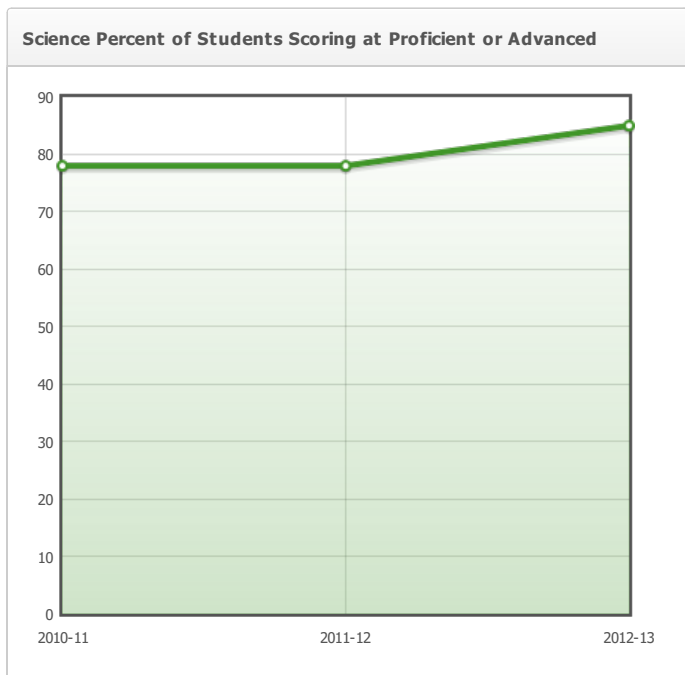
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	83%	80%	79%	42%	46%	42%	54%	56%	55%
Mathematics	46%	41%	46%	36%	40%	38%	49%	50%	50%
Science	78%	78%	85%	41%	49%	42%	57%	60%	59%
History-Social Science	72%	71%	60%	45%	48%	40%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





Last updated: 1/9/2014

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42%	38%	43%	40%
All Students at the School	79%	46%	85%	60%
Male	85%	47%	78%	80%
Female	74%	46%	89%	48%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	55%	42%	82%	38%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	91%	47%	89%	74%
Two or More Races	75%	36%	N/A	N/A
Socioeconomically Disadvantaged	67%	38%	75%	36%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

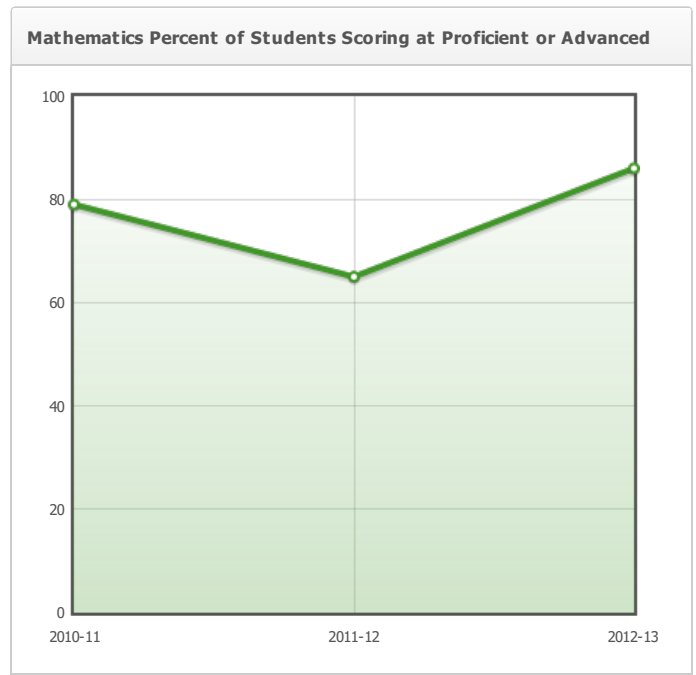
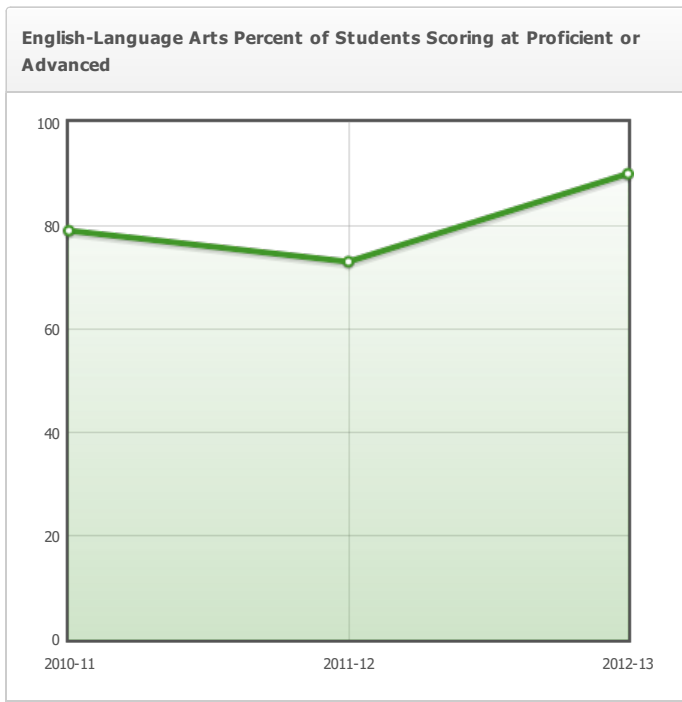
Last updated: 1/9/2014

# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	79%	73%	90%	59%	55%	49%	59%	56%	57%
Mathematics	79%	65%	86%	60%	52%	53%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/9/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51%	23%	26%	47%	38%	16%
All Students at the School	10%	19%	71%	14%	38%	48%
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	8%	23%	69%	15%	38%	46%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	6%	13%	81%	13%	31%	56%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/9/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.0%	13.0%	4.3%
9	25.0%	3.6%	7.1%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/9/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	9
Similar Schools	10	10	10

*Last updated: 1/9/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	12	-9	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	3	-30	27
Two or More Races			
Socioeconomically Disadvantaged	9	4	-18
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/9/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	126	873	3,973		4,655,989	790
Black or African American	0		43	720	296,463	708
American Indian or Alaska Native	3		280	639	30,394	743
Asian	1		37	887	406,527	906
Filipino	7		23	876	121,054	867
Hispanic or Latino	32	805	1,941	670	2,438,951	744
Native Hawaiian or Pacific Islander	1		5		25,351	774
White	78	906	1,551	779	1,200,127	853
Two or More Races	4		93	704	125,025	824
Socioeconomically Disadvantaged	58	823	2,916	684	2,774,640	743
English Learners	19	765	1,437	636	1,482,316	721
Students with Disabilities	1		463	530	527,476	615

Last updated: 1/9/2014

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	Yes

Last updated: 1/9/2014

## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

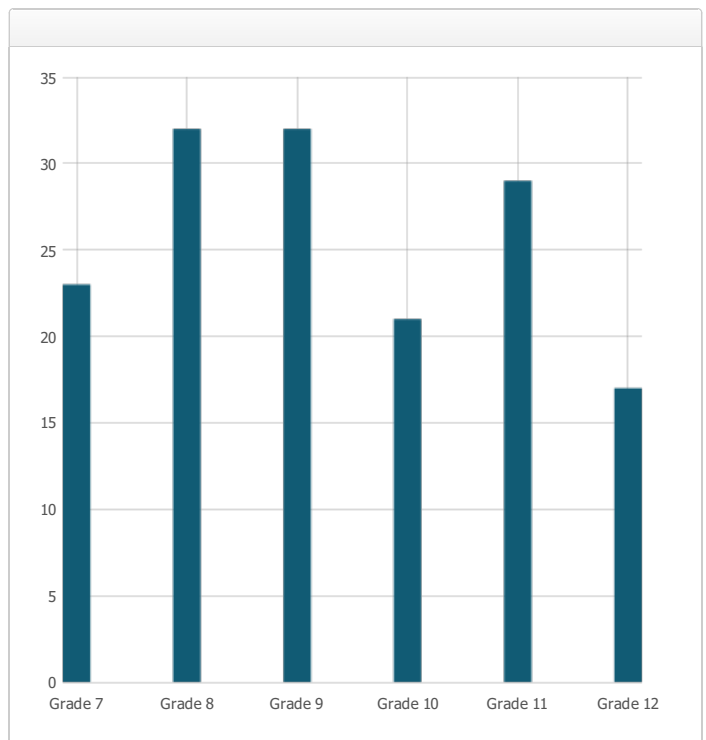
Note: Cells shaded in black or with N/A values do not require data.

*Last updated: 1/9/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

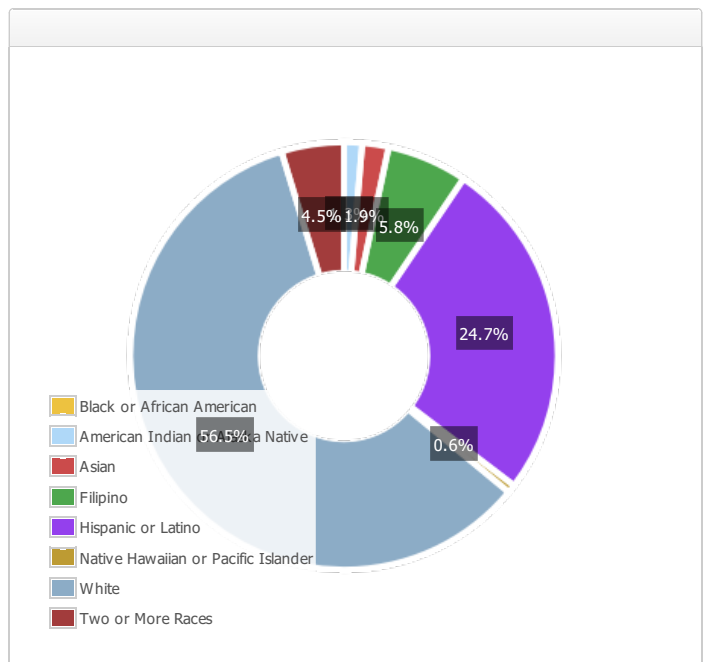
Grade Level	Number of Students
Grade 7	23
Grade 8	32
Grade 9	32
Grade 10	21
Grade 11	29
Grade 12	17
<b>Total Enrollment</b>	<b>154</b>



Last updated: 1/13/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.3
Asian	1.9
Filipino	5.8
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.6
White	56.5
Two or More Races	4.5
Socioeconomically Disadvantaged	47.4
English Learners	15.6
Students with Disabilities	1.9



Last updated: 1/13/2014

### Average Class Size and Class Size Distribution (Secondary)

2010-11	2011-12	2012-13
---------	---------	---------

Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.8	4	1	0	21.1	4	3	0	19.0	5	3	
Mathematics	20.4	3	2	0	21.0	5	1	1	19.0	5	3	
Science			0	0	22.5	3	3	0	27.0	1	4	
Social Science			0	0	20.7	4	2	0	20.0	4	3	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/9/2014*

## School Safety Plan (School Year 2012-13)

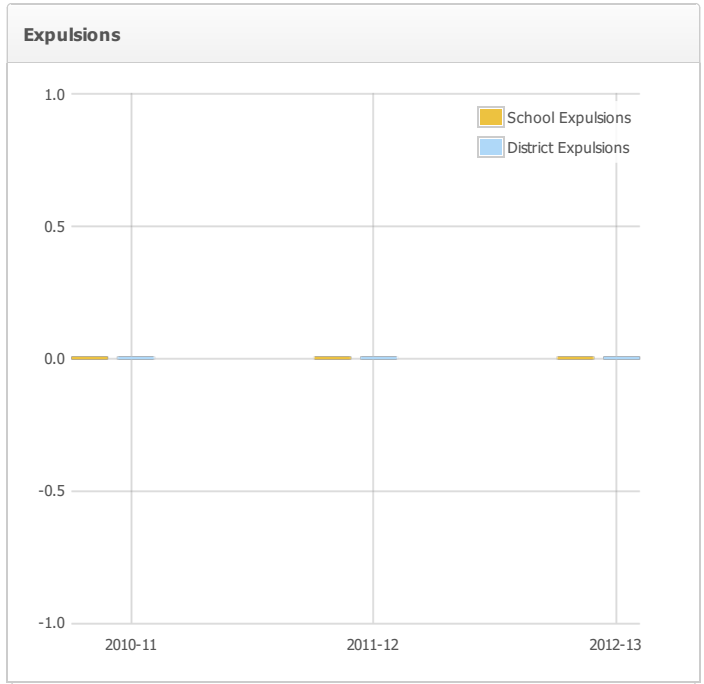
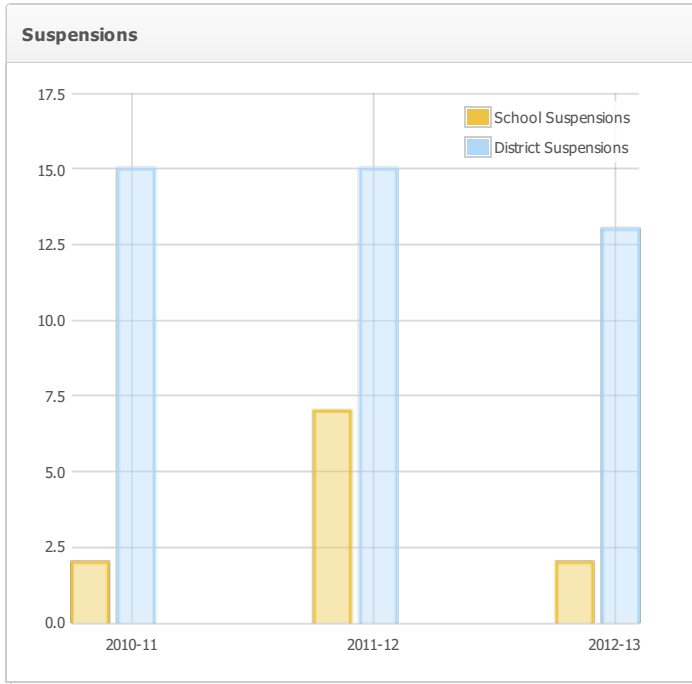
The plan is reviewed and revised annually by the Coordinator of Business and Facilities, Jim Switzer. The staff reviews the plan twice a year, once at our back to school meeting in August and again at a staff day in March. The plan includes information about evacuation procedures, intruder alerts, and how to report safety concerns.

*Last updated: 1/9/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.53	7.38	2.59	15.50	15.00	13.30
Expulsions	0.63	0.00	0.00	0.70	0.70	0.50

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/13/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

The Redwood Academy campus provides an office with a library, staff room, and three offices. There are nine permanent classrooms (Amherst, Berkeley, Chico, Davis, Exeter, Fullerton, Georgetown, Harvard, and Irvine). Students use the Junior building for morning, noon, and extra-curricular activities. Our campus is small, allowing for tight supervision, which insures a high degree of safety. Our facilities are clean and maintained on an ongoing basis to ensure good repair. Students participate in daily recycling duties in an effort to make sure classroom waste is handled in a responsible manner. Our school grounds, buildings, and restrooms are cleaned regularly and monitored throughout the day.

*Last updated: 1/9/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Continue to replace carpets in classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rate (School Year 2013-14)

Overall Rating	Good
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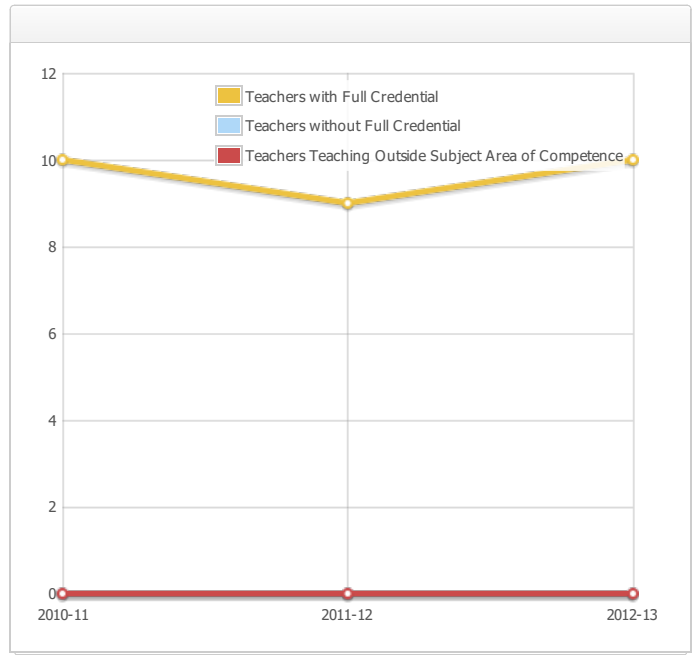
*Last updated: 1/9/2014*



# Teachers

## Teacher Credentials

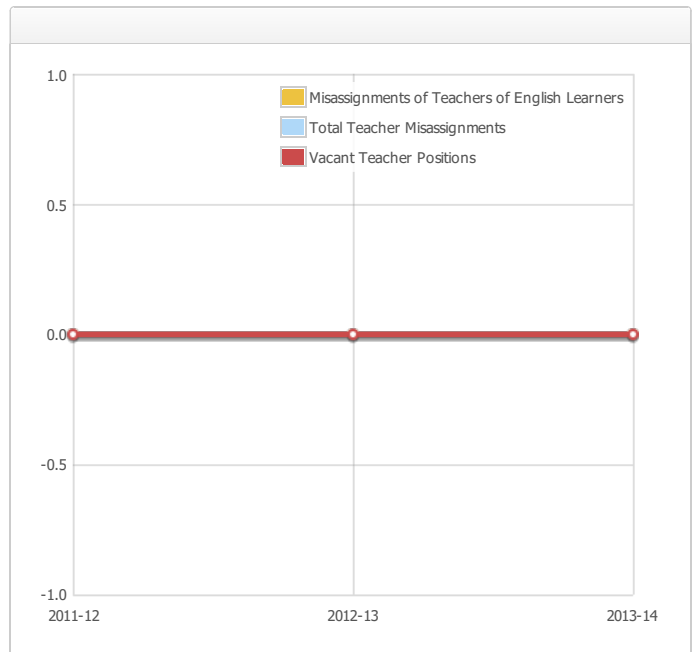
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	9	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/9/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

*Last updated: 1/9/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal Littell--The Language of Literature		0.0
Mathematics	McDougal Littell--Math Course 2, Algebra I, Geometry, Algebra II Key Curriculum Press--Pre-Calculus, Calculus		0.0
Science	Holt--Life Science, Physical Science Glencoe--Biology Prentice Hall--Chemistry		0.0
History-Social Science	McDougal Littell--Modern World History Houghton Mifflin--The Enduring Vision Glencoe--United States Government		0.0
Foreign Language	Prentice Hall--Realidades I,II, III		0.0
Health	N/A		0.0
Visual and Performing Arts	Glencoe--Theater Arts		0.0
Science Laboratory Equipment (grades 9-12)	Microscopes, beakers, etc.		0.0

Last updated: 1/14/2014

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,528	N/A	N/A	N/A
District	N/A	N/A	N/A	\$56,319
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$67,106
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/13/2014*

### Types of Services Funded (Fiscal Year 2012-13)

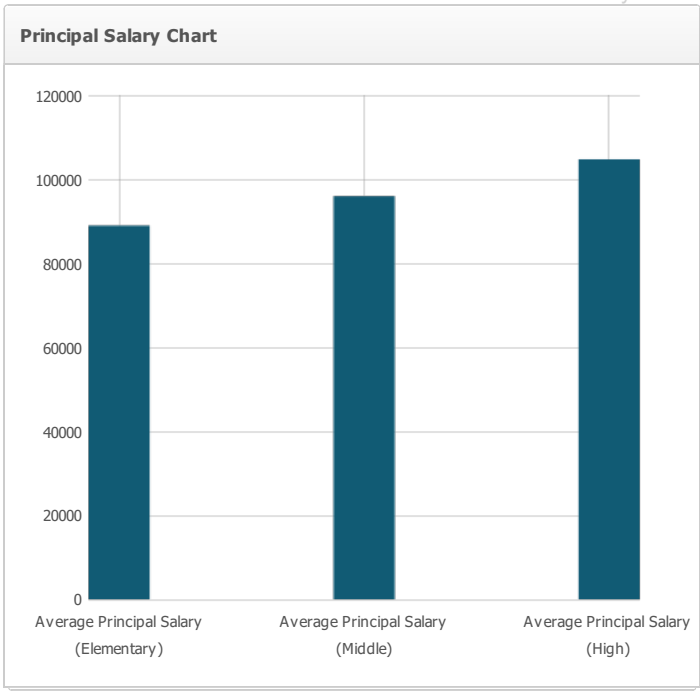
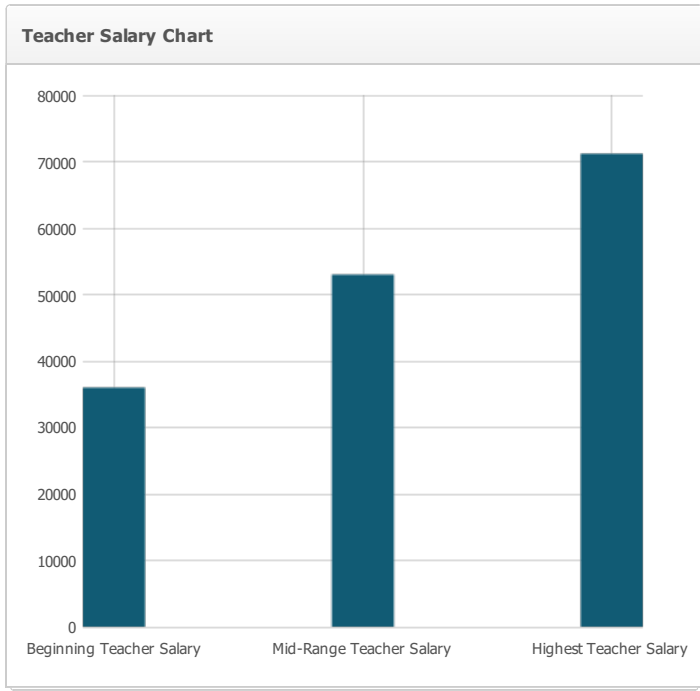
Redwood Academy provides a comprehensive academic program that enables students, regardless of previous academic history, to achieve the University of California "a-g" requirements. The school is a Title I School Wide Program school and uses Title I and Title II funds to meet the needs of a wide range of adolescents.

*Last updated: 1/9/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,001	\$40,928
Mid-Range Teacher Salary	\$53,001	\$64,449
Highest Teacher Salary	\$71,186	\$82,826
Average Principal Salary (Elementary)	\$88,960	\$102,640
Average Principal Salary (Middle)	\$95,969	\$109,253
Average Principal Salary (High)	\$104,736	\$118,527
Superintendent Salary	\$150,000	\$183,968
Percent of Budget for Teacher Salaries	38.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/9/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

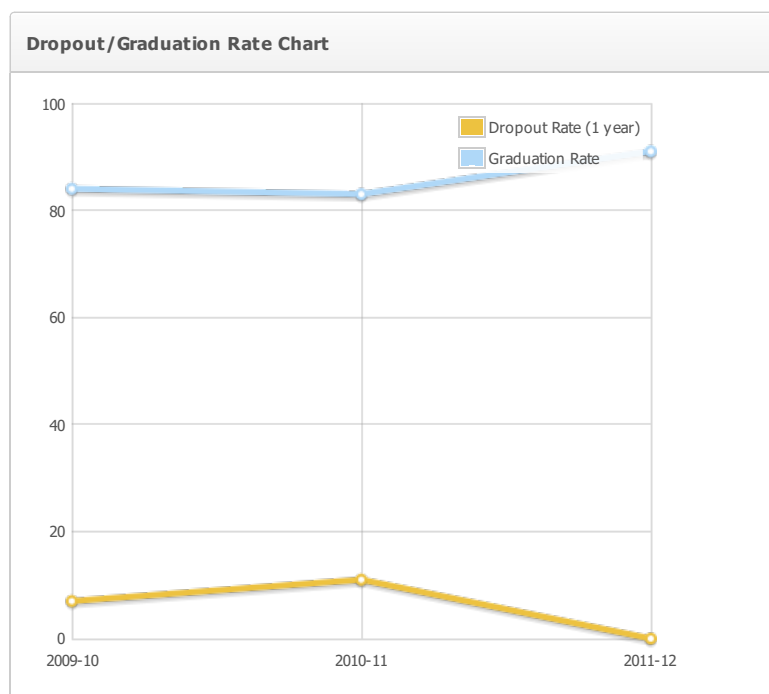
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	7.7	11.1	0.0	16.1	10.2	8.2	16.6	14.7	13.1
Graduation Rate	84.62	83.33	91.67	75.62	82.46	84.42	74.72	77.14	78.73



Last updated: 1/9/2014

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	12	442	418,598
Black or African American		3	28,078
American Indian or Alaska Native		33	3,123
Asian		7	41,700
Filipino		4	12,745
Hispanic or Latino	6	157	193,516
Native Hawaiian or Pacific Islander		1	2,585
White	6	235	127,801
Two or More Races		2	6,790
Socioeconomically Disadvantaged		48	217,915
English Learners	4	102	93,297
Students with Disabilities		205	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

*Last updated: 1/9/2014*

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	82.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

*Last updated: 1/9/2014*



## Advanced Placement Courses (School Year 2012-13)

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Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All Courses	5	11.0

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/14/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The staff works together regularly in an atmosphere of collaboration to develop the program and skills. All new teachers participate in induction activities and/or professional development related to use of technology. In addition, the school provides ten days of pre-service workshops and preparation time, two days during the school year, and three days following the year for assessment and planning. All staff members are encouraged to attend conferences and workshops that support growth in their areas of responsibility.

*Last updated: 1/9/2014*