

# Redwood Academy of Ukiah

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Elna Gordon, Administrator

Principal, Redwood Academy of Ukiah

## About Our School

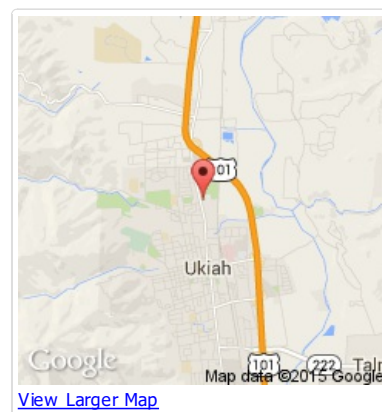
My name is Elna Gordon, and I am privileged to serve as Redwood Academy's principal. Redwood Academy is a very special place to me, as it is the place where I began my teaching career fourteen years ago. Over that time, I have witnessed an amazing commitment to learning from both staff and students. 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)



## About This School

### Contact Information - Most Recent Year

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>Web Site</b>	<a href="http://www.caredwoods.org">http://www.caredwoods.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: 1/9/2015*

### School Description and Mission Statement (Most Recent Year)

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.

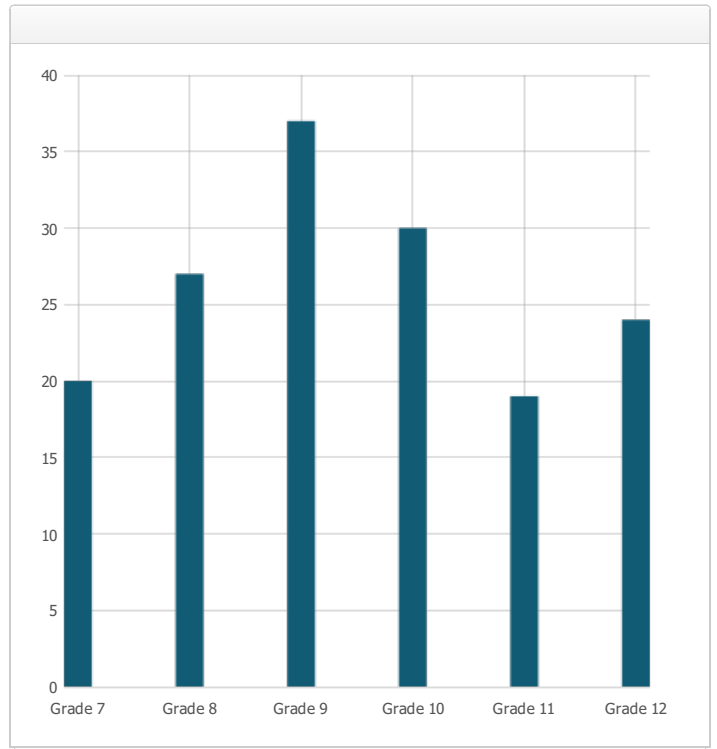
Now in its fifteenth year, Redwood Academy is fully accredited and recognized by Newweek magazine as one of America's Best High Schools. It has been classified by the California Department of Education as a "high quality" charter school. It is a Title I school-wide program school and met all Adequate 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: 1/9/2015*

**Student Enrollment by Grade Level (School Year 2013-14)**

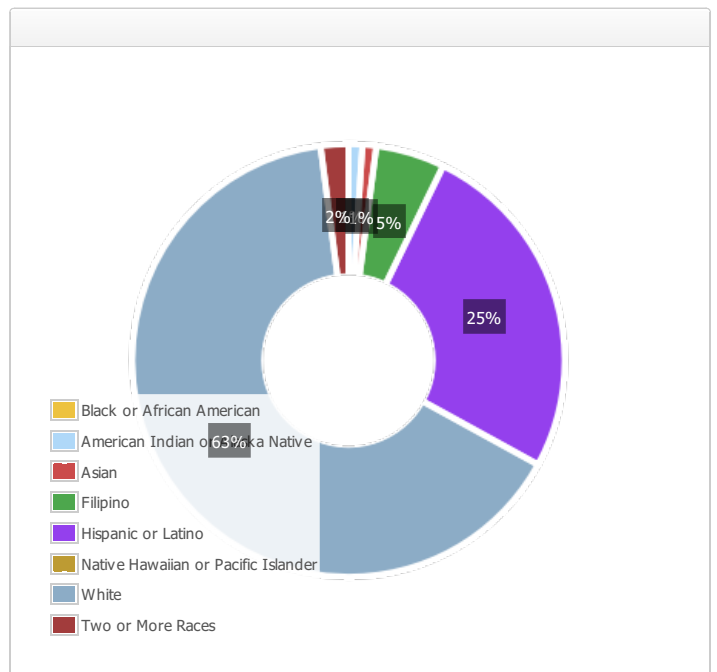
Grade Level	Number of Students
Grade 7	20
Grade 8	27
Grade 9	37
Grade 10	30
Grade 11	19
Grade 12	24
<b>Total Enrollment</b>	<b>157</b>



Last updated: 1/9/2015

**Student Enrollment by Student Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.3
Asian	1.9
Filipino	5.1
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	0.0
White	63.1
Two or More Races	2.5
Socioeconomically Disadvantaged	48.4
English Learners	1.3
Students with Disabilities	0.0



Last updated: 1/9/2015

## A. Conditions of Learning

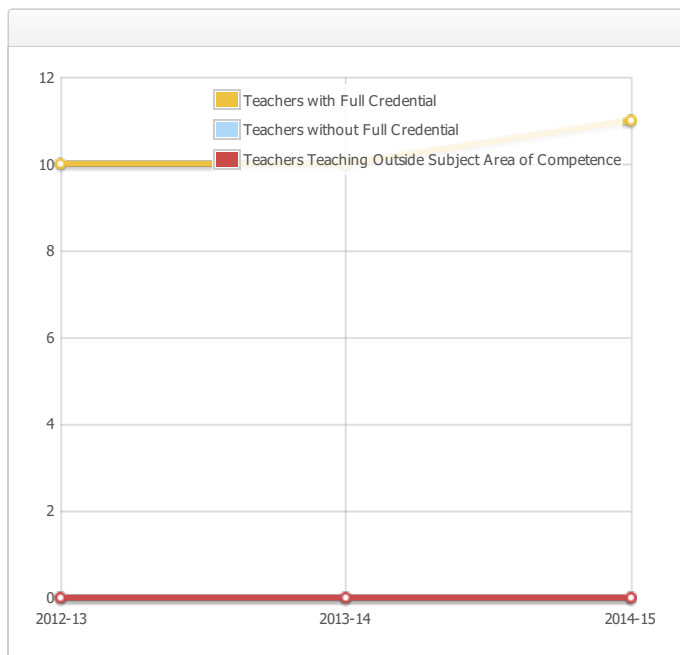
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

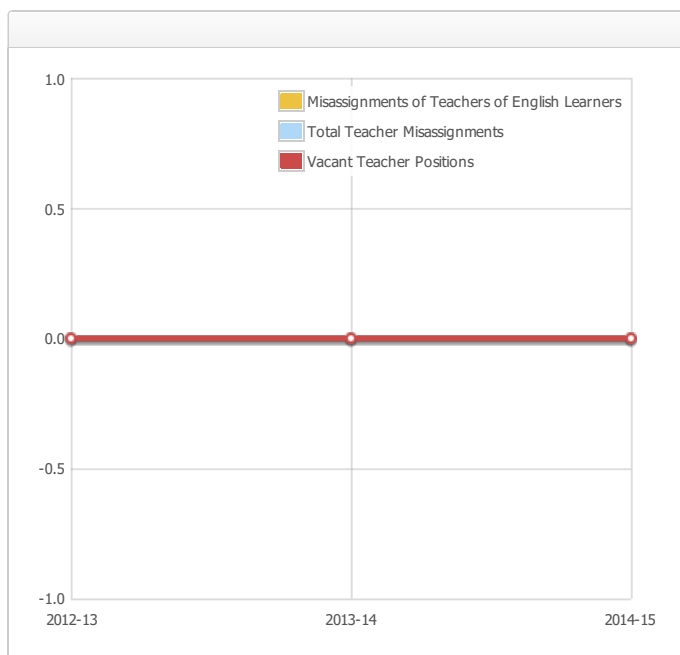
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	10	10	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/12/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/9/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	92	8
High-Poverty Schools in District	92	8
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: 1/9/2015*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: January 2014

Subject	Textbooks and Instructional Materials/year of Adoption	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	NA		0.0
Visual and Performing Arts	Glencoe--Theater Arts		0.0
Science Laboratory Equipment (grades 9-12)	Microscopes, beackers, etc.		0.0

*Last updated: 1/12/2015*

## School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/9/2015*

## School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Possibly replace the HVAC systems school-wide as part of the Prop 39 energy saving projects
Interior: Interior Surfaces	Good	Continue to replace classroom carpets as needed
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 - Most Recent Year

Overall Rating	Good
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*Last updated: 1/9/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	78	85	86	49	43	45	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/9/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	45
All Students at the School	86
Male	89
Female	83
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	86
Two or More Races	
Socioeconomically Disadvantaged	90
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/9/2015

**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%
History-Social Science	72%	71%	60%	45%	48%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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: 1/9/2015

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

API Rank	2011	2012	2013
Statewide	10	9	10
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/9/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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	26
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: 1/9/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	71.0



2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission

82.3

# State Priority: Other Pupil Outcomes

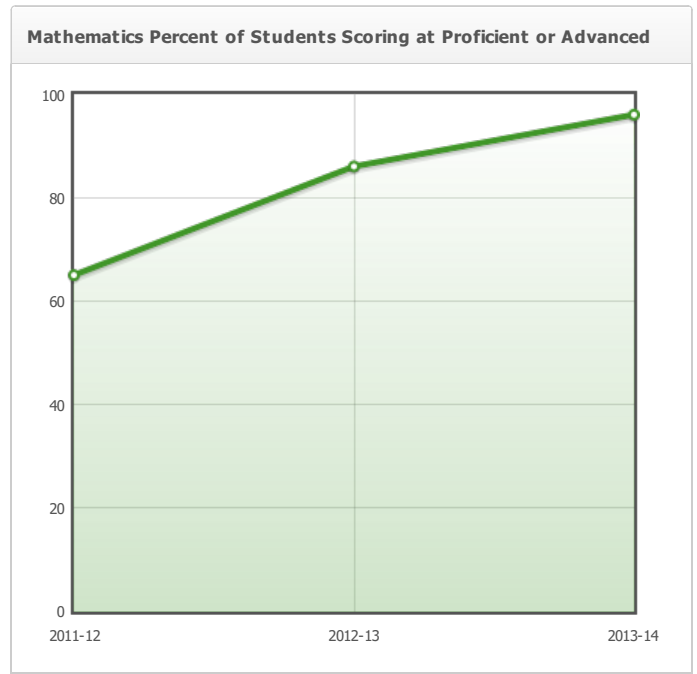
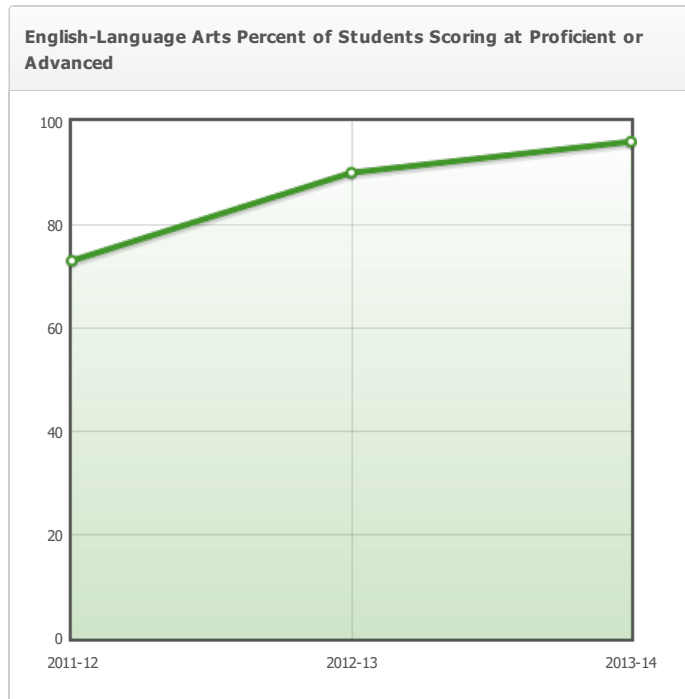
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	73%	90%	96%	55%	49%	28%	56%	57%	56%
Mathematics	65%	86%	96%	52%	53%	31%	58%	60%	62%

Note: Percentages are not calculated 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: 1/9/2015

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if****applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	48%	26%	26%	36%	46%	18%
All Students at the School	4%	37%	59%	4%	37%	59%
Male	8%	38%	54%	8%	31%	62%
Female	N/A	36%	64%	N/A	43%	57%
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	4%	39%	57%	4%	30%	65%
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: Percentages are not calculated 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: 1/9/2015*

**California Physical Fitness Test Results (School Year 2013-14)**

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.8%	4.2%	4.2%
9	21.2%	15.2%	N/A

Note: Percentages are not calculated 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: 1/9/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

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.

### State Priority: Pupil Engagement

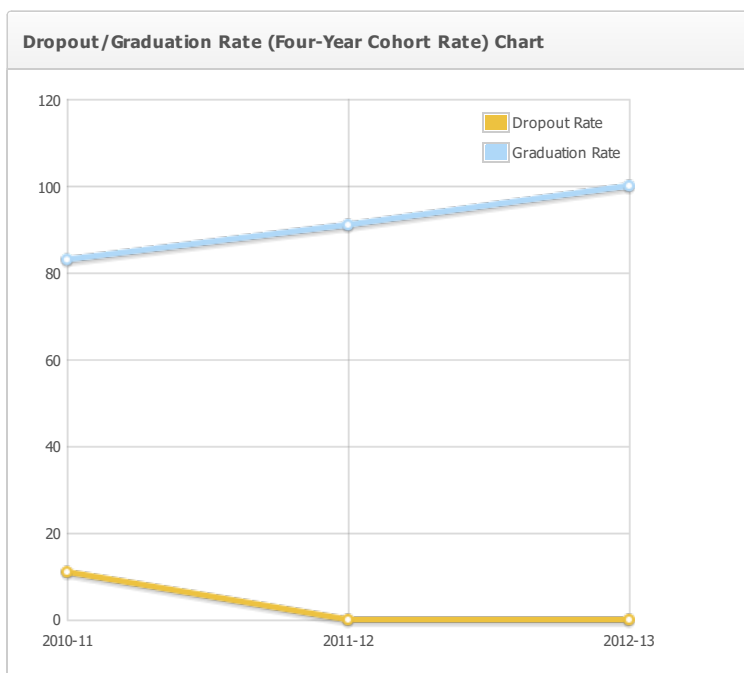
*Last updated: 1/9/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	11.1	0.0	0.0	10.2	8.2	6.7	14.7	13.1	11.4
Graduation Rate	83.33	91.67	100	82.46	84.23	82.19	77.14	78.87	80.44



*Last updated: 1/9/2015*

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	100	80	84
Black or African American		100	75
American Indian or Alaska Native		46	77
Asian	100	100	92
Filipino	100	100	92
Hispanic or Latino	100	76	80
Native Hawaiian or Pacific Islander		100	84
White	100	87	90
Two or More Races	100	88	89
Socioeconomically Disadvantaged	100	78	82
English Learners		44	53
Students with Disabilities		54	60

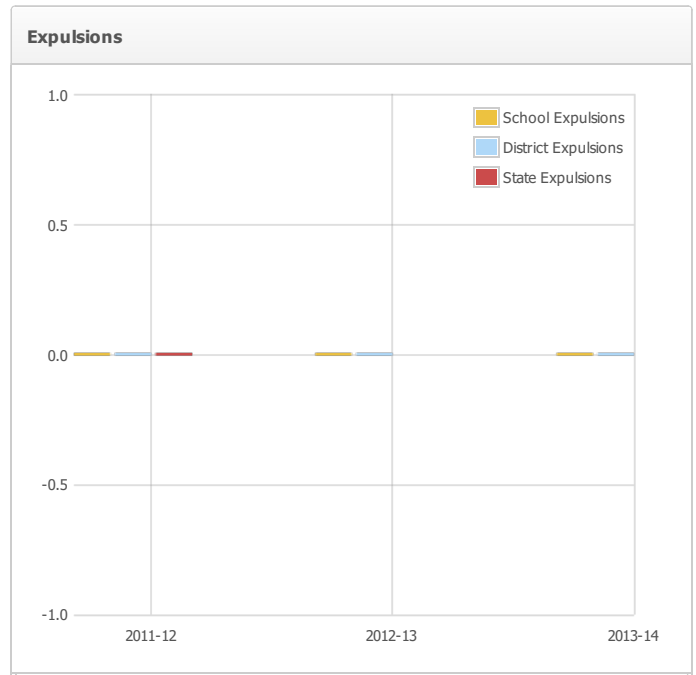
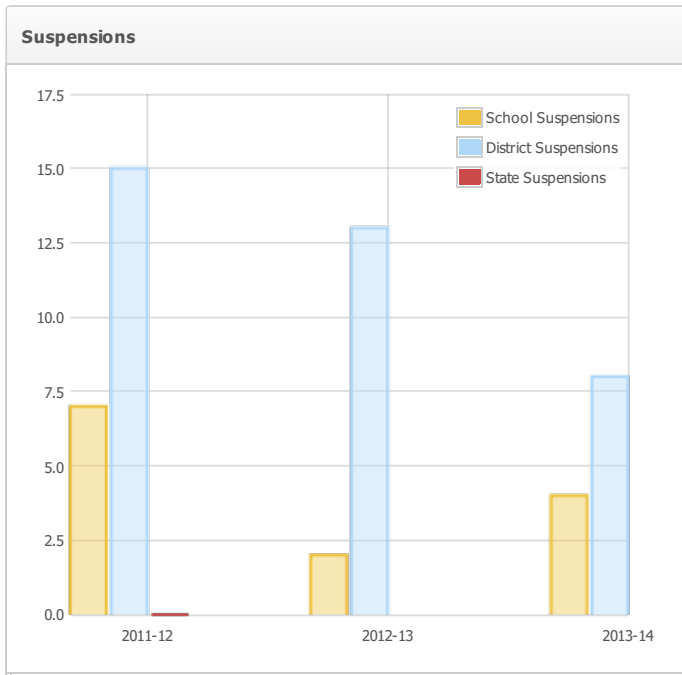
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.38	2.59	4.10	15.00	13.30	8.10			
Expulsions	0.00	0.00	0.60	0.70	0.50	0.40			



Last updated: 1/12/2015

## School Safety Plan - Most Recent Year

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: 1/9/2015

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/12/2015

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	78.6%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/12/2015

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

Subject	2011-12				2012-13				2013-14			
	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	21.1	4	3	0	19.0	5	3		18.0	7	2	
Mathematics	21.0	5	1	1	19.0	5	3		16.0	8	1	
Science	22.5	3	3	0	27.0	1	4		20.0	5	2	
Social Science	20.7	4	2	0	20.0	4	3		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: 1/12/2015

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	157.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells 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: 1/12/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	N/A	\$311	N/A	N/A
District	N/A	N/A	N/A	\$59,499
Percent Difference – School Site and District	N/A	N/A	N/A	24.00%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	30.00%	33.00%

Note: Cells with N/A values do not require data.

*Last updated: 1/12/2015*



**Types of Services Funded (Fiscal Year 2013-14)**

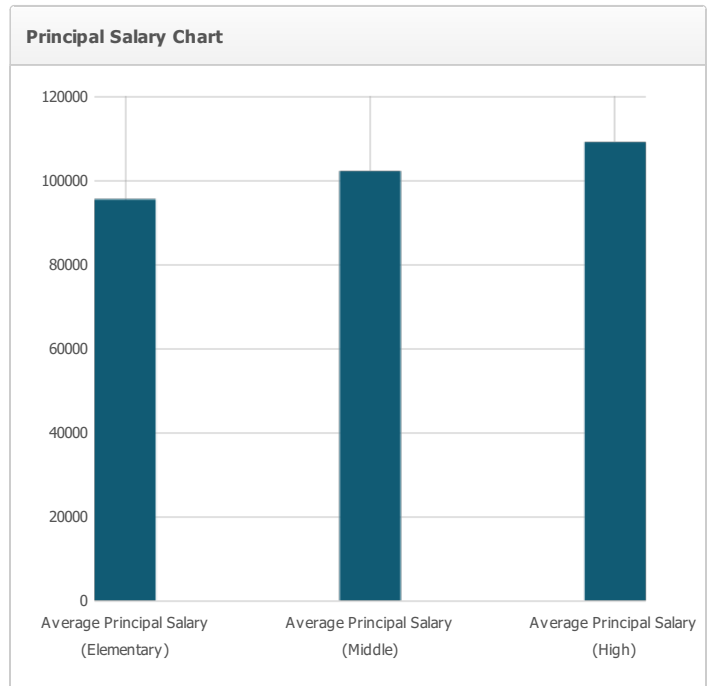
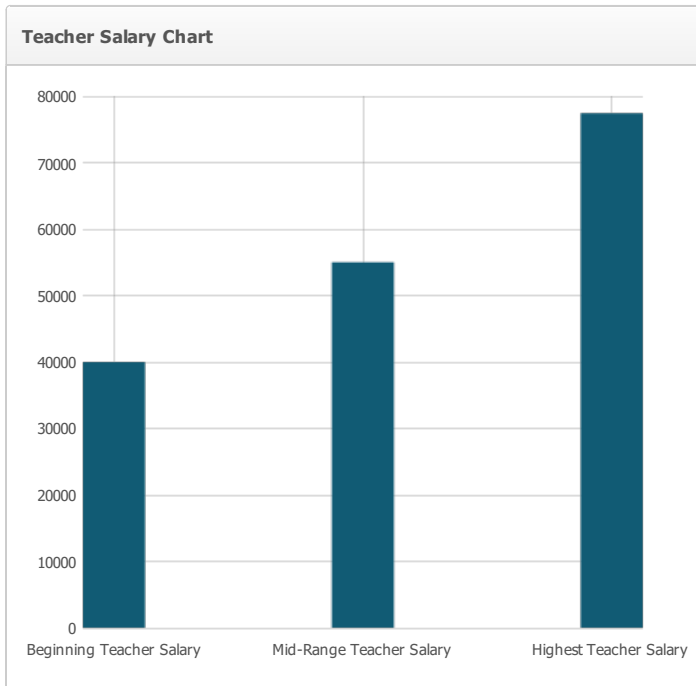
Redwood Academy provides a comprehensive academic program that enables students, regardless of previous academic history, to achieve the University of California "a-g" requirements. The school is a Title I School Wide Program school and uses Title I and Title II funds to meet the needs of a wide range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

*Last updated: 1/12/2015*

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	\$41,243
Mid-Range Teacher Salary	\$55,001	\$64,893
Highest Teacher Salary	\$77,432	\$83,507
Average Principal Salary (Elementary)	\$95,468	\$103,404
Average Principal Salary (Middle)	\$102,168	\$109,964
Average Principal Salary (High)	\$109,072	\$120,078
Superintendent Salary	\$160,000	\$183,557
Percent of Budget for Teacher Salaries	39.0%	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 at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/12/2015*

**Advanced Placement Courses (School Year 2013-14)**

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	6	14.0

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/12/2015*

**Professional Development – Most Recent Three Years**

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. The school's current professional development plan focuses heavily on Advanced Placement courses and instruction as well as the newly implemented Common Core State Standards.

*Last updated: 1/12/2015*