

Redwood Academy of Ukiah

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians, 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., 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.



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

Redwood Academy of Ukiah
1059 North State St.
Ukiah, CA 95482-3413

Phone: 707-467-0500
E-mail: egordon@redwoodacademy.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Ukiah Unified
Phone Number	(707) 472-5002
Superintendent	Debra Kubin
E-mail Address	dkubin@uusd.net
Web Site	www.uusd.net

School Contact Information - Most Recent Year	
School Name	Redwood Academy of Ukiah
Street	1059 North State St.
City, State, Zip	Ukiah, Ca, 95482-3413
Phone Number	707-467-0500
Principal	Elna Gordon, Administrator
E-mail Address	egordon@redwoodacademy.org
Web Site	http://www.caredwoods.org
County-District-School (CDS) Code	23656152330413

Last updated: 1/19/2016

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.

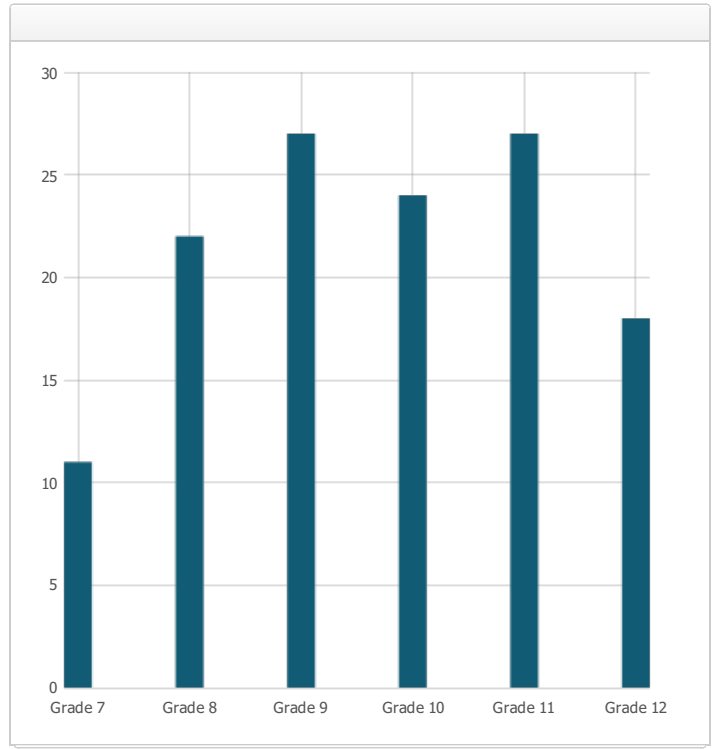
Now in its sixteenth year, Redwood Academy is fully accredited and recognized by Newweek magazine as one of America's Best High Schools. It has been classified by the California Department of Education as a "high quality" charter school. It is a Title I school-wide program school and met all Adequate Yearly Progress measures for the year 2014-15.

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. Its founders, Roderick and Kimberly Logan, are recipients of the Hart-Vision Award for Charter School Leadership for 2006.

Last updated: 1/12/2016

Student Enrollment by Grade Level (School Year 2014-15)

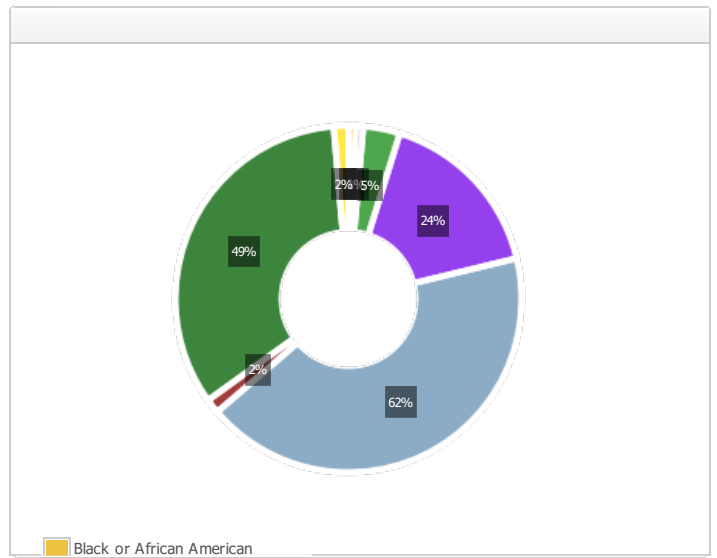
Grade Level	Number of Students
Grade 7	11
Grade 8	22
Grade 9	27
Grade 10	24
Grade 11	27
Grade 12	18
Total Enrollment	129



Last updated: 1/12/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.0 %
Asian	1.6 %
Filipino	5.4 %
Hispanic or Latino	24.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	62.0 %
Two or More Races	2.3 %
Socioeconomically Disadvantaged	49.6 %
English Learners	0.0 %
Students with Disabilities	2.3 %
Foster Youth	0.8 %



Last updated: 1/19/2016

A. Conditions of Learning

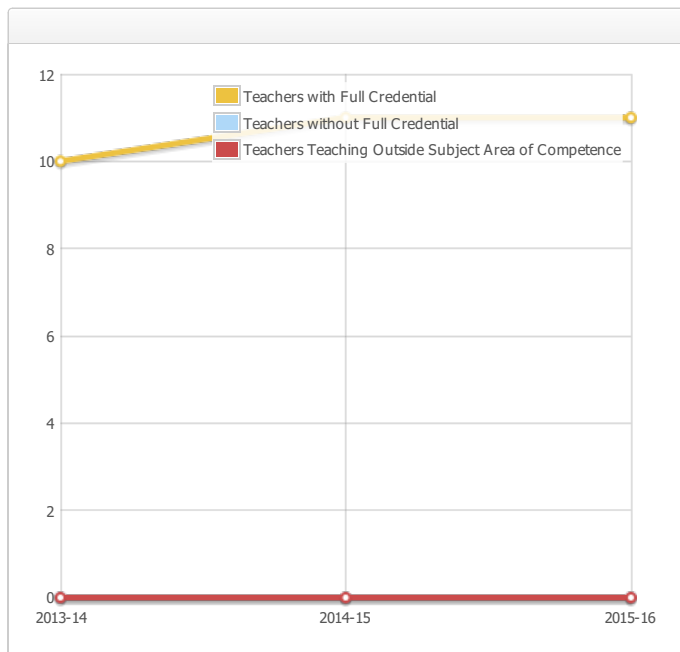
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

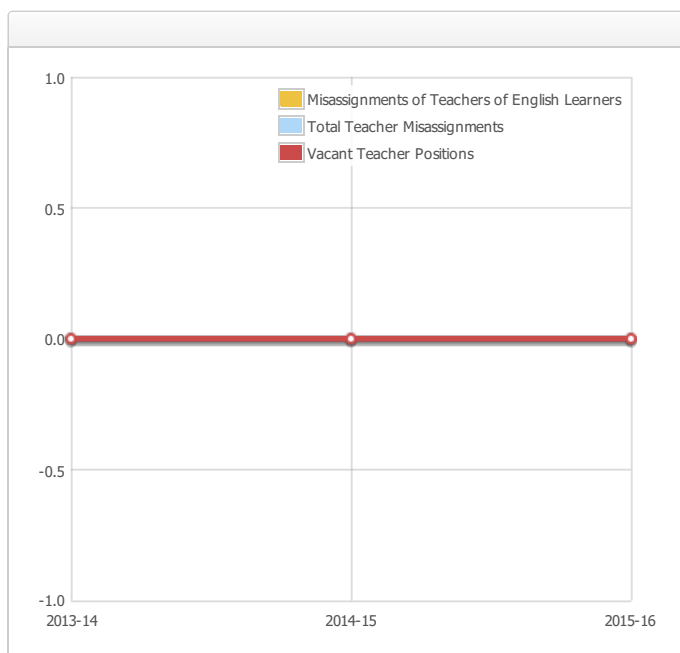
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	10	11	11	11
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/12/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/12/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	0.0%	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.

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

Year and month in which data were collected: January 2015

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	Big Ideas Math--A Common Core Curriculum: Course 2, Course III, 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	History Alive--Medieval World History, US History McDougal Littell--Modern World History Houghton Mifflin--The Enduring Vision Glencoe--United States Government Myers--Psychology for AP		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 Lab Eqpmt (Grades 9-12)	Microscopes, beakers, etc		0.0 %

Last updated: 1/12/2016

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: 1/12/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Possibly replace 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	Replace picnic tables and umbrellas for student use in the quad area

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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Last updated: 1/19/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	30.0%	44.0%
Mathematics (grades 3-8 and 11)	59.0%	19.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	15	15	100.0%	13.0%	0.0%	47.0%	40.0%
Male	7	7	100.0%	--	--	--	--
Female	8	8	100.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1	1	100.0%	--	--	--	--
Filipino	2	2	100.0%	--	--	--	--
Hispanic or Latino	6	6	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	5	5	100.0%	--	--	--	--
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	18.0%	0.0%	45.0%	36.0%
English Learners	2	2	100.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100.0%	4.0%	42.0%	38.0%	17.0%
Male	10	10	100.0%	--	--	--	--
Female	14	14	100.0%	7.0%	29.0%	43.0%	21.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	1	1	100.0%	--	--	--	--
Hispanic or Latino	7	7	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	12	100.0%	0.0%	25.0%	50.0%	25.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	7.0%	43.0%	43.0%	7.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	0.0%	5.0%	32.0%	64.0%
Male	9	9	100.0%	--	--	--	--
Female	13	13	100.0%	0.0%	8.0%	38.0%	54.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	1	1	100.0%	--	--	--	--
Hispanic or Latino	3	3	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	17	100.0%	0.0%	6.0%	29.0%	65.0%
Two or More Races	23	1	4.3%	--	--	--	--
Socioeconomically Disadvantaged	10	10	100.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	15	15	100.0%	20.0%	13.0%	13.0%	53.0%
Male	7	7	100.0%	--	--	--	--
Female	8	8	100.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1	1	100.0%	--	--	--	--
Filipino	2	2	100.0%	--	--	--	--
Hispanic or Latino	6	6	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	5	5	100.0%	--	--	--	--
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	27.0%	18.0%	9.0%	45.0%
English Learners	2	2	100.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	24	24	100.0%	25.0%	25.0%	38.0%	13.0%
Male	13	10	100.0%	--	--	--	--
Female	14	14	100.0%	14.0%	36.0%	43.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	1	1	100.0%	--	--	--	--
Hispanic or Latino	7	7	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	12	100.0%	17.0%	17.0%	58.0%	8.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	29.0%	29.0%	29.0%	14.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100.0%	0.0%	36.0%	50.0%	14.0%
Male	9	9	100.0%	--	--	--	--
Female	13	13	100.0%	0.0%	46.0%	46.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	1	1	100.0%	--	--	--	--
Hispanic or Latino	3	3	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	17	100.0%	0.0%	29.0%	53.0%	18.0%
Two or More Races	1	1	100.0%	--	--	--	--
Socioeconomically Disadvantaged	10	10	100.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	1	1	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	84.0%	85.0%	87.0%	38.0%	41.0%	39.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39.0%
All Students at the School	87.0%
Male	--
Female	83.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	92.0%
Two or More Races	--
Socioeconomically Disadvantaged	80.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	87.0%

State Priority: Other Pupil Outcomes

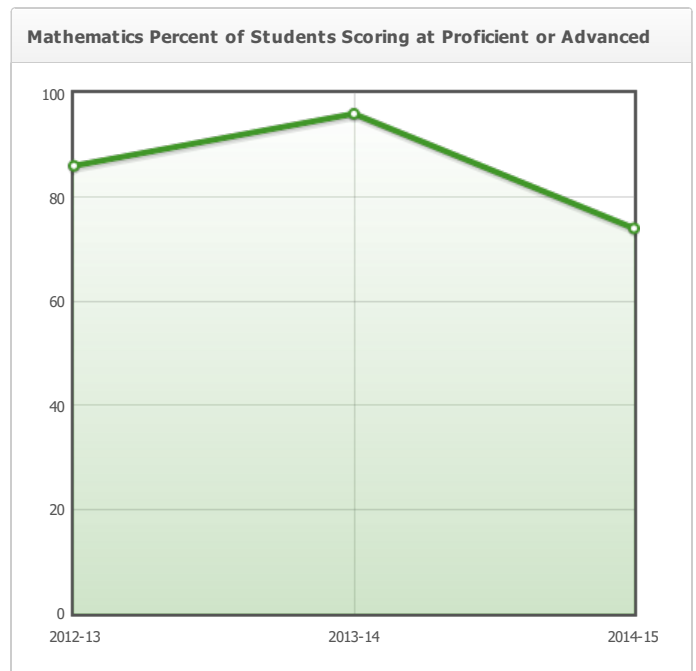
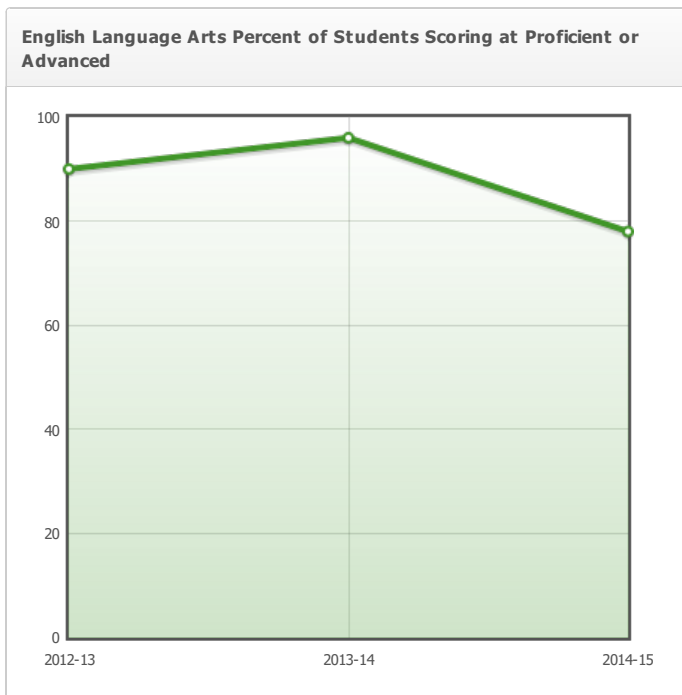
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	90.0%	96.0%	78.0%	49.0%	28.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	86.0%	96.0%	74.0%	53.0%	31.0%	53.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/19/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	51.0%	27.0%	22.0%	47.0%	42.0%	11.0%
All Students at the School	22.0%	30.0%	48.0%	26.0%	35.0%	39.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	27.0%	20.0%	53.0%	33.0%	33.0%	33.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	8.0%	23.0%	69.0%	31.0%	31.0%	38.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	42.0%	25.0%	33.0%	33.0%	42.0%	25.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.0%	26.7%	13.3%
9	10.0%	26.7%	16.7%

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: 1/19/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 Advisory 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

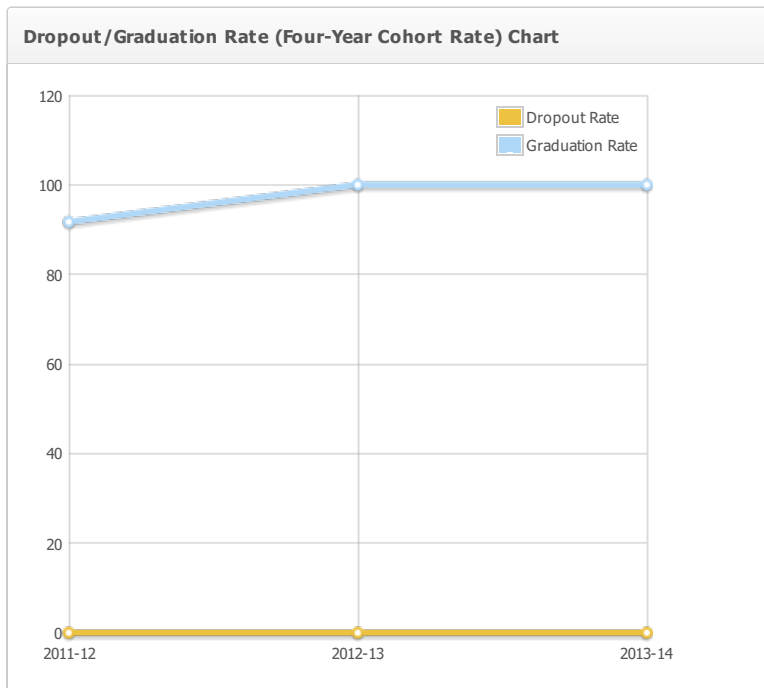
Last updated: 1/19/2016

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	8.2%	6.7%	14.0%	13.1%	11.4%	11.5%
Graduation Rate	91.70	100.00	100.00	0.00	0.00	77.90	78.87	80.44	80.95



Last updated: 1/19/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	96	75	84
Black or African American	--	20	76
American Indian or Alaska Native	100	53	78
Asian	100	70	92
Filipino	100	100	96
Hispanic or Latino	71	71	81
Native Hawaiian or Pacific Islander	--	100	83
White	109	84	89
Two or More Races	100	88	82
Socioeconomically Disadvantaged	78	68	81
English Learners	--	46	50
Students with Disabilities	100	68	61
Foster Youth	--	--	--

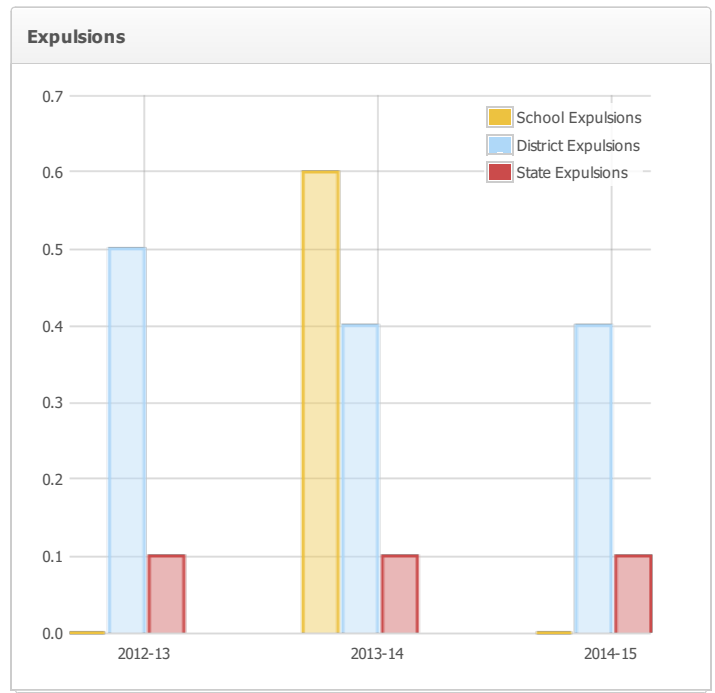
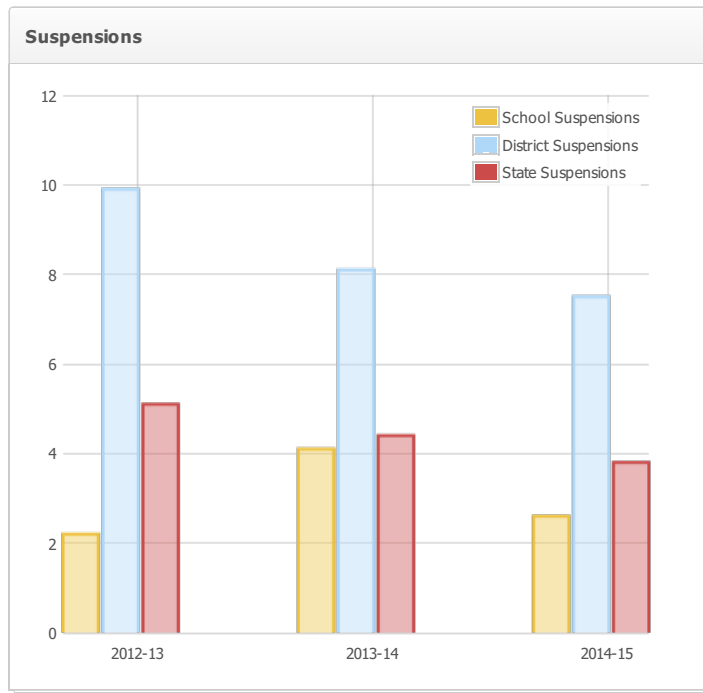
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.2	4.1	2.6	9.9	8.1	7.5	5.1	4.4	3.8
Expulsions	0.0	0.6	0.0	0.5	0.4	0.4	0.1	0.1	0.1



Last updated: 1/19/2016

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: 1/19/2016

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 2014-15)

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

Last updated: 1/19/2016

Federal Intervention Program (School Year 2015-16)

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.

Last updated: 1/19/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	19.0	5	3		18.0	7	2		22.0	3	3	
Mathematics	19.0	5	3		16.0	8	1		16.0	7	1	
Science	27.0	1	4		20.0	5	2		20.0	3	3	
Social Science	20.0	4	3		20.0	4	3		15.0	6	2	

* 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: 1/19/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	
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)	0.5	N/A
Other	1.0	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: 1/19/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7526.3	\$463.7	\$7062.6	\$43231.4
District	N/A	N/A	--	\$62644.0
Percent Difference – School Site and District	N/A	N/A	--	31.0%
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/19/2016

Types of Services Funded (Fiscal Year 2014-15)

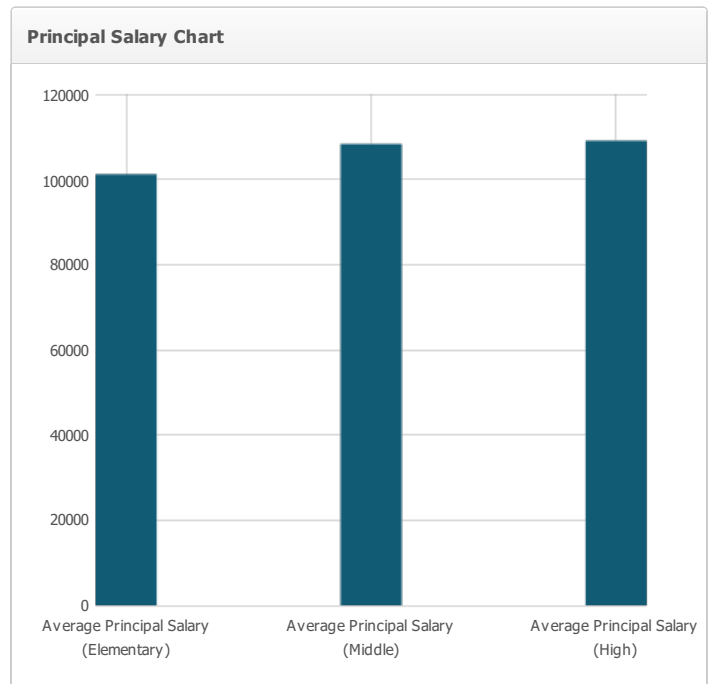
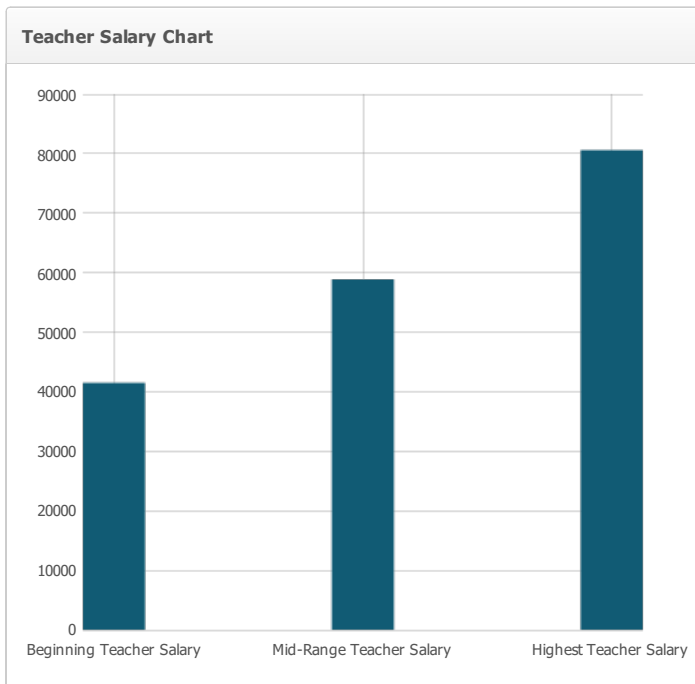
Redwood Academy provides a comprehensive academic program that enables students, regardless of previous academic history, to achieve the University of California "a-g" requirements. The school is a Title I School Wide Program school and uses Title I and Title II funds to meet the needs of a wide range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

Last updated: 1/19/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,500	\$42,315
Mid-Range Teacher Salary	\$58,884	\$66,451
Highest Teacher Salary	\$80,590	\$85,603
Average Principal Salary (Elementary)	\$101,195	\$105,079
Average Principal Salary (Middle)	\$108,297	\$111,005
Average Principal Salary (High)	\$109,072	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	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: 1/19/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	5	22.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/19/2016

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: 1/19/2016