Redwood Academy of Ukiah

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 and the county. 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 sixteen 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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 (School Year 2016-17)	
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: 2/7/2017

School Description and Mission Statement (School Year 2016-17)

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 seventeenth year, Redwood Academy is fully accredited and recognized by Neweeek 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: 2/7/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	28
Grade 8	18
Grade 9	28
Grade 10	21
Grade 11	24
Grade 12	24
Total Enrollment	143
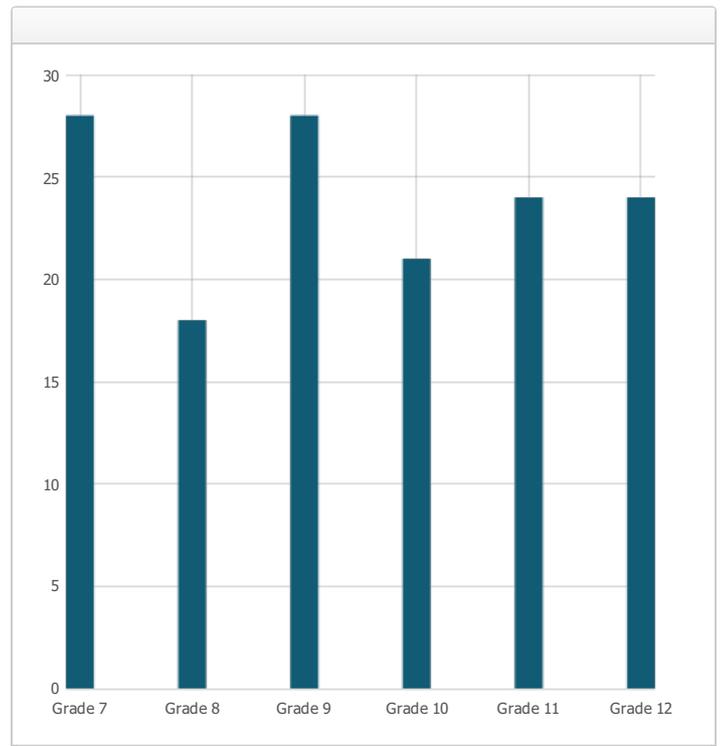
Last updated: 2/7/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	1.4 %
Asian	3.5 %
Filipino	3.5 %
Hispanic or Latino	29.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	50.3 %
Two or More Races	5.6 %
Other	5.6 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.3 %
English Learners	2.1 %
Students with Disabilities	2.8 %
Foster Youth	2.1 %

Last updated: 2/7/2017

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	11	10	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
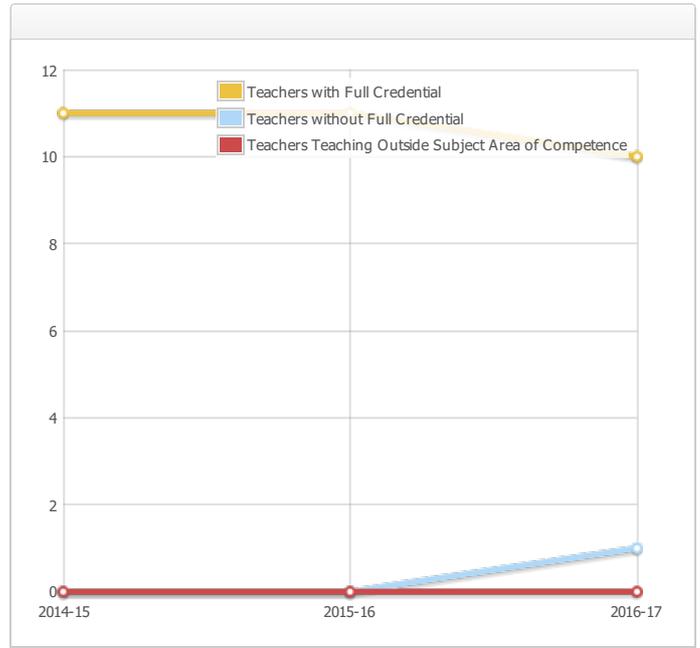
Last updated: 2/7/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
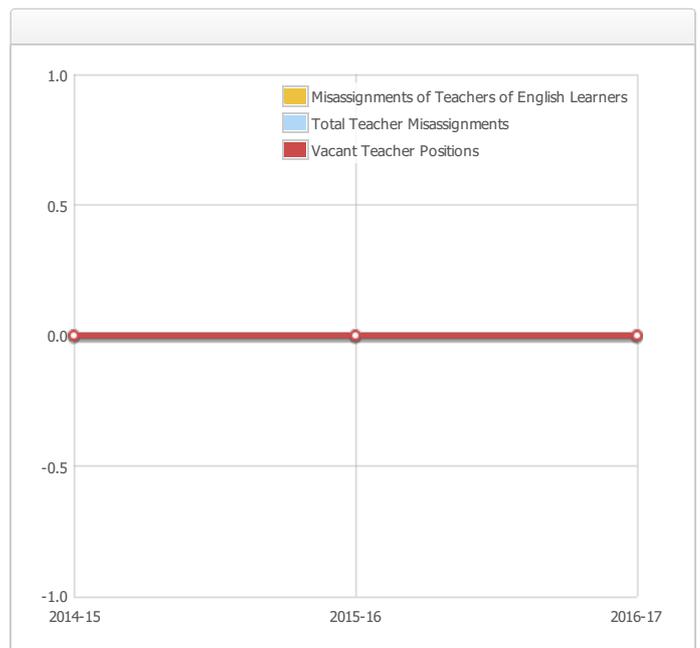
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/7/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
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.

Last updated: 2/7/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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	McDougall Littell--The Language of Literature California Collections--Houghton Mifflin Harcourt		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 Litell--Modern World History Houghton Mifflin--The Endruing 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)	N/A	N/A	0.0 %

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

Last updated: 2/7/2017

School Facility Conditions and Planned Improvements

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: 2/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2016

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	Replace some of the aging paneling on buildings.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2016

Overall Rating	Good

Last updated: 2/7/2017

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	86.0%	32.0%	36.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	59.0%	64.0%	20.0%	23.0%	34.0%	36.0%

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.

Last updated: 2/7/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.7%	75.9%
Male	--	--	--	--
Female	23	22	95.7%	72.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	75.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	70.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/7/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	19	95.0%	84.2%
Male	--	--	--	--
Female	12	11	91.7%	81.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/7/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	100.0%
Male	--	--	--	--
Female	15	15	100.0%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	100.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.7%	48.3%
Male	--	--	--	--
Female	23	22	95.7%	36.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.3%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	35.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	19	95.0%	73.7%
Male	--	--	--	--
Female	12	11	91.7%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/7/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	77.3%
Male	--	--	--	--
Female	15	15	100.0%	73.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/7/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85.0%	87.0%	89.0%	41.0%	39.0%	43.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 2/7/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	38	37	97.4%	89.2%
Male	17	17	100.0%	88.2%
Female	21	20	95.2%	90.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	17	17	100.0%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	84.2%
English Learners	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 2/7/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	83.3%

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	27.6%	20.7%	10.3%
9	37.5%	16.7%	8.3%

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: 2/7/2017

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 (School Year 2016-17)

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: 2/7/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	6.7%	14.0%	6.2%	11.4%	11.5%	10.7%
Graduation Rate	100.00	100.00	100.00				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
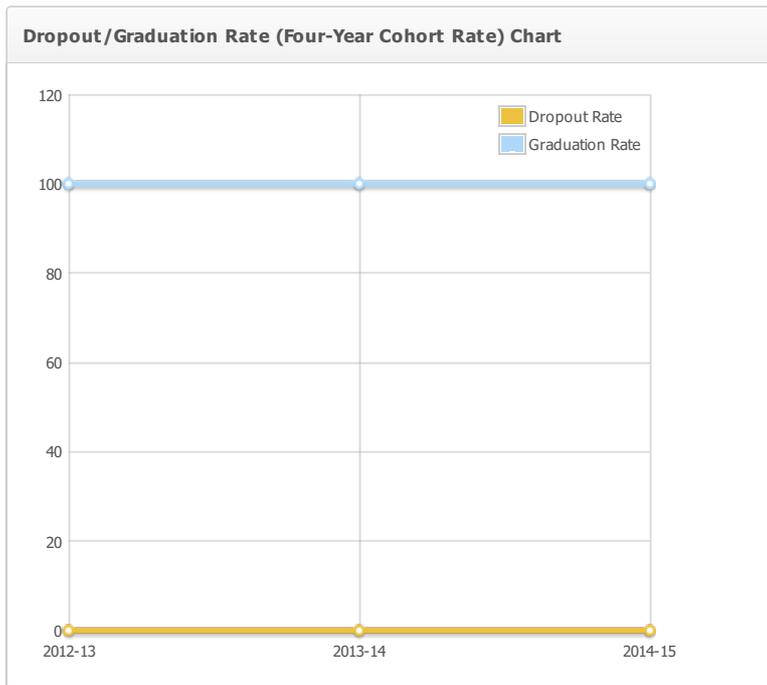
Last updated: 2/7/2017

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Student Group	School	District	State
All Students	100	84	85
Black or African American	0	90	77
American Indian or Alaska Native	0	72	75
Asian	0	100	99
Filipino	100	83	97
Hispanic or Latino	100	80	84
Native Hawaiian or Pacific Islander	0	100	85
White	100	88	87
Two or More Races	0	73	91
Socioeconomically Disadvantaged	100	80	77
English Learners	0	40	51
Students with Disabilities	0	85	68
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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.1	2.6	1.9	8.1	7.5	6.9	4.4	3.8	3.7
Expulsions	0.6	0.0	0.0	0.4	0.4	0.3	0.1	0.1	0.1

Suspensions

Expulsions
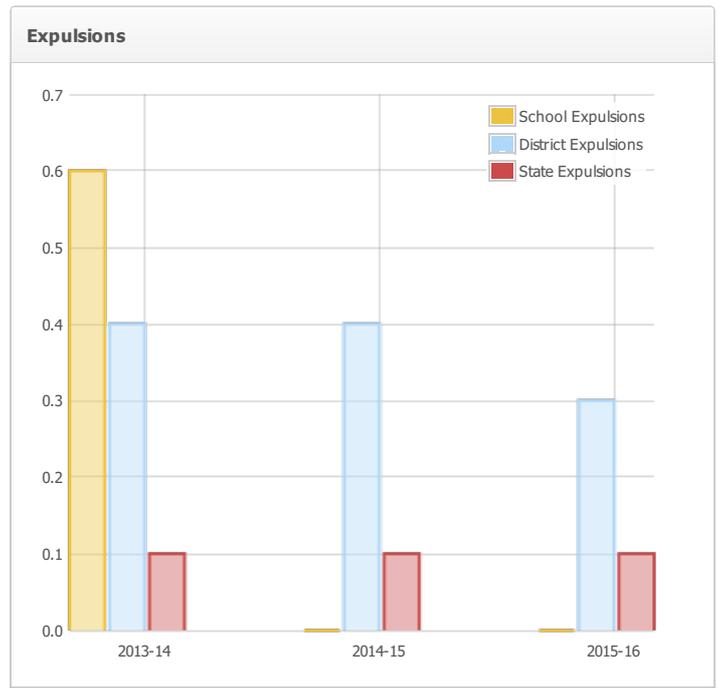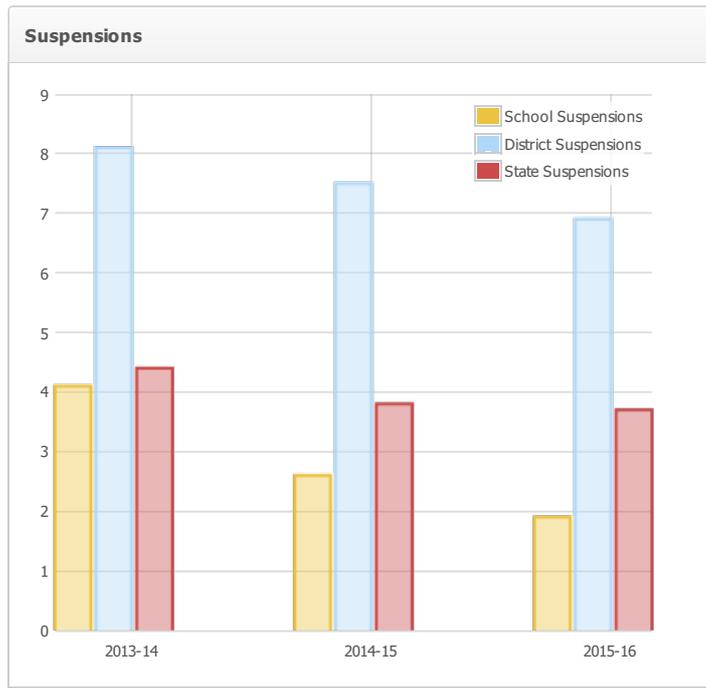
School Safety Plan (School Year 2016-17)

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.

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.

Federal Intervention Program (School Year 2016-17)

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	73.3%

Note: Cells with NA values do not require data.

Last updated: 2/7/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	18.0	7	2	0	22.0	3	3	0	20.0	4	4	0
Mathematics	16.0	8	1	0	16.0	7	1	0	15.0	8	1	0
Science	20.0	5	2	0	20.0	3	3	0	20.0	4	1	0
Social Science	20.0	4	3	0	15.0	6	2	0	18.0	6	2	0

* 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: 2/7/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	140.0
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)	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: 2/7/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8690.5	$474.5	$8216.0	$48957.6
District	N/A	N/A	--	$62327.0
Percent Difference – School Site and District	--	--	--	-21.0%
State	N/A	N/A	$5677.0	$71517.0
Percent Difference – School Site and State	--	--	35.0%	-32.0%

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

Last updated: 2/7/2017

## Types of Services Funded (Fiscal Year 2015-16)

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: 2/7/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,036	$43,821
Mid-Range Teacher Salary	$59,497	$69,131
Highest Teacher Salary	$81,577	$89,259
Average Principal Salary (Elementary)	$96,939	$108,566
Average Principal Salary (Middle)	$108,297	$115,375
Average Principal Salary (High)	$119,068	$125,650
Superintendent Salary	$166,400	$198,772
Percent of Budget for Teacher Salaries	37.0%	37.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
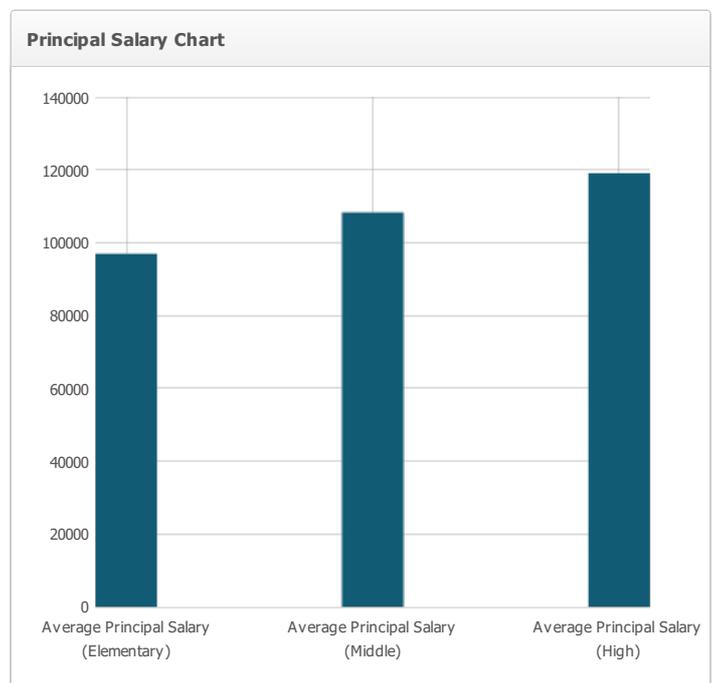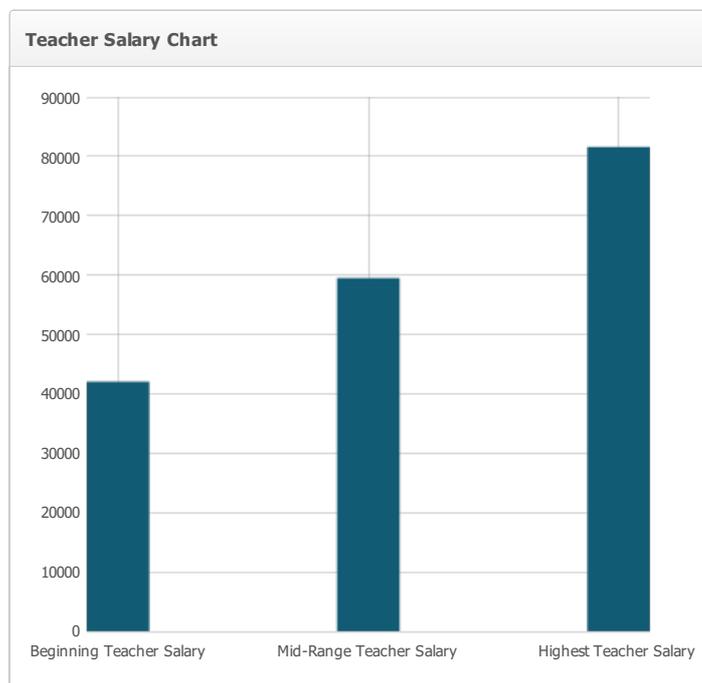
Last updated: 2/7/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	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	53.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/7/2017

Professional Development

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: 2/7/2017