



## **Redwood Academy of Ukiah**

School Site Council

*Fullerton Classroom*

1059 N. State Street \* Ukiah, CA 95482

(707) 467-0500

October 1, 2025 \*2:00 p.m.

Welcome! The agenda is provided for this annual/organizational meeting of the School Site Council of *Redwood Academy*. Business of the Council is limited to these items and is conducted to adhere to legal mandates in conformance with Council By-laws. If you wish to speak or present written comments, please notify the chairperson. A copy of any items that are identified as “back-up” is available upon request.

### **I. Welcome and Training**

- a. Welcome to the School Site Council 2025-2026/Call to Order/Roll Call of Elected Representatives
- b. Adoption of Agenda
- c. Training by the Principal regarding actions required of the School Site Council

### **II. Annual/Organizational Meeting—Action Items**

- a. Election of Officers—The Council is requested to elect a chairperson and vice-chairperson/secretary to serve until the next organizational meeting.
- b. Adoption of Calendar 2025-26—The Council is requested to approve October 1, 2025 as the date of the annual and organizational meeting and December 3, 2025 and February 4, 2026 at 2:00 p.m. as meeting dates.
- c. Review and Adoption of Title I Parent Involvement Policy—The Council is requested to review the Charter Academy of the Redwoods board policy and revise as needed to adopt for the school.

### **III. Discussion and Reports**

- a. Review the *Redwood Academy* WASC Action Plan, CAASPP/CAST results, Student Survey results, and Parent Survey Results -- Based on a presentation of the 2024-25 achievement and survey data by the principal, the Council is requested to monitor implementation of the school plan for 2025-26 and consider improvement strategies for incorporation into revisions of the Action Plan.
- b. Review the *Redwood Academy* Comprehensive School Safety Plan and revise as needed to adopt for the school at our next meeting.

### **IV. Public Comment for Items Not on the Agenda—The Council reserves 10 minutes for members of the public to address the Board on items not on the agenda and within its jurisdiction.**

### **V. Next Regular Meeting—Wednesday, December 3, 2025 @ 2:00 p.m. @ Fullerton Classroom** Agenda will include: Adoption of School Safety Plan, and recommended modifications to the WASC Action Plan.

### **VI. Adjournment**

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

## Charter Academy of the Redwoods

*CAR Board Policy 501.1 Charter Academy of the Redwoods recognizes that student success results when students, their families, the community, the staff, and the charter-granting agencies work in a concerted manner to ensure each student's achievement. The staff will strive to ensure that all parties have the information they need to support students and the school in meaningful ways.*

### Title I Parental Involvement Policy

#### 1. Statement of Purpose

As stated in board policy 501.1, Charter Academy of the Redwoods (CAR) is committed to fostering the effort of all parties to fulfill the mission of preparing every student for a successful future in safe, challenging, well-managed charter schools. To accomplish this, we establish and enhance partnerships with student ~ families (including parents and guardians) and with the community. *Redwood Academy* student ~ families play a key role in supporting the activities of the school including attending events, participating in meetings, supervising at-home study, and monitoring academic progress. This Title I Parental Involvement Policy is designed to augment CAR Board Policy in adherence with Title I requirements.

Information about parent involvement expectations will be distributed to all parents in the *Student ~ Family Handbook* that is also posted on the school's web page at [www.caredwoods.org](http://www.caredwoods.org). We recognize that some students may need the extra assistance available through the Title I program to reach their goals. CAR will include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will help all students to prepare for future success.

#### 2. Parental Involvement in Developing the Policy

The Parent Advisory Meetings, consisting of parents and involving teachers, paraprofessionals, and administrative staff, representing each of the School Site Councils and other volunteers have developed and will revise the CAR Parental Involvement Policy. Because both Academies are Title I school-wide program schools, all participants will be equally welcome.

#### 3. Annual Meeting for Title I Parents to be Held for Redwood Academy of Ukiah

All students and a responsible adult will be required to attend an orientation or complete an orientation packet prior to enrollment and will be informed about the Academy's methods of communications. As posted on the school calendar, parents will be invited to attend an annual meeting for discussion of specifics concerning the instructional objectives and methods of the program. The parents will be given information about the Title I guidelines, program, and copies of the *Redwood Academy* Parental Involvement Policy. They will be offered a chance to become involved in revising the policies as needed. Parents will be encouraged to volunteer to attend Parent Advisory Meetings and/or serve on the School Site Council. The annual meeting will usually be held during quarter one. Translation (English-Spanish) will be available. Parents will be sent written notice about the meeting times.

#### 4. School-Parent Compact

In keeping with CAR Board Policy 501.5 and Title I regulations, *Redwood Academy* shares responsibility with parents for high student performance by signing a school-parent-student compact. These compacts outline how parents, staff, and students share responsibility for promoting high student achievement. All parents may be involved in revising these compacts by participating on the School Site Council. Parents will receive the compact, in the home language whenever possible, following enrollment. Parents are urged to discuss the compact with their student.

## **5. Types of Parental Involvement**

Parent/guardians may become actively involved in their student's education in diverse ways. The Parent Advisory Meetings and School Site Council encourage five specific strategies:

- 1) planning and attending school-based events such as Showcase and Family Fun Night and participating in activities such as field trips;
- 2) participating in meetings such as Parent Advisory Meetings and School Site Council;
- 3) supervising at-home study using information about missing assignments;
- 4) monitoring academic progress by checking PowerSchool ® weekly and following up on missing work and low grades; and
- 5) assuring student preparedness and proper attendance.

## **6. Matching Programs to the Needs of Our Community**

Annually *Redwood Academy* will assess the needs of parents and children through a variety of measures including parent interviews and satisfaction surveys sent home to parents so that the Title I programs may be revised to support individual student achievement. A library of selected resources, PowerSchool ® training, and educational sessions may be provided for the Parent Advisory Meetings as requested.

## **7. Staff-Parent Communication**

Communication with parents will involve all students ~ families. Methods will include but not be limited to: required orientation information for new students; use of PowerSchool ®, ParentSquare, school social media accounts, e-mails, and a web page; maintenance of a timely school calendar of events, teacher conferences, student study team sessions, and calls home. Beginning at orientation, parents are requested to notify the staff in person or by e-mail of any concerns and to use the parent satisfaction survey to identify needs and suggestions.

## **8. Evaluation**

The School Site Council will be involved in the process of school review, planning, and improvement. The group will collect and review information about student achievement. There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program; parents will be asked for their suggestions. The evaluation will include an assessment of any changes in parental involvement and an identification of barriers to parental participation. *Redwood Academy* will revise its Parental Involvement Policy, if necessary, on the basis of this annual review. The site administrative staff will be responsible for adhering to all elements of the regulation and policy.

## **9. Barriers to Parent Participation**

Parent Advisory Meetings and the School Site Council will ensure that barriers to participation by *Redwood Academy* parents in school activities are identified and removed. Particular attention will be given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Action Plan 2025-2026

Goal #1: Continue to graduate college prepared students as determined by the College/Career Dashboard Indicator – added/rev 2017 to reflect LCAP			
Rationale: Self-study findings indicate that in order to successfully maintain acceptable progress/ratings in the state accountability system it will be important to expand the focus on college readiness rates as it pertains to state testing to include a focus on successful A-G completion and successful college course/dual enrollment completion as well.			
SLOs Addressed: Language, Heritage and Future, Mathematics/Science, and the Arts Growth Target: Increase college readiness rates as measured by the CCI. Measurable Outcomes: Students will be deemed college and career ready as measured by the state accountability system, the College/Career Dashboard Indicator.			
Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline / Resources	Responsible Person(s)	Assess Evidence of Progress / Monitor and Report Progress
A. Continue to analyze state interim and summative testing results annually to assess/revise instructional needs	August 2012 and ongoing annually / Time for analyzing score reports	All English, history, math, and science teachers	Evidence: State testing results in conjunction with continuum assessment results  Monitor: Principal to assess test results and oversee course enrollment on a yearly basis
B. Continue to implement consistent instructional strategies/language pertaining to key standards	August 2012 and ongoing / Time allocated for teacher collaboration and professional development	All English, history, math, and science teachers	Evidence: Student work / assessments; observe use in classrooms  Monitor: Teachers to report on progress at monthly staff meetings
C. Continue to provide teachers/staff with Advanced Placement, state standards, and academic counseling training in order to facilitate deeper levels of student learning and higher levels of test performance	Fall 2012 and ongoing	Principal and all teachers	Evidence: Training materials / LCAP  Monitor: Teachers will share contents of their training with the principal and other relevant staff members
D. Continue to purchase CCSS and AP aligned curriculum and materials to support high	Fall 2015 and ongoing	Principal and all teachers	Evidence: Materials purchased / LCAP

performance on assessments and in classes			Monitor: Principal and Chief Business Officer to monitor purchases
E. Continue to expand course offerings / avenues for students to meeting “prepared” according to the CCI indicator (College program / dual enrollment course or AP Psych requirement)	Fall 2015 / 2017 and ongoing	Principal and AP / Dual Enrollment Teachers	Evidence: Course enrollments / LCAP  Monitor: Principal will monitor all course enrollment
F. Continue to subsidize AP exam costs for students who earn a B+ or higher in an AP class and all homeless, foster, and low-income students in an AP class in order to better utilize AP testing as an avenue by which to meet the CCI	Fall 2017 and ongoing	Principal	Evidence: Budget / LCAP  Monitor: Principal and Chief Business Officer to monitor AP exam costs
G. Provide additional support programs (such as tutoring and additional academic counseling to struggling students)	Fall 2018 and ongoing	Principal and Student Support Coordinator	Evidence: Budget / LCAP  Monitor: Principal to monitor the addition of support programs

Goal #2: Increase student engagement, learning, and mastery by increasing excellence in planning, instruction, and assessment across all disciplines – added 2023

Rationale: Self-study findings indicate that Redwood Academy is experiencing attrition in the upper grades, state assessment results that are historically low, and staff are expressing concerns about burnout and limited time.

SLOs Addressed: Language, Heritage and Future, Mathematics/Science, and the Arts

Growth Targets: Demonstrate growth on the state assessment and staff perception of effectiveness, confidence, and satisfaction

Measurable Outcomes: Students will demonstrate year to year growth on state assessments

Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline / Resources	Responsible Person(s)	Assess Evidence of Progress / Monitor and Report Progress
A. Develop an effective PLC	Fall 2024 and ongoing	Principal and all teachers	Evidence: Meeting agenda minutes  Monitor: Principal and PLC leaders

B. Staff will evaluate and allocate time for staff collaboration and planning	Fall 2024 and ongoing	Principal and all teachers	Evidence: Staff survey and goal setting discussions  Monitor: Principal and relevant staff
C. Retrofit or acquire a classroom for a dedicated science lab facility	Fall 2024 and ongoing	Principal and Executive Director	Evidence: Lab facility  Monitor: Principal to monitor acquisition or retrofitting process
D. Expand and refine STEM opportunities to include areas of specialization such as robotics and computer science concepts	Fall 2024 and ongoing	Principal and all math and science teachers	Evidence: STEM emphasis in coursework grades 7 through 12  Monitor: Principal and relevant staff to monitor existing course modifications and new courses
E. Staff participate in a Visioning Retreat	Fall 2024 and ongoing	Principal	Evidence: Retreat minutes/documentation  Monitor: Principal and relevant staff
F. Increase trained substitute teacher pool	Fall 2024 and ongoing	Principal	Evidence: Increased number of trained substitute teachers  Monitor: Principal

Goal #3: Create a positive school climate that promotes the values of integrity, compassion, and effort as important measures of personal success and college readiness –added/rev 2018, 2020			
Rationale: Recent student survey and anecdotal data following the pandemic show students feel a lack of kindness and honesty between students and a lack of confidence regarding their own personal success and college readiness. As a result, this goal continues to serve as a continuation of the school's previous action plan goal regarding this same data.			
SLOs Addressed: Independent Living Growth Target: Increase students' feelings of personal success and college readiness as measured by student surveys and interviews Measurable Outcomes: Students will express increased confidence in the areas assessed by student interviews and surveys			
Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline / Resources	Responsible Person(s)	Assess Evidence of Progress / Monitor and Report Progress
A. Continue to hire a Student Services Coordinator to provide additional college and career counseling services	Fall 2014 and ongoing	Principal and Student Support Coordinator	Evidence: Filled position; job description / LCAP

			Monitor: Principal to review Student Support Coordinator's duties and effectiveness annually
B. Continue to implement Artward Bound, Outward Bound, and Future Bound programs to increase enrichment education aimed at improving student feelings of personal success and college/career readiness	May 2016 and ongoing	Principal, Student Services Coordinator, and all teachers	Evidence: Program operation schedules; Outward Bound contract / LCAP
C. Continue fall college tours for all grades and expand college tours for juniors to include an extra tour in the junior year for qualifying students	Fall/Winter 2017 and ongoing	Principal, and Student Services Coordinator	Evidence: Permission slips / LCAP  Monitor: Student Services Coordinator to arrange and monitor tours
D. Continue to implement the Buddy Program to emphasize the values of compassion and inclusion	Winter 2013 and ongoing	Principal and Advisors for Grades 7, 8, 11, and 12	Evidence: Life and Leadership lesson plans / Master Calendar  Monitor: Advisors of grades 7, 8, 11, and 12 to report to Principal about Buddy Program activities
E. Formally recognize acts of compassion, inclusion, effort, and integrity as achievements by giving out character-based awards	Fall 2018 and ongoing	Principal, Student Council Advisor, and all teachers	Evidence: Awards lists  Monitor: Principal to keep track of Demonstration Night and Promotion ceremony awards; Student Council Advisor to keep track of student council awards
F. Continue MTSS and SEL character education programs and attend professional development on character-based education	Fall 2018 and ongoing	Principal and all teachers	Evidence: Training materials  Monitor: Principal to monitor and distribute the Independent Living Matrix assignments

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RA 25 Results

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Summative Math Export

Column Order

Organization Assessment Grade Academic Year Subgroup

0 empty rows Display value as: Percent Number Achievement levels: All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	7	2024-25	Overall	19		2498 ± 26	8	5	4	2
	8	2024-25	Overall	32		2567 ± 20	10	7	7	8
	11	2024-25	Overall	12		2573 ± 26	4	6	1	1

Summative ELA Export

Column Order

Organization Assessment Grade Academic Year Subgroup

0 empty rows Display value as: Percent Number Achievement levels: All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	7	2024-25	Overall	19		2561 ± 21	4	3	9	3
	8	2024-25	Overall	32		2609 ± 18	3	9	12	8
	11	2024-25	Overall	12		2682 ± 28	1	0	5	6

Summative CAST Export

Column Order

Organization Assessment Grade Academic Year Subgroup

0 empty rows Display value as: Percent Number Achievement levels: All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	8	2024-25	Overall	32		414 ± 4	1	17	5	9
	11	2024-25	Overall	12		612 ± 5	0	7	3	2



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RA 25 Results

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SummativeMathExport

Column Order

OrganizationAssessment GradeAcademic YearSubgroup

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OrganizationAssessment GradeAcademic YearSubgroupStudents TestedAchievement ComparisonAverage Scale Score ± Error BandStandard Not Met Level 1Standard Nearly Met Level 2Standard Met Level 3Standard Exceeded Level 4

District	Redwood Collegi...	7	2024-25	Overall	19		2498 ± 26	42%	26%	21%	10%
		8	2024-25	Overall	32		2567 ± 20	31%	21%	21%	25%
		11	2024-25	Overall	12		2573 ± 26	33%	50%	8%	8%

SummativeELAExport

Column Order

OrganizationAssessment GradeAcademic YearSubgroup

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OrganizationAssessment GradeAcademic YearSubgroupStudents TestedAchievement ComparisonAverage Scale Score ± Error BandStandard Not Met Level 1Standard Nearly Met Level 2Standard Met Level 3Standard Exceeded Level 4

District	Redwood Collegi...	7	2024-25	Overall	19		2561 ± 21	21%	15%	47%	15%
		8	2024-25	Overall	32		2609 ± 18	9%	28%	37%	25%
		11	2024-25	Overall	12		2682 ± 28	8%	0%	41%	50%

SummativeCASTExport

Column Order

OrganizationAssessment GradeAcademic YearSubgroup

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OrganizationAssessment GradeAcademic YearSubgroupStudents TestedAchievement ComparisonAverage Scale Score ± Error BandStandard Not Met Level 1Standard Nearly Met Level 2Standard Met Level 3Standard Exceeded Level 4

District	Redwood Collegi...	8	2024-25	Overall	32		414 ± 4	3%	53%	15%	28%
		11	2024-25	Overall	12		612 ± 5	0%	58%	25%	16%



## RCA Student Survey 2025

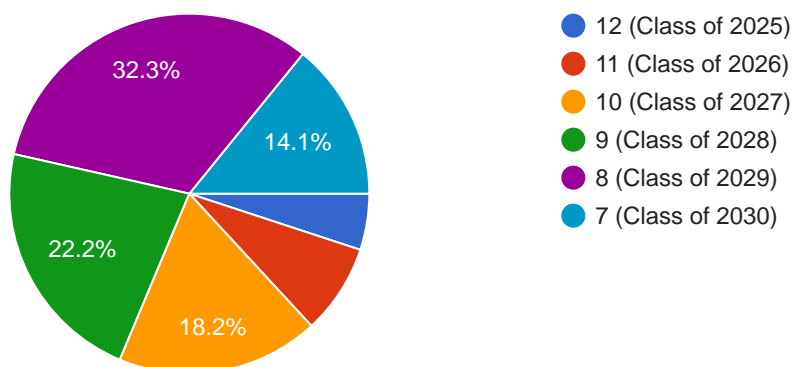
99 responses

[Publish analytics](#)

What is your current grade?

[Copy](#)

99 responses

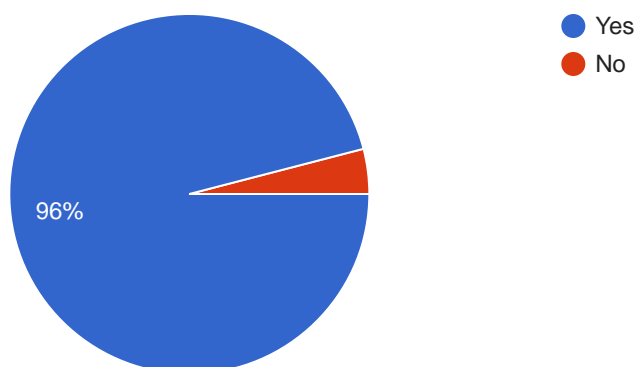


### Required Section 1

Do you feel like the school staff supports and values you for who you are?

[Copy](#)

99 responses



If you answered "no," please write a sentence or two telling the staff what they could do to better support and value you.

99 responses

NA

na

Na

N/A

n/a

not all staff of course, but sometimes I feel like certain staff can be out to get students because of their own personal issues. An example of this is when my friend tapped another kids back (their friend) to get there attention. For this, they got a detention under the reason "touching student from behind", like come on dude, that's too much.

A few of the staff members are not very supportive of me and i don't really think they value me. I'm not sure what they can do to better support me.

they all support my dreams and value who I am.

senior; NA

NA

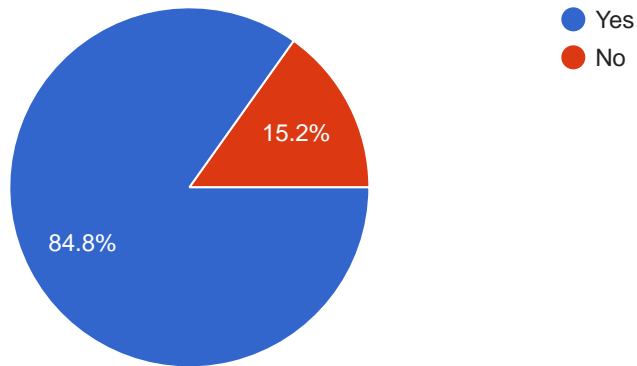
No homework



Do you feel like your fellow students support and value you for who you are?

 Copy

99 responses



If you answered "no," please describe how you could be better supported and valued with a sentence or two.

99 responses

NA

na

Na

N/A

sometimes. im wokring it out lol

some of them do, some seem downright rudee.

We are all in our teenage years, hate is expected.

If I was better friends with more of the people in my class it would probably be better

During Mock Rock, I was cut out of my original position in the choreography, and to make up for it, some of my classmates agreed to make me the "choreographer". But then they claimed I wasn't listening to their ideas, that I was being difficult, and started to ignore me in class.

If kids weren't rude

Teachers could pay more attention when a student is being rude. Teachers could take more action when a repeated offense happens.

I'm not really sure how i can be better supported.

they all also support my dreams and value who I am.

senior; NA

most of them i would say yes, but some of them do not, one example was, outside of school, one student was telling me to do conversion therapy and just being transphobic in general.

n/a

With a more mindfulness



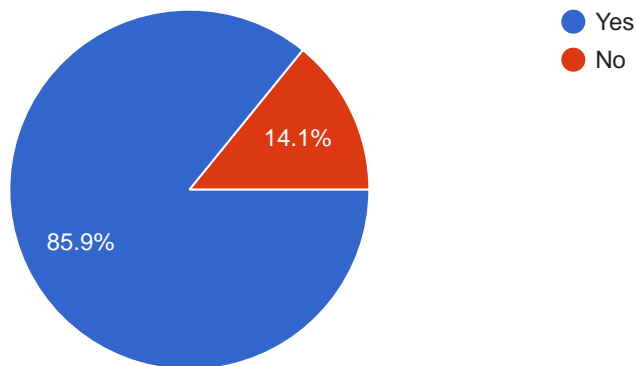
I no no like people because they are unskibidi so they no no like me

if they do, they dont show it. if they showed it better, that would make me feel more supported and valued, like if they actually put in the effort.

Do you feel like kindness and honesty are encouraged at this school?

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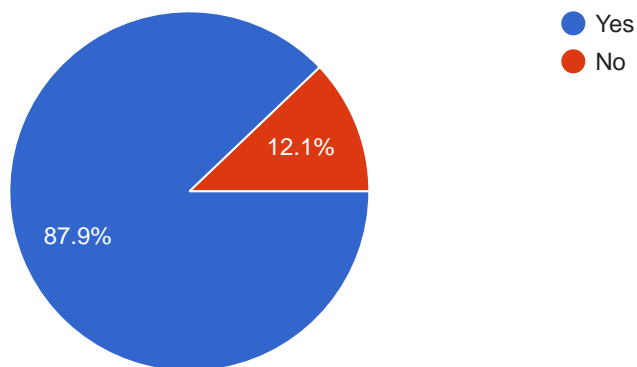
99 responses



Do you feel like the school staff respects differences at this school?

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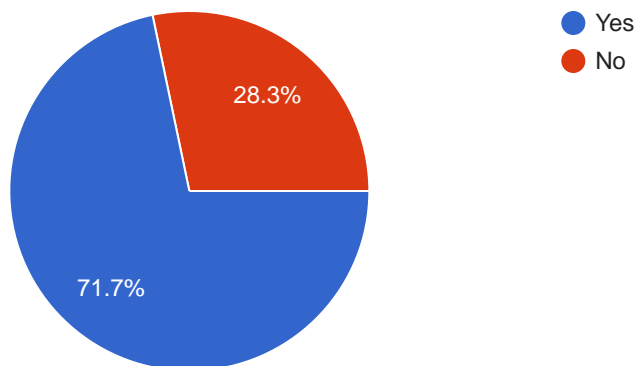
99 responses



Do you feel like your fellow students respect differences at this school?

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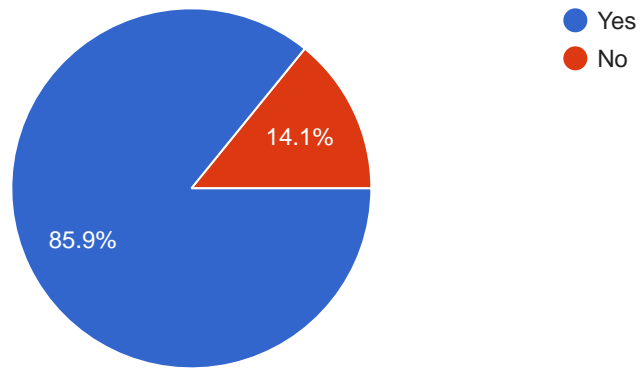
99 responses



Do you feel safe while at school?

 Copy

99 responses



If you answered "no" to any of the above questions, please explain your choice with a sentence or two.

99 responses

NA

na

Na

Kids are mean a lot to different groups

I feel like I'm being targeted by a lot of the teachers, only a few of the students actually don't care about differences, and I've never felt safe at any school.

i said no because i feel like kindness isn't really talked about and influenced.

fellow students do not always respect differences, especially when it comes to sexuality.

A couple instances have made me feel like my opinion or feelings aren't respected. Personally they felt like putting me down.

mainly about kindness shown towards me

Students are always trying to pick a fight with me. 🤖🤖🤖

i feel like a lot of the kids in our class don't really like kids that are different, like they'll be distant if you're a nerd or they'll avoid you if you're not popular.

Idk people can be very judgemental at times

NA

multiple teachers are obviously biased and choose others more frequently for different tasks in the class, like more boys being chosen over girls. Other students if you are different insult you based on it or say derogatory words, and I don't feel safe because our school is right by a gun store, and the gates are always open. Anyone could walk in at anytime, like it normally does when people are "lost" and then ask students for help.

na

I put no because there are a lot of risks that can happen at school, like a school shooting, or





even a bomb threat.

NA

When I told my teacher about what was going on with my friends, I saw nothing effective happening. I was told I wasn't being truthful about what was happening, when I was.

The students here, or in my class at least, are kind of ignorant to things like mental health, racism, sexism, and classism. The few who can actually explain what these things are are most often hypocrites.

Its makes the school have character that some people dont follow rules

Certain kids bully others for their differences

Some of the people that i have interacted with.

A lot of things could happen at a public school, their is also the fact of students making you not feel safe. Staff members too

Some students are not really the nicest at times or respect any differences.

I don't really trust the younger grades, they don't seem very kind(From what I've seen).

all the staff and people make me feel safe.

One of the students I knew was literally bullied out of the school for being trans. (I may be getting A+ and Redwood confused)

N/A

I feel although there are people who respect differences, there are those who are rude and don't respect some differences.

It is normalized that students mock Christianity, even with simple sayings like "Oh my God." or "Jesus Christ!"

i would say the majority do respect differences, but some of them dont

It really depends on the time and person

n/a



I guess I'm still kinda rattled from the gasoline pumpkin incident from last year... 🤔

I tend to stress myself out a lot and there are times that nobody helps and in fact can make it worse.

people are so unskibidi

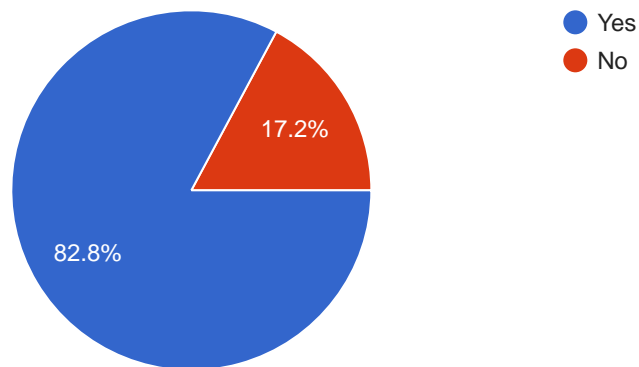
a lot of the people are rude and definately show it.

## Required Section 2

Is there an area of your life in which you have felt successful this year?

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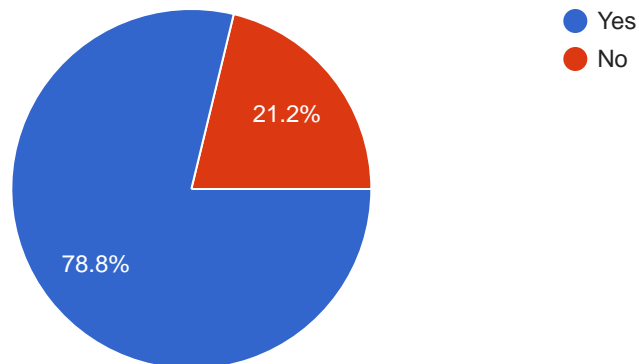
99 responses



Do you feel that you can talk to staff about your needs?

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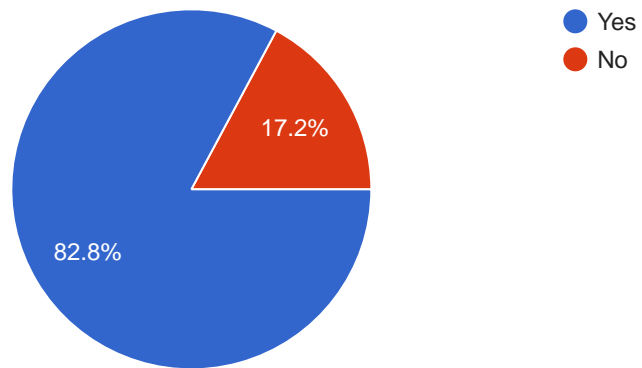
99 responses



Do you feel like most of your classes are helping you learn and prepare for college?

 Copy

99 responses



If you answered "no," please write a sentence or two describing which classes you feel are not helping you learn or prepare for college and why.

99 responses

NA

na

Na

It's not the class, it's the general way it's taught

I cant talk to the staff because i don't even know them and i don't know my needs in school life.

N A

i need to learn more to be prepared

not asnwering

kinda

most of the time we just aren't doing ANYTHING for college

PE, i just don't see any need to learn about robotics or "futsal" or "ultimate frisbee". if you think about it when have you ever heard of someone getting a "futsal" scholarship or if you wanted to learn about robotics we have an elective so i don't think the mandatory robotics is necessary.

i can open up sometimes but it's hard for me to talk about my issues or questions without feeling dumb

i think we learn more about that in highschool

all classes help except like robotics its kinda only good if you want to be a engineer or something

Cuz I didnt come here for college

I feel like all classes except P.E & Robotics and Science class are. I Barely learn anything in Science despite having a A+.



I feel like some classes are not helping me prepare for college.

they make it as simple and easy to understand.

Any of them?? With the exception of grad project, maybe?

I don't feel like anything is really sticking to me in english or math. The education I receive in english feels rushed when it comes to things like proper wording or compound sentences and with math i don't feel like I get to practice enough on the units we learn which causes me to not fully understand the topic before tests.

N/A

Outside of our history class, which is really challenging because the classroom is very loud and always chatting with ms Gilespi, I haven't learned anything this school year. Especially math I feel very behind in, and our English class feels multiple grades too simple.

It's just writing on paper or a computer

n/a

I don't really feel like we talk about the right stuff. I mean, tuition is important, but I want to know what kind of work we're in for, or how long it's going to take to get to our dream career, or things like that. I feel like we just barely skim right over those things.

I think some classes could be improved but I think they offer skills ill need in college

I want to go into automotive and im not learning anything here to help me with that apart from math

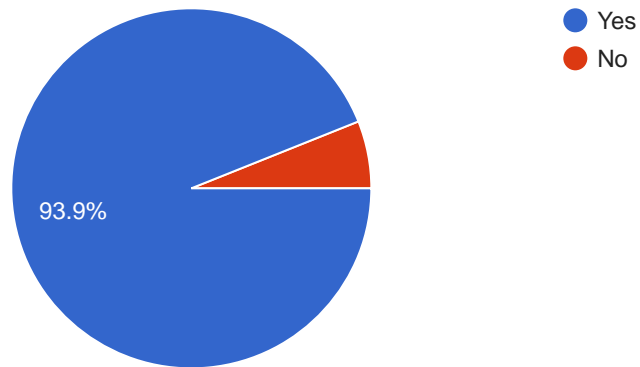
none of it feels like it is correlated with college



Have you used PowerSchool to help improve your grades?

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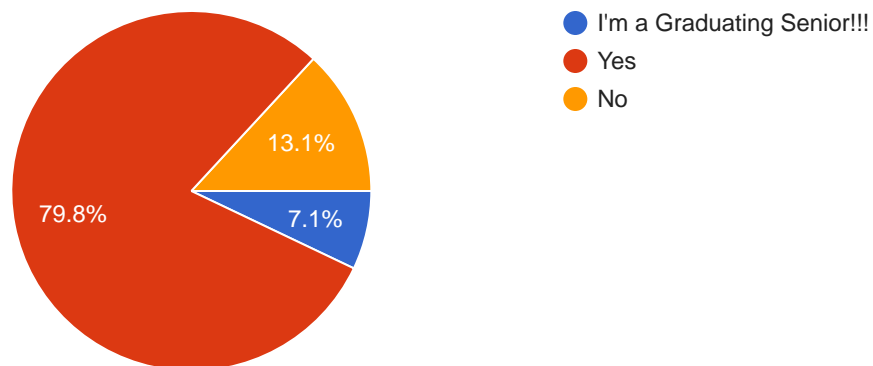
99 responses



Do you expect to attend Redwood Collegiate Academy next year?

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99 responses



If you answered "no," please type in the name of the school you plan to attend next year.

If you are a graduating senior, tell us about your plans for next year. (Name of the college(s) or other post-secondary training you plan to take part in.)

99 responses

NA

na

Na

Ukiah High School

n/a

Im going to Davis for Anthropology

jhsgkdfjghasd

ukiah high school

I'm going to a school in mexico

ukiah highschool

skip

Ukiah high school

I'm going to the city high school

Ukiah High School. Vocational / Trade school for welding and or Mechanics.

The Middle College

yes because this feels like the right place for me.

Chico State

Ukiah Highschool



Graduating senior!!! Yay!!!

I am going to be attending Mendocino College for 2 years to achieve an Associates in Science in Mathematics for Transfer alongside (potentially) the same thing for Psychology. I am planning on transferring to CSU Chico as a Mathematics Education major and maybe double-majoring with Psych or getting a minor in Psych. (The AS-T for Psych is so I have my options open.) After that, I am going to get my teaching credential and look for jobs!!! I of course dream of working at this school, but recognize it is not guaranteed that I will be able to anytime soon.

In addition, while I am at Mendo I would like to build experience in classroom environments. I was thinking to volunteer as a sorta-TA for Redwood to help out with the double 9th grade and the mixed Precalc-Calculus class, among other things teachers need my help with. I hope I will be able to do that! I was thinking about getting a job with Ukiah Unified, but I am worried it will be too much culture shock. :)

N/A

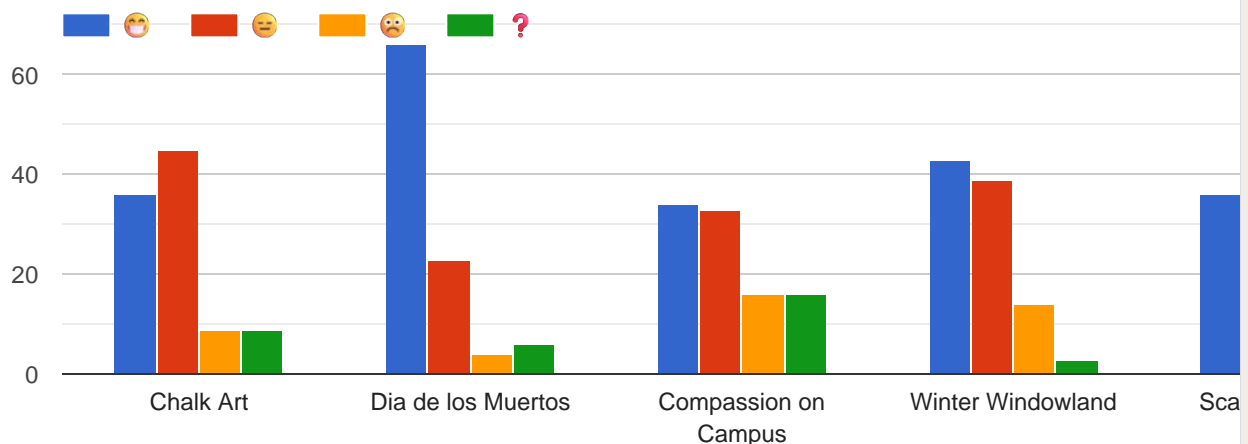
Going to Mendocino College

I may be attending ukiah high next year but i might not.

### Optional Section

Rank your following experiences from this last school year.

 Copy





If you could thank a STUDENT at Redwood Collegiate Academy who helped you this year, who would you thank and what would you say?

90 responses

NA

Leo Davis for supporting and encouraging me in student council even though I was incredibly nervous to be senior vice

I'd thank Leo, because I would not have gotten through this year without him.

Annie because shes helped me get through a lot of things.

I would like to thank kenzie because she has really showed me what a true friend ship is and has never failed to be there for me and knows how to support me.

I would thank Charles Allen from 8th grade (my class) for never failing to help me, make me smile, or anything as such. I'd say "Thank you for being my bro"

I would thank yareli torres because she is the first person that has ever checked up if i was doing okay.

i would thank leo. Not ony has he been an amazing president, but a great friend aswell.

I would like to thank Aiden Brown. He helped me through tough times and stayed as my friend throughout the 2 years that I have known him. I'm excited to see how/what he does after he graduates. His connections with younger students has helped them realize that the upperclassmen aren't actually super intimidating and can be nice.

Micheal medrano he helped me improve in soccer a sport i truly love and made me an amazing player. thank you for making me great at this sport

I would thank Gage, I feel like some people disrespect him by making negative comments but once you get to know him he is a kind and very supportive person.

I would say thank you to dean, and oscar because they made the year easier

thanks for helping me and being supportive- to george

Jeremy because he helped me write better introductions for my essays.



I would like to thank Erick Acosta Santamaría for always being there for me and being an awesome friend

Joseph, 9th grade, just overall has been there for me when i needed him

Thank You Nolan! you've been a great friend and a teacher

Nayeli because she has helped me with my work when i'm confused.

Bradley Singleton

no one

I would like to thank Leo Davis for showing me that I shouldn't be afraid to be myself. Leo has helped me with school work and he has helped me navigate this big school. Leo always answers my questions whether it's regarding student congress or math. I know that Leo will do great things and I hope he continues helping people as he has helped me.

Probably elle because she has been there for me the most

rio there is sigma

I would thank grey for being a good friend and I would thank him for being kind

Claudine: I would say thank you for helping with everything this past year.

Eric Acostas Santamuntia helped me with skibidi

I don't think I can choose between Kenzie and Nayeli. Nayeli and I got super close in the summer time and since then she's been by my side through every step of the way. She's seen me on my worst days and my best. Kenzie makes me feel the same way. No matter what she's always with me. She makes me feel like I can always be myself no matter what. I'm very thankful for both of them

Logan Berry Lolo Wolverine Henry-Howe

Thank you Annie you helped me a lot this year.

I'd thank Nathan because he helped me get through this school year and he always kept me positive.

President bro your the best, thanks for believing in me!



to be honest i dont kknow

I would thank Nolan McNeil for always being kind to everyone & for helping students

IDK

I would thank Aiden Brown because he's a great friend and he is accepting of others and is willing to be friends with said people.

I would thank Jeanie because she was always kind to help me with my work.

I would thank Evie Artman, and Bri Switzer. They weren't rude to me or made problems when I was having a rough time with our friends and classmates.

I would like to thank Shriya because she is my best friend and she's always really sensitive and caring to those around her. She helped me get through the school year and encourages me when it comes to studying and grades.

nobody

Shriya. She helped me with not just school work that i didn't understand, but with all things i needed help with.

andrew the junier

I would say thank you to Zoe because when all my friends turned their backs on me and betrayed me and when everyone ignored me she was there for me

jeanie, she helped me and understood me.

thank you mister cannon for being a cool guy

thank you

I think Victoria and Logan have helped me a lot because she explains math answers and teaches me how to do the problem instead of just giving me the answer.

I would like to thank Tamara, because she was fun to be around.

I would thank Joshua Harden-Cavender because he helped me through the school year.

Leo Davis because I always felt really supported and heard by him and I wholeheartedly value our friendship.



I would thank shriya for always being with me and helping me through the year and helping me with my work and being a great friend.

Aiden Brown, he's a chill friend.

I would like to thank Evie because she has been a really good friend and has always helped me understand my work. I would say this because every single time I'm stuck on something she always helps me with it.

tate, dean

Kadmus. He always asked if I needed help and helped me.

I would thank every student for being nice to me, but I don't know what to say.

Nathan, thank you for blowing kisses at me during MicroEcon.

I'd thank all my friends since they have helped me with math and English when I needed it.

I would thank Jimena Marin because she's my buddy and I love talking to her.

Maxim Paz, I would say that he's very skibidi.

I would thank Alondra and Audrey because they've helped me a lot in my classes and are always there for me.

Donavan Huggins because he is very nice and supportive.

I would thank Ann Marie Ford for being her authentic unique beautiful self.

I'm not sure who I would thank.

I would thank Deonna Bailey because she helped me through the school year.

I would thank two students: Eden Scott and Nathan Joseph.

Eden is my close friend and has done a lot for me. She is a pillar in her class, has challenged herself to join Student Council because I asked her to, and does her best to be responsible and mature every day. She is one of the students at this school that really represent the spirit of Redwood Collegiate Academy. I have a million things I could thank her for, the greatest of them being the fact that she went out of her way to create the Community Builder award and present it to me on Demo Night. I have always put my all into this school and so often felt burnt out because I had so rarely been recognized for said effort and time. Though I continued on--- because you should do things not for the reward, but out of the goodness of your heart--- getting that award meant so much to me. I'm framing it on my wall and I want to cry (good



tears) every time I think about it. I love this school, and students like Eden are a huge reason why I do.

I would also thank Nathan because of the person he is. Him and I have been through a lot, and despite it all, he has continued to appreciate me and look up to me. I often find myself feeling like he should not because I am so rarely ever able to stick up for him and speak out against the mean things people say both behind his back and to his face. Even though I have stayed silent, he hasn't held that against me. On one of the first Demo Nights of the year, I remember him telling me I was a great person. Nathan is someone who often sees the best in people. He has been through a lot---people are so hardly ever kind to him---and yet he still has the energy to support others. That's a trait so few people have, and it is so massively important. I admire him for that.

I would thank Jimena Marin, She has helped me through this year by being a trustable friend and made sure we include people.

brianna switzer for always being my best friend and my should to lean and when she needs it i can return the favor even if she doesnt ask me to

I would thank Anastayja for her unrelenting kindness for whenever I'm having a hard day. I've also noticed her showing this to other students, and I believe she deserves a lot of credit for the way she treats her classmate.

KC, Morgan, Millie, Rose

Uros Dragovic

I'd thank Joshua, he's the only reason I've understood even half of my math.

I would thank Saanvi Baniya, Nolan McNeil, and Donovan Huggins because they all stuck with me as friends throughout the school year and we've always had a close bond. Whenever I needed help with anything, whether it be emotionally or with homework, they were always there for me.

Tyce, Thank you for helping me find myself a little more

Everly Artman

Nayeli A. and Rosalina A., thank you for always being there for me when i was confused in my school work and for always being with me.

I would thank Reese AND Genisis for always being there when I needed a pick-me-up. I hope I can be there like that for next year, or even this summer.

i will thank perla because this whole year she has been one of the friends that i will always have.



I would thank Donovan Huggins by saying that he is fun to talk to and helps me learn with his questions.

Ruby torres and Max Ramirez

I would say Uros, because he was always encouraging me when I'm feeling down, and he's a really good friend.

yes

I would thank sean ford, for being there for me as one of my closest friends, also for making my highschool experience enjoyable, also for helping me with whatever i needed.

Nikola, I would say thank you for making my year a good one and helping me strive for greatness even when it seemed hopeless.

tyce for being so skibidi

Krystina Lozano

Cat for being a good friend.

Evy, Scarlett, Lily, Valeria D, Annie, Anastasia, Morgan because they're my friends and they made this year not as miserable and they are nice.

I would thank Anastasia Simons for being soooooooo awesome and funny.

Kaiya, they've always been there for me



If you could thank a member of the STAFF who helped you this year, who would you thank and what would you say?

89 responses

Phillips for always checking in on me and encouraging me to go to UCSF for my health

Thanks Ms. Metcalf for putting up with my bullshittery

Mrs. Gorden, as she was just a nice person.

Ms. Keast is the teacher i would thank because shes helped me a lot through my struggles in algebra.

I would like to thank senor chavez because he motivates me to chase my dreams and i can talk to him about my problems and also he makes class enjoyable and fun.

I would thank Ms. Marlow because i sometimes talked to her after school and always looked for help to her because i knew she could help. I'd say 'thank you Ms. Marlow for always being here to chit chat and help with stuff'

I would thank Ms. Angulo. she is someone that i can go to when i need advice and when i am having rough days, i go to her because i know she will always be there to make me laugh and put a smile back on my face. and i would love to thank her for being someone that i can trust and look up to.

I'd thank Keast for giving me an opportunity to gain some community service hours, and for the support she has given me.

I would like to thank Mr. Phillips since he helped me improve my English skills in areas where I was lacking. He is a very good teacher and is constantly encouraging us in many areas.

Ms Metcaff she helped me alot with my work this year. Thank you so much for helping with my work

ms. glavich helped me with papers and would talk to me.

thanks for giving me help when needed- to ms marlow

Ms Keast because she helped me with my work this year.

I'd like to thank Mr. Sutton for being really amazing for all of us.

Ms. Angulo, she always gave me food and even though i was always in the office for



something or other but she was always kind

Thanks Mrs. Marlow for being a FANTASTIC teacher

Ms. Marlow thank you for helping me this year and helping me understand things when i don't understand.

NA

Mrs McClure

Ms. Marlow, because she actually understood and made a effort to help her students.

I would like to thank Mrs. Angulo for always helping me with whatever I need. Even though I just met Mrs. Angulo this year, she is always really kind and understanding. I can't wait to get to know Mrs. Angulo more throughout the years.

Ms. Marlow for always being understanding

ms marlow she has given lots of time to help her students

Ms keist, Shes just lovely always

Ms. Marlow: I would say thank you for helping with my needs when I really needed it.

MR SUTTONNNNN THE GOAT

Ms. Marlow has helped me out of everyone this year. Always letting me vent about whatever problems I have going on in the moment.

Ms. Marlow

Thank you Mr. Phillips for guiding me and helping me through 10th grade.

I'd thank Mr. Cannon because he brings a positive feeling in the classroom. and he always stays positive.

MS.Angulo i love you!

Mrs. McClure she helped me with my grades and told me what to focus on

I would thank Ms Marlow for being a fun & kind teacher & making math Interesting





I would thank Mrs.G

I would thank Mr. Phillips for being a good teacher/advisor and for letting me be able to have fun in his eSports elective/club.

I would thank Ms. Angulo and I would say thank you.

I would thank Ms. Gillespie and Ms. Kerr. They both had their own ways of trying to help me.

I would like to thank Ms. Marlow because she really helps me understand math, which I struggle with. She's also an adult I can trust and go to when I need advice

ms angulo for being nice

Señor Chavez. He always helped me with school work and had conversations with me. He would always share his food when he had it.

Ms. glavich

I would thank miss marlow for always being there for me and being the best teacher I have ever had. When I did not understand some work or when I was having personal issues she was there for me and she helped me get through it. I genuinely do love miss marlow and will never forget her

Ms Angulo, thanks for the help and support you gave me throughout the year.

thank you mister cannon for being a cool guy

Ms. Marlow. She has helped me on math soo much, and beyond.

thank you

I think Ms. Praseli was always there for my questions and if she didn't know the answer she found it out.

Idk

I can't think of one in particular but the majority were very helpful.

Mr. Phillips because he tried his hardest to make it so that everyone understood what he was saying and he also helped me by giving me lots of ways for me to expand my knowledge of film which is what I want to do for my career.



Ms. Marlow? She shows us movies sometimes I guess.

I would like to thank Ms. Angulo. I would say this because she is a really nice staff member and has always been there for me when I need something.

tate dean they been good friends to me

Ms Glavich. She helped me especially with my math which class i was failing but now is one of my highest grade class.

every single one of them I would like to thank, but I still do not know what to say.

I would probably thank Keast for being the most human teacher.

miss G since she has let me chill in her room and really fun to be around

i would thank sammy because shes really funny and lets us have a free guided study

THE GOAT MR.SUTTEN, GIVE HIM A RAISE NOOOOOOOW

I would thank Ms. Angelo and Mrs. McClure because Ms. Angelo has always been there for me whenever I needed something. Mrs. McClure has helped me a lot in college and English.

Ms. Marlow because she is very nice and helps me with math.

Ms. Angulo is always extremely helpful in the office

Id thank mrs mcclure for trying to help me through difficult times in my life and for the helpful lessons on extra classes available in the future

IDK man.

I would like to thank every Staff member at both schools. Being President this year has really brought me close to this school, what it was founded on, and the people that run it. I loved writing the article for the Ukiah Daily Journal because I got to learn a little about our school's backstory and Ms. Gordon's long-term involvement. I am immensely grateful to have met her. The staff at both our schools put their heart into their classes and students, and I have always been able to recognize that. While we (at least, Redwood) are going through a transitional period--losing old staff members and gaining new ones--the school still feels the same. I love some of our new staff members and have enjoyed getting to know Ms. Marlow, Ms. Glavich, and Ms. Gillespie in specific. In general, though, the staff at this school have shaped who I am over the past 4 years. They have taught me important skills, challenged my perspectives, and encouraged me to branch out from my comfort zones. They have also brightened my days and made me feel very welcome in our community. The littlest things have made a big impact on



me, from the passing greetings with staff like Mr. T, Ms. Fox, Mrs. Metcalf, and Ms. Marlow, to the Sequoia office staff crossing me across State Street, and the encouragement on my assignments and other achievements from a large assortment of staff. Mrs. Metcalf has especially been someone I've loved seeing, majorly because I know she came to help out at our school out of the goodness of her heart. She's an amazing person, inside and out, and cares a lot about the students here even though she is so new. Thank you, Mr. Cimmiyotti, for doing your best to manage this school and also being a supportive person to me and others. I remember at the end of last year you told me I would be a great President because of this student survey I did. That meant a lot to me, too, and I hope I lived up to your expectations. Ms. Anderson has also been an amazing constant this year and I have looked forward to her classes every day. I also love her outfits!! She always manages to look amazing and she tells very interesting stories about her past. She's such a wonderful person and I love that she is spending more time with Redwood students by being the Ethnic Studies and Grad Project teacher (which she is great at, by the way). I have also loved seeing Mrs. McClure on campus more often as her schedule with taking care of her mom adjusts. Thank you, Mrs. McClure, for believing in me, taking me on the trip to the CSU Conference, and so much more. I have loved spending more time with you this year and getting to know you. You, alongside Ms. Gordon, do so much for our school and dedicate huge amounts of time to us, just because you love Redwood. That is truly admirable. The support/misc staff this year have also been wonderful. I love that Ms. McClure (Kira) and Ms. Baniya (Sammy) work here. They're great additions to our little community. Overall, there are so many things to thank everyone for---I really couldn't fit it all here, so if your name isn't mentioned, it's not on purpose---but these are some of the most important ones I can think of right now. Thank you, everyone on staff, for being here, dedicating your time to supporting and teaching us students, and helping send us down the right path for our futures. I know I will never forget the help I have gotten at this school.

I would thank Ms. Gillespie, through the year she has inspired me, improved my learning and made sure i knew i was doing good.

i would thank to thank ms glavage for being able to support and acomodate not only me but my peers as well. although she is not perfect and sometimes doesn't do or say the right thing she can always make it up

I would thank Mrs. McClure, as she is someone that has helped me learn a LOT this school year. I also really enjoyed her class throughout the school year. She is also a very compassionate teacher

IDK

Laura Keast

I would thank Ms. Marlow for comforting me and helping me when I cried in her classroom because she treated me with compassion and I didn't feel judged for crying. I would also thank Mr. Phillips for teaching me about film and advocating for me to be a part of Hardly Artists.

Ms. Kerr, You've helped me feel at place with a group of people



Ms Glavich

Ms. Marlow, thank you for helping me this whole year with things i didn't understand that now i understand.

I would thank Mrs. McClure because she's always been there when I need it.

i would like to thank ms.keast because she always make me laugh when im sad or she is always positive.

I would thank Ms. Marlow because she is always looking out for me and my classmates, she helps with our fun days to make them even better, and she is sigma

Mr cannon and mrs marlow and Miss angulo

Keast, because she and I have been good friends for 4 years.

thanks

I would thank mis keast for being a really understanding teacher, always fun to be around and even when im not feeling the greatest she always cheers me up

Mr.Philips and Mrs.Keast, I would thank them both for being equally as understanding and flexible while creating a wonderful environment in their classrooms. While keeping respect to the students but also kindness!

marlow for giving me an extension on work when i was struggling with personal things

Ms. Gillespie

Ms.Metcalf thank you for being a great asistent in my class.

Mr Sutton, Ms Keast because they are nice and they are helpful.

I would thank Ms. Marlow for being an excellent geometry teacher; she teaches lessons in a way that helps me to actually understand the material.

Ms. Gillespie, when I was having issues with the name change, she helped remind some of the staff



Describe a favorite memory from this school year.

85 responses

Mock Rock

Demo night giving Leo his special award

NA

I don't have one.

making new friends

My favorite memory from this school year was artward bound with Ms. Shannon. I had a lot of fun with stage combat and can't wait for next year!

my favorite memory was artward bound classes.

naur.

One of my favorite memories from this year is Mock Rock. Specifically the seniors. The Franklin as the burger was super funny and it was put together very well.

Joining the soccer team and going to point arena and eating pizza and in different games the amazing goals i scored

Outward Bound Trip!!!

guided study becaus i can work and listen to music and sometimes play games

the scavenger hunt was amazing this year.

My favorite memory is Mock Rock because it was fun.

I liked kicking thomas durener in the face

walking to mendocino college with michael

Sculpting my Goblin thing

Spirit week to match with my friends.



Soccer season

Winter break

I loved doing Mock rock and just getting to hang out with my friends all year. Classes are more fun and engaging which makes me want to learn and remember it more.

volleyball circles

everything

being with my friends

Jne 5th

Becoming friends with Kenzie

Anastasia's Arteries

It was probably the Santa Cruz trip with CSF, it was really fun.

Artward bound

Senior trip at the grondo watching robocop with president bro , and the ziplines

Mock rock it was fun

My favorite memory of this school year is Spirit Week

My favorite memory is spending time with my friends at lunch or doing group projects with my friends.

(I have so many though) My Favorite memory from this school year was probably practicing for Mock Rock and seeing everyone think of choreographing ideas.

Mock Rock seeing everyone have fun.

Playing card games at lunch or break, doing history competitions with worksheets, and going to Archery competitions and practices.

My favorite memory was probably the day the girls' bathrooms opened up again. It was really quiet and not very crowded, and it smelled better than usual, probably because nobody was using it.



nothing

dressing up for spirit week. It was so much fun seeing all the different colors and costumes.

I like some of the friends i made

Art ward bound

i dont know

na

Me, right now thinking of leaving.

field day

I liked when in film class we did film things.

dont' know

The hornet trip because it was fun

I really enjoyed teacher appreciation day because it allowed everyone to just chill and hang out with everybody, even people who aren't in their class.

I cant remember any good ones

This year was real uneventful, but I liked the engines of the boat on that one college trip our class took (Not the Hornet one, the other one. I forget the name.)

A favorite memory of this school year was when we go to the park because going to the park is so fun since we do so many activates.

clubes

I liked when we did science experiments it was fun.

the halloween party at school.

not looking back

artward bound since it was fun to do with friends and laugh about silly stuff



a favorite memory i have is arguing with my friends

leaving

When I leave early from school.

I really liked mock rock.

Victoria

Practicing mock rock and doing the actual mock rock.

The Hornet trip because it was lowkey fun.

The Senior trip was one of my favorite memories from this school year. I am very grateful that Ms. Gordon helped get us a spot at a Treetop course because we missed it in 8th grade. It was an amazing time and perfect for our small class. I also really enjoyed the SCF Trip. I'm very glad Mrs. McClure encouraged me to join, because the trip was amazing. I felt at peace---which was great, because I had been swamped with work for a while---and students like Audrey and Victoria helped me feel safe (alongside Audrey's wonderful mom). This year's Mock Rock was one of the best ones I've seen and students did great on their dances. Spirit Week was amazing, too, and the community really seemed to come together. The Demo Nights also meant a lot to me and the support from our students when it comes to the Presidents Award was something I held dear. Ms. Marlow and the 8th grade's scavenger hunt was also something I remember enjoying a lot, especially the work that Ms. Marlow put into it even though she didn't have to. There are so many things! This year was great!

My FAVORITE memory was meeting my best friend Jimena.

when my brother told me how to pie bella in the face and when mr cimeottis daughter pied her sfter her fathers amazing demonstration

My favorite memory of this school year is definetely between the two dances, I really enjoyed these two dances because they were really fun, I can't explain how much fun I had, you had to be there.

idk

Playing volleyball at break when we had a net

One of my favorite memories is when I performed for the talent show because everyone made me feel more confident by using their phone flashlights and waving their arms. It felt good.

breaking flowers and giving them to ms glavich





Spirit week

I love a lot of the main events we had, like the Scavenger hunt, Artweek, the sister field day, and all of those events!

Doing mock rock was fun with watching other performances being especially fun

when i started playing soccer for the school when i started soccer i got to make memories with my friends and improve my skills

When me and my friends played D&D and Utopia. (outside of school)

math

probably would be prom when i got to be with all my friends before they took there next step in there life.

Santa cruz field trip, a mellow fun trip

spring break or extended weekends

hanging out after school in ms. Gillespie's class

Hosting the Scavenger hunt.

One of my favorite memories from this school year was filming Oayo in film class. It was really funny watching Bradley spill water on himself.



If you found out that a family member or friend was joining Redwood Collegiate Academy for the first time next year, what would you tell them?

85 responses

idk

Make friends with the teachers

Watch out for the pumpkins, there's a possibility of a makeshift bomb being shoved inside one, and go to Sequoia for the books, their library is superior in so many ways.

I would tell them they need at least an average education before they join this school or it's gonna be really hard to do a lot of things here.

i would tell them its a good school but you have to focus.

That this school is very awesome sauce, just like every teacher and staff member there.

its a peaceful school.

if you dont plan on going to college, go to Ukiah High.

Just keep cool. The people here are very chill and take pride in helping you become the best person you can be.

Uh just prepare to do a lot of work

your first teacher is good and some of the teachers are good.

keep an eye on the missing assignments, because in a flash they could become a long list

I would tell them that the teachers and staff want everyone to do well, so don't be afraid to ask for help if you have a question.

It depends on which class they're joining but if it was my grade then I would tell them to not join gengha, don't act all woke, don't be annoying, and just try to have fun while keeping good ties with everyone here.

meet Ms. Gillespie

it's cool man



It's a good school to prepare you to college

Uhh sure

Who to avoid and the schedule

I would tell them that they should prepare for being pushed to their limits because that's how much this school cares about my success. I would tell them about all of the fun events that we do and that if you get too attached to the teachers, that you don't have to leave until high school!

I would tell them like to do get a 3.0 and higher to go off campus and get food for a day

join

good luck and to hang around the right people

I would say "This school is very nice, even when you think it isn't you will think that in the future."

June 5th

Just be yourself

Save the Stan Prin!

Have fun!

You might like it here or you might not, it's an opinion, but one thing for sure is that you're gonna make friends that will help you get through the years.

have fun and enjoy it while you are there

I would tell them how awesome of this school this is & how everyone is caring of each other

IDK

I would tell them that Redwood Academy is a challenging, but fun school and it would be worth it to attend.

I would say that Redwood is an amazing school where you can be yourself.

The teachers are nice and the electives are fun.



I'd tell them that this school is kind of corny, but it's fun like 80% of the time.

dont

that they are in for an adventure.

NO

To study

its a calm school.

na

Nothing

you will like this school

I would tell them that it's relatively easy to just breeze through

I dont know

Check in with every teacher (plus the principal.) on campus beforehand if possible.

I would encourage them to get to know the staff and teachers because they are all great people and are very supportive as well as cool.

i dont know

Idk, get good grades in 8th so you can have off campus lunch in 9th? Same thing for 9th for 10th, and so on.

I would tell them that this school we do so many fun things and so many activaties that are enjoyable and fun to do.

redwood is the best school ever they do fun thing

That this school is different from other schools and help you with your grades in my experience.

I would tell that you'll love this place and everybody will welcome you

Good luck---you're going to Hellston from that one Robin Williams movie for english teachers



but run in a commune for the LGBTQ.

id tell them to find people who you enjoy being around and talk to people who are nice

probably that its a good school

June 5

Just be yourself and be kind to everyone.

That it is an amazing school and we do many fun things.

Hangout with Rio Mwaura

Try to do every extra credit assignment available to you. And, participate in mock rock. It seems scary but it gives you fun memories.

Idk man like just don't fail your classes on god fr fr.

I would tell them that this community is one of the best ones you could find in our area. While it might take a little while to get used to, you will bond with the staff in ways that you won't forget and you'll be given so many opportunities here that you wouldn't find in the same way elsewhere, such as small classes, a tight-knit community, one-on-one time with teachers, bizarre but exciting school events, and more. I'd tell them that, even though other places with more options such as the Highschool might seem enticing, the community and opportunities to challenge yourself here are things you will regret missing out on later.

That if you are having trouble in a class just ask for help because the staff and teachers will help you.

i hope you stay so i can pie you in high school

I would tell them to join the archery team, because it is the most welcoming part of the school in my opinion

It's a great school if you find great friends.

I would tell them that they made the right choice since it's a very good school and academically very strong.

Find Mr.Sutton

good luck



that is a very good school.

I would tell them that even though there's a lot of work, the experience and reward of completing it all is so worth it!

The people here are nice so social stuff shouldn't be too hard, but sometimes the academics are difficult

that its a safe and caring school that thinks about their students and how to help them

Be prepared for chaos.

good

to pack a lunch

bring your own lunches and get to know your teachers along with your classes.

be prepared to not have very many friends

That's a nice choice

This school is great.

I would tell them to be open to making new friends because everyone here is cool.

I'd tell them that they made a good choice



If you could change one thing about Redwood Collegiate Academy, what would it be and why?

85 responses

nothing

Nothing

Not having to walk over to A+

Funner classes? IDK

I would make the few weeks before finals make-up work weeks and studying weeks.

THE PHONESSS

I don't know what i would change

the time we go home because the days too long.

Different lunch room. its really annoying having to walk up and down that hill everyday, especially in the summer.

I think everything is pretty good. The 9th grade/my grade next year being split up kinda sucks though, and I'd prefer it if that didn't happen but all for the best, right?

the strict polices sometimes nothing bad will happen and yet you still get in a lot of trouble

Make school chants and cheers so that they uplift students instead of doing a daily affirmation. I feel like incorporating this would motivate students to engage in it, I've seen some people not say the affirmation at all throughout the year.

idk what to change.

I don't have anything that I would change about Redwood Collegiate Academy.

equal punishment for everyone

Genuinely Ms. Kerr's class, just kinda cut robotics.

The math book drawing stuff since it's worth too many points and i don't really like it, i personally can't enjoy trying to figure out what to draw then write something. like i'm fine with a



reflection and self notes that's perfectly fine.

Nothing

have esports in the fall/q1 and q2 part of the year

For the teachers to actually understand and care about their students.

I wouldn't want to change anything. This school has shown me that it's ok to be yourself. I like that this school has a strict bullying policy, and I enjoy all of the activities that we do. Thank you for making this school so inclusive!

the fact that we get out of school so late. Like i feel like it should be until 3 because even then that still is later than other schools

idrk

More time in guided study

Who?

Nothing I can think of.

Nope

More sports.

I would change that there are more sports, there are more staffs in classrooms for students that need help, or that are struggling, and I would change that some staff are more mindful about the effect they are having on students.

I would change how many classes they are for Artward Bound because I felt like this year there were less options than last year.

One thing i would change from the school is the phone usage at least being able to use them at lunch or breaks.

More Community Bonding activities.

I wish more people were at Redwood.

I would change the way the Buddy System works. There wasn't really any organization for who was put with who. My first buddy transferred. We hardly talked and we barely did the activities. After he left I wasn't put with someone I knew very well. My newer buddy already had two of my





classmates as their buddies, so I was feeling ignored and awkward.

The library would be bigger. I know that's not really possible, but I need more reading material.

be less strict

bully system. Bullies are not punished and i dont appreciate it.

Make Ds a thing and a 68 wasn't failing

i dont know

na

No idea

less work

I would change the attendance award because i feel like it encourages people to go to school sick. my imune system sucks so if i come in contact with germs i immediatly contract the illness which means i cant get the attendance award and go off campus on tuesday

don't know

I'm not sure

I would change the phone holder because I think that as long as its in your backpack we should have them on us.

More choice in classes, If there were multiple options for large projects and stuff? Otherwise it seems kinda forced.

I would probably not change anything since this is a good school.

the hat system.

Probably having the same classmates we could probably change with other 7th graders in other periods.

nothing because it's perfect.

The student body

maybe that we take slow time to do stuff instead of rushing it. we rush stuff a lot and it causes



me to fall behind

nothing

I dont know.

Nothing.

In the digital art class we should have USB plug in surfaces that we can draw on with those pencils that can draw on screens.

Nothings its so perfect

Idk.

I wish we had more funding and more class choices, especially in the science department. I know that funding is out of our hands and I understand why we have the classes we do, but it is my dream that our school could provide more for our students that allowed a wide breadth of support to any interest. I would like to see students who want to go into the sciences have the ability to take AP Chem or Physics or at least be able to work with a lab. I also wish we had more students, but not too many that our school lost the tight-knit feeling. In terms of things that can be changed, however, I am unsure if I have any. I have had my gripes over the years, but most of those have been little things that have passed with time. Maybe I wish that we could have a better schedule in classes like AP Calc or AP Seminar so that the end of the year wasn't so packed. I struggled a lot with that and tried so hard to keep up with it. But I did it! I do think it's important to challenge students, especially at the end of Jr/Sr year, but I did feel like at times the schedule was a little disorderly. However, I'm relatively indifferent about it now because I understand that there is no way to make the perfect schedule and that our teachers already do so much to make it as good as they can. :) <3 I will miss everything!!!!

I would change the dress code because i think it is to strict and we should at least be able to wear two finger length straps so we don't overheat. People also don't always follow the rules so i think you should change the dress code. More people may also follow the rules if you do this.

us aculley being able to be on our phones at the last 5 minutes of class

I would probably change the music policy to allow music in more classes, as music helps me to focus a lot more easily.

idk

Have teachers have a deadline for grading.

I'd change the classroom management and how the loud, screaming, yelling, disrespectful



students who make it so nobody can learn never get in trouble. This school is so lax that our guided study periods consist almost entirely of Jeanie, Jeremy and Yareli bickering and even yelling across the classroom while Mr. Sutton either ignores it or laughs about it. The no music rule at the school makes this even worse because we're forced to listen to this constant noise and can never focus. Screaming should be an automatic detention. And finally I'd change how terrible the lunches are, if they are edible they inevitably make my stomach hurt.

have 10th grade be part of the college program

I would change the late policy, since I think 75% credit for late work is good, but I think the policy for absent work should be more clear.

The food, I make way better food everyday

NA

the snacks at the vending machine because there are always the same snacks.

I would AT LEAST edit the hat part of the dress code, so then if it isn't sport or gang affiliation, it's ok. 🗨️ 😊

I would add more sports because there aren't enough options, though I don't blame the school because it is small.

the time of break because to me it's a short amount of time

The way honesty is "encouraged"

no thing

I would personally pay for a chef so I could look forward to decent food

The management, the events could be settled better along with the timing but overall the academy has a good sense of character and community. I think the other school could be included more?

be much bigger and do automotive classes

better lunches, and for a reason why I'd say because the lunch is a bit gross sometimes

I would make lunch fifteen minutes longer so that it ends perfectly at 1:00 PM instead of 12:45. It would also give people more time to eat.

I wish there was a college system in 8th grade (that's the earliest that I can go to college)



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# Google Forms



# Redwood Academy - Parent Survey 2024-25

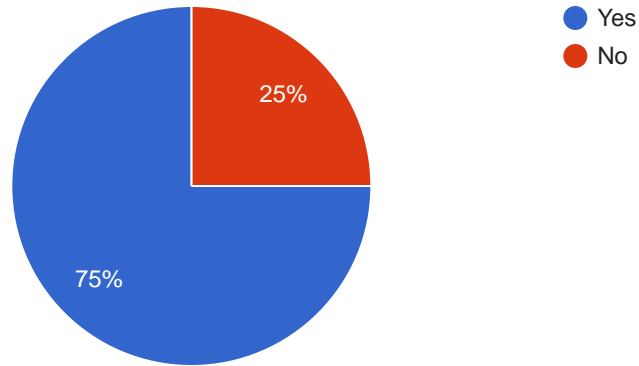
12 responses

[Publish analytics](#)

Has your student felt successful at school this year?

 [Copy](#)

12 responses



If you answered no to the previous question, do you have any ideas about how we can help your student feel successful?

3 responses

I had no idea he was drawing "tattoos" in English class most of the semester.

Didn't feel he got the help he needed and think teachers forget he has a IEP and requires extra help time to time.

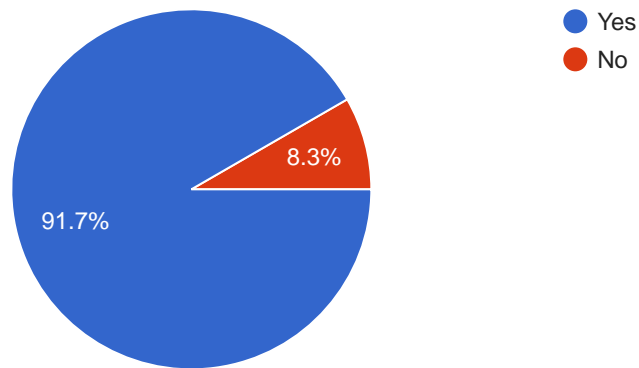
I have watched my student's self-esteem and confidence be chipped away at by Mrs. Kerr this entire year. I would strongly recommend this instructor be evaluated, and that the evaluation include confidential student comments.



Do you feel like your student's classes are adequately preparing them for college?

 Copy

12 responses



If you answered no to the previous question, do you have any suggestions about how we could adjust instruction to better prepare students for college?

2 responses

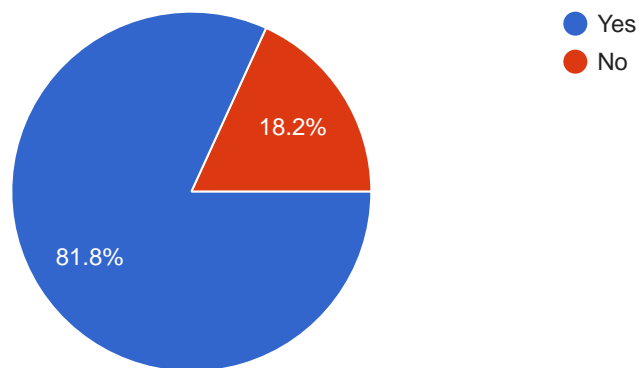
I feel that teacher sometimes just pass kids thru.

It would greatly benefit the school to have a science lab facility.

Does your student feel like their effort is valued when in class or at school?

 Copy

11 responses



If you answered no to the previous question, do you have any suggestions about how we can ensure that students' efforts are valued?

3 responses

He didn't know his coming of age project didn't meet the thematic requirement until it was done. I can completely see why it didn't, but I had no idea of the project, requirements, or idea on how to help.

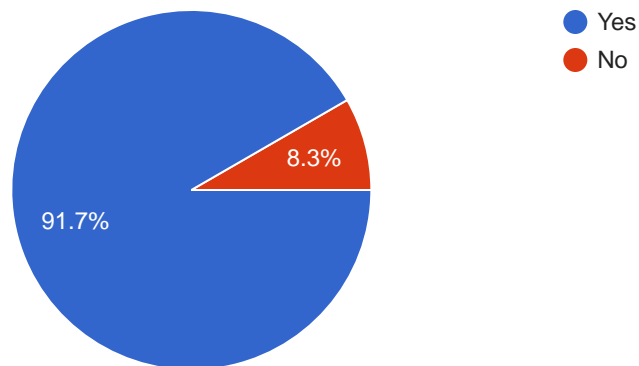
Sometimes

I would state yes for all classes except Mrs. Kerr. Respect should be reciprocated, but I do not feel that is happening.

Do you feel that you can talk to staff about your student's needs when needed?

 Copy

12 responses



What do you think are the most important areas of focus as we plan for next year?  
What, in your opinion, are the best ways to help our students feel excited about coming back to school and learning in the fall?

10 responses

Staff are supportive even with students who struggle. They are willing to meet and problem solve upon parental request. I'd appreciate more direct communication when behaviors are counterproductive or creating barriers to learning at least weekly or bimonthly. Also, the lunches are a constant complaint. Often, my student comes home ravished and doesn't eat because things are frozen, soggy, undercooked, or overcooked. It's great to see such a small school offer extracurricular activities reaching out into athletics.

My student is very excited about doing dual enrollment at the college when available, if possible in 10th grade would be great otherwise they will wait till 11th. They have been excited this past year about film if not sure if that opportunity continues in 10th. I think the school does a great job of making learning fun, school engaging and my student does feel excited about being there.

For my child, Artward Bound was a big hit. You have well-loved extracurriculars and a social climate that values diversity. Those things make my child love going to school here and I love that you do a great job of keeping tabs on how kids are doing and what they need.

Project based and better science coursework.

Keep doing what your doing. Both of my kids are very happy at school.

Listening to your students especially the ones that need that extra.

Keep doing what you're doing. Nolan absolutely loves RCA, as do we. Unfortunately, he'll be leaving next year to attend UHS solely for their sports programs. RCA has done a fantastic job with our children. Thank you so much.

I have brought up issues with Mrs. Kerr on multiple occasions and each time they are brushed off and nothing improves. The bullying from this teacher is really unacceptable.

Creating space for shared experiences and community building; something RCA does very well.

I think my kids would be excited about additional practical life education such as financial education (basics of taxes, loans, retirement planning, budgeting). Otherwise I'm grateful for all the amazing things the school does with and for my kiddos.





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# Google Forms



# **COMPREHENSIVE SCHOOL SAFETY PLAN 2025-2026**

## **Charter Academy of the Redwoods**

### **Redwood Collegiate Academy**

**Principal: Caleb Cimmiyotti**

**School Address: 1059 North State Street, Ukiah, CA 95482**

**Phone: (707) 467-0500**

**Email: [ccimmiyotti@redwoodacademy.org](mailto:ccimmiyotti@redwoodacademy.org)**



### **Sequoia Career Academy**

**Principal: Melinda Decker**

**School Address: 1031 North State Street, Ukiah, CA 95482**

**Phone: (707) 463-7080**

**Email: [mdecker@scacademy.org](mailto:mdecker@scacademy.org)**



**This Plan is Available for public inspection during regular business hours.**

Public Input Meeting Held: 10-02-24

Adoption by Governing Board: 03-11-25

Scheduled for Review On: 12-03-25

Date of last SARC: 01-31-25

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## **REDWOOD COMMITTEE MEMBERS**

The undersigned members of the Redwood Collegiate Academy School-site Council have met in the development of the following Comprehensive School Safety Plan.

Signatures:

Caleb Cimmiyotti, Principal (or Designee)	Date
Laura Keast, Teacher	Date
Maya Simerson, Parent	Date
Bianca Angulo, Classified Employee	Date
Leo Davis, Student	Date
Brett Chapman, Ukiah Police Department	Date
Justin Buckingham, Ukiah Valley Fire Authority	Date

### **SAFE SCHOOL VISION STATEMENT:**

To optimize the safety of all persons on campus during all situations.

## **REDWOOD DATA ANALYSIS**

### **Assessment of current status of school environment and crime**

**Check the data sources used**

<b>Available Data Sources</b>	<b>2022/23</b>	<b>2023/24</b>
<b>California Health Kids Survey (CHKS)</b>		
<b>CHKS Staff Survey</b>		
<b>CHKS or other Parent Survey</b>	<b>X</b>	<b>X</b>
<b>Other Student Survey</b>	<b>X</b>	<b>X</b>
<b>Truancy/SARB</b>		
<b>Student Referrals/Discipline</b>	<b>X</b>	<b>X</b>
<b>Suspensions/ Expulsions</b>	<b>X</b>	<b>X</b>
<b>STOP IT reports</b>		
<b>DataQuest</b>	<b>X</b>	<b>X</b>
<b>Threat/Risk Assessment</b>		
<b>Other Community and Crime Data</b>		
<b>Referrals</b>	<b>X</b>	<b>X</b>
<b>Suspensions</b>	<b>7.7%</b>	<b>6.3%</b>
<b>Expulsions</b>	<b>2.1%</b>	<b>2.1%</b>

## **SEQUOIA COMMITTEE MEMBERS**

The undersigned members of the Redwood Collegiate Academy School-site Council have met in the development of the following Comprehensive School Safety Plan.

Signatures:

Melinda Decker, Principal (or Designee)	Date
Emily Fultz, Teacher	Date
Andrew Sellars, Parent	Date
Kerri Thies, Classified Employee	Date
Deja Jackson, Student	Date
Brett Chapman, Ukiah Police Department	Date
Justin Buckingham, Ukiah Valley Fire Authority	Date

### **SAFE SCHOOL VISION STATEMENT:**

To optimize the safety of all persons on campus during all situations.

## **SEQUOIA DATA ANALYSIS**

### **Assessment of current status of school environment and crime**

**Check the data sources used**

<b>Available Data Sources</b>	<b>2022/23</b>	<b>2023/24</b>
<b>California Health Kids Survey (CHKS)</b>		
<b>CHKS Staff Survey</b>		
<b>CHKS or other Parent Survey</b>	<b>X</b>	<b>X</b>
<b>Other Student Survey</b>	<b>X</b>	<b>X</b>
<b>Truancy/SARB</b>		
<b>Student Referrals/Discipline</b>	<b>X</b>	<b>X</b>
<b>Suspensions/ Expulsions</b>	<b>X</b>	<b>X</b>
<b>STOP IT reports</b>		
<b>DataQuest</b>	<b>X</b>	<b>X</b>
<b>Threat/Risk Assessment</b>		
<b>Other Community and Crime Data</b>		
<b>Referrals</b>	<b>X</b>	<b>X</b>
<b>Suspensions</b>	<b>21.1%</b>	<b>16.1%</b>
<b>Expulsions</b>	<b>3.7%</b>	<b>0.0%</b>

## **A. CHILD ABUSE REPORTING PROCEDURES**

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166)

All school staff are trained in Child Abuse Reporting Procedures annually, using the online training module provided by our insurer. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

### **BP 506.1.2**

**Role of Staff as Mandated Child Abuse Reporters:** All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, following the same policies and procedures used by the UUSD.

### **References:**

- **CDE resources:** <http://www.cde.ca.gov/ls/ss/ap>
- **Online training:** <https://mandatedreporterca.com/training/school-personnel>
- **Co-executive Director leads training for new hires and all staff annually**
- **Child Abuse Reporting Form and Instructions Form (In Office)**

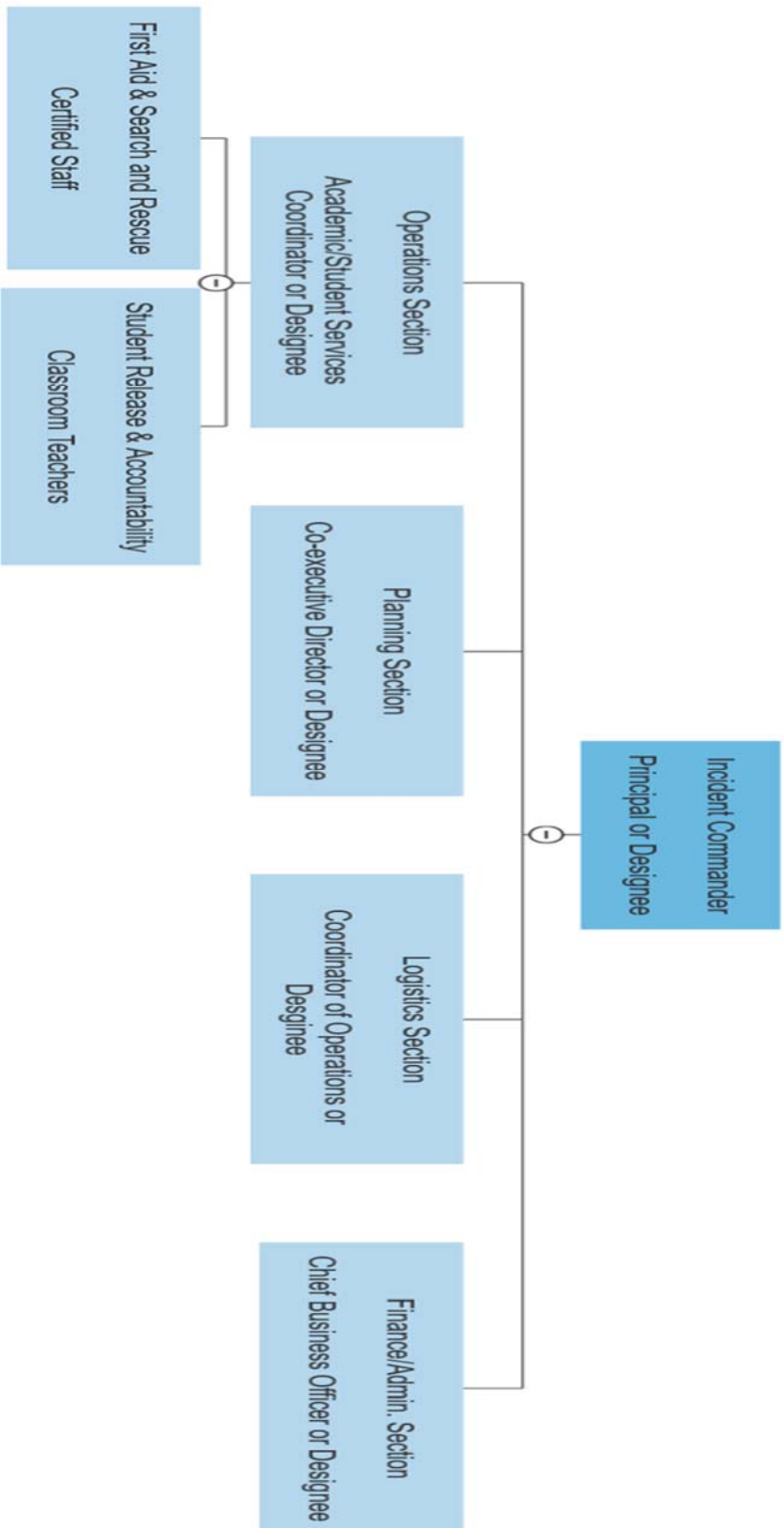


## **B. DISASTER RESPONSE PROCEDURES**

(EC 32282(a)[2](B); GC 8607; GC 3100)

The Charter Academy of the Redwoods maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures are attached.

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/Principal.



<b>Type of Drill</b>	<b>Frequency</b>
Fire	<b>Primary Grades: At least once each month</b> <b>Secondary: not less than twice every school year</b>
Earthquake (Drop, Cover, Hold On)	<b>Not less than twice every school year</b>
Evacuation	<b>Not less than twice every school year</b>
Intruder/Lockdown	<b>Variable</b>
Student release procedure	<b>Variable</b>

**These protective measures are taken before, during and following an earthquake**

Mitigation	<ul style="list-style-type: none"> <li>• Assess existing or potential hazards on and off campus</li> <li>• Identify nonstructural hazards on campus and develop a plan of action to address the hazards</li> </ul>
Preparedness	<ul style="list-style-type: none"> <li>• Establish and Train in NIMS/SEMS and ICS</li> <li>• Conduct Drills for Students and Staff in Drop/Cover/Hold</li> <li>• Conduct Evacuation Drills for Students and Staff</li> <li>• Conduct Drills for Students, Staff and Family in the Student Release Procedures</li> <li>• Coordinate, plan and train with Law Enforcement and Fire</li> <li>• Acquire emergency equipment and supplies</li> <li>• Coordinate with MCOE Crisis Response Team</li> </ul>
Response	<ul style="list-style-type: none"> <li>• Evacuate buildings and the school campus if necessary</li> <li>• Release students as needed</li> <li>• Initiate search and rescue efforts as needed</li> <li>• Handle triage, medical aid, and mental health emergencies as needed</li> </ul>
Recovery and Reconstruction	<ul style="list-style-type: none"> <li>• Assess building and campus safety and damage</li> <li>• Identify contacts for support as needed</li> <li>• Mobilize the Crisis Response team as needed</li> <li>• Make plans to relocate classes and other academic business at an alternate site as needed</li> <li>• Track costs to delineate expenditures</li> <li>• Debrief</li> <li>• Update plan as needed</li> </ul>

## General Staff Responsibilities During an Emergency

### Campus/Classroom/Office Staff:

- 1) Be sure you understand the type of emergency and how you are expected to respond. See **Evacuation Procedures** if fire alarm sounds and **Lock Down Procedures** for Code Yellow and Code Red procedures.
- 2) Account for all students including those regularly assigned to you and those who may in your vicinity from another staff member. Text assigned numbers if a student is missing or hurt.
- 3) Stay with students during an evacuation or a lockdown code.
- 4) Keep a current class roster with you.
- 5) Keep notes about the crisis event, if possible.

### Site Administrator:

- 1) Verify information related to the nature of the emergency:  
What type of emergency?  
Who is involved? Affected?  
How immediate is the threat?  
Who and where are all involved parties?
- 2) If necessary, call 9-1-1, public safety, and/or security:  
CHP (on the fairgrounds) (707) 467-4040  
MC Sheriff Dept (out of city limits) (707) 463-4086  
Ukiah Police Dept (in city limits; off fair) (707) 463-6242  
Ukiah Valley Fire Authority 9-1-1 or (707) 463-6262  
Ukiah Valley Medical Center (707) 462-3111  
Poison Control 1-800-222-1222  
Deep Valley Security (707) 462-5200
- 3) Contain the threat. Seal off high-risk area. Protect the people, then the evidence.
- 4) Implement crisis response procedures: **Evacuation** or **Lockdown Code Yellow** or **Lockdown Code Red**.
- 5) Notify staff; depending on emergency, students may be notified by teachers.
- 6) Notify community agencies, if designated to do so:  
Redwood Empire Fairgrounds (707) 462-3884 (Jennifer, CEO)  
Ukiah Unified School District (707) 463-5211 (superintendent's office)  
Ukiah Daily Journal (707) 468-3500 (news department)  
Mendocino County Office of Education (707) 467-5001 (superintendent's office)
- 7) Implement post-crisis procedures appropriate for emergency.
- 8) Keep detailed notes of crisis event, if possible.

### General Staff Responsibilities After an Emergency

- 1) Do not talk to media; refer any questions to the principal.
- 2) Do not release any students during an emergency until a designated office person authorizes you to sign students out to their parents' custody. Sign out sheets are located on emergency clipboards.
- 3) If the regular phone system is down, use a cell phone to communicate if available. See the *CAR Directory of Important Information* for available contact information for staff, services, and agencies.

## Evacuation Procedures and Lock Down Procedures

**Evacuate:** In the event of an evacuation, the “fire alarm” may be sounded. Follow the fire drill route to evacuate students and staff to a safe distance outside of the building. Use judgment in following an alternate route if the normal route is too dangerous. Designated primary gathering spots are:

1059 N. State Street	the upper parking lot
1031 N. State Street	north side parking lot
Flower Building	southeast driveway
Home Arts Building	northeast driveway
Junior Building	the amphitheater

If the usual site is unsafe, classroom staff may move students to the fairgrounds gravel parking lot or other safe gathering area. Avoid areas that may be trafficked by safety response personnel or vehicles.

Classroom staff takes a current class roster; office staff takes emergency contact cards; the lunch staff takes roll sheets.

Responsible classroom staff takes roll after being evacuated.

The principal will provide directions upon conclusion of the evacuation.

**Lock Down:** In the event of a threat that requires that students, staff, and visitors remain indoors, staff will be notified via phone, person, or “air raid” siren and expected to:

- 1) keep all individuals inside until further notice
- 2) lock the doors so that no one can enter from outside without a key
- 3) close and cover windows
- 4) if students are working outside, urgently summon them to the classroom; office staff will verify that no students can be seen

**Code Yellow** – All individuals remain inside and carry-on as usual. No one is to leave to use the bathroom, go to the office, use the phone, or leave the controlled area for any non-essential reason. Staff may choose not to inform students that a lockdown is in effect unless the information will improve safety.

**Code Red** – All individuals remain inside and move away from windows and doors using desks, tables, and any available furniture as a barricade. The door and windows are to be locked. Students need to be told that there is a serious threat and they are to be calm and silent as they await further instructions.

**If students are missing or if someone is in need of medical attention, text to assigned cell phone numbers.**

**Redwood Collegiate Academy:**

**Cimmiyotti (831) 419-4732**

**Angulo (707) 391-9593**

**Gordon (707) 367-6302**

**Sequoia Career Academy:**

**Decker (707) 489-6496**

**Thies (707) 621-0968**

**Sawyer (707) 272-4605**

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### **What to Do in the Event of An: Assault/Fight**

- 1) Ensure the safety of students and staff first.
- 2) Defuse situation, if possible. Contain the area where assault took place; then move students away from area.
- 3) Call 9-1-1, if necessary. Then call the office with information about who is involved, where they are currently located, what happened and what needs to happen. Let the office know if CPR/first aid-certified persons are needed. Office staff will summon them.
- 4) The principal notifies law enforcement if: a weapon was used; if there is a threat of further conflict; if the victim has physical injury causing substantial pain or impairment of physical condition; or if the assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent; this includes touching of those areas covered by clothing).
- 5) Administrative staff meets with involved students, victims, and witnesses and notifies parents of students involved in assault. Meetings are documented.
- 6) Assess counseling needs of victim(s) or witness(es). Determine post-crisis procedures and resources for the situation.
- 7) Determine if Discipline Hearing is to be convened.

### **What to Do in the Event of A: Bomb Threat**

Upon receiving a message that a bomb has been planted in school, follow these steps:

- 1) Ask the caller/informant **where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why the caller is doing this.**
- 2) Listen closely to the caller's voice and speech patterns and to noises in background.
- 3) After hanging up phone, immediately dial \*69 to trace call.
- 4) Notify the principal or other designated staff member. The principal or designee will notify the appropriate emergency, law enforcement, and/or security agencies.
- 5) The principal or designee will provide direction to staff for all persons inside school building(s). This may be a lock down or it may involve relocating to another area.

Likely relocation options: **If a short distance is appropriate**, the site designated for emergency evacuation will be used. **If a greater distance is needed**, the fairgrounds parking lot on State Street will be used. **If the fairgrounds need to be evacuated**, Vinewood Park may be designated.

## **What to Do in the Event of An: Earthquake**

In the event of an earthquake while you are **indoors**:

- 1) Direct all students to take cover in the crash position for at least 60 seconds, longer if the shaking persists.
  - a) **Duck and cover** under a sturdy surface such as a desk.
  - b) **Move away from windows** and get below windowsill height.
  - c) **Wait** for instructions to evacuate.

In the event of an earthquake while you are **outdoors**:

- 1) Move everyone away from buildings, utility poles, wires, streetlights, trees, and any other object that you may be in the path of.

When the shaking has stopped:

- 1) Talk calmly to reassure students.
- 2) Follow evacuation procedures WHEN directed to evacuate the building or area. The “fire alarm” may be used to indicate evacuation. Follow the procedures on page 2. Evacuation may take time as the evacuation path may need to be cleared.
- 3) Report any missing or injured individuals to the principal or designated staff member.

## **What to Do in the Event of A: Fire**

In the event that fire, smoke from a fire, or a gas odor has been detected:

- 1) Pull the closest fire alarm. When safe, notify the office staff with information about where and what has been detected.
- 2) Follow normal fire drill route to evacuate students and staff to a safe distance outside of building. Follow alternate route if normal route is too dangerous.

### **Designated primary gathering spots:**

1059 N. State Street	the upper parking lot
1031 N. State Street	north side parking lot
Flower Building	southeast driveway
Home Arts Building	northeast driveway
Junior Building	the amphitheater

- 3) If the usual site is unsafe, classroom staff may move students to the fairgrounds gravel parking lot or other safe gathering area. Avoid areas that may be trafficked by safety response personnel or vehicles.
- 4) Classroom staff takes class roster; office staff takes emergency contact cards; lunch staff takes roll sheets. ALL other belongings are left in the room.
- 5) The principal or designated office staff notifies appropriate emergency, public safety, and/or security agencies.
- 6) Classroom staff takes roll after being evacuated. Report any missing students to the office staff.
- 7) No one may reenter building(s) until notified by the principal that the entire area has been declared safe by emergency response personnel.
- 8) When the emergency has been terminated, students and staff may resume normal operations or will receive additional instructions.

## **What to Do in the Event of A: Hostage Taking**

- 1) **If hostage taker is unaware of your presence, do not intervene.**
- 2) Call 9-1-1 immediately. Give dispatcher details of situation; ask for assistance from a hostage negotiation team.
- 3) Seal off the area near the hostage scene by removing students and staff.
- 4) Notify principal.
- 5) Give control of scene to law enforcement and hostage negotiation team.
- 6) Keep detailed notes of events.

### *If taken hostage:*

- 1) Follow instructions of hostage taker.
- 2) Do not panic. Calm students if they are present.
- 3) Treat the hostage taker as normally as possible.
- 4) Be respectful to hostage taker.
- 5) Ask permission to speak and do not argue or make suggestions.

## **What to Do in the Event of An: Intruder**

An intruder is an unauthorized person who enters school property without approval or checking in at the office.

### *If possible, notify the office if you see an intruder before you:*

- 1) Ask another staff person to accompany you before approaching intruder.
- 2) Politely greet intruder and identify yourself.
- 3) Ask intruder the purpose of his/her visit. Inform intruder that all visitors must register at the main office. If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

### *If the intruder refuses to leave:*

- 1) Warn intruder of consequences for staying on school property. Inform him/her that you will call police.
- 2) Notify office staff if intruder still refuses to leave. Give a full description of intruder.
- 3) Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- 4) The principal or other designated staff member may issue lock-down procedures.



## **What to Do in the Event of A: Serious Injury/Death During School Hours**

If injury or death occurred in school **on** or **off** campus:

- 1) Call 9-1-1.
- 2) Contact principal or other office staff to summon the closest available CPR/first aid certified persons of medical emergency to begin life-saving efforts.
- 3) Notify principal or other office staff who will contact parent/guardian—partner/spouse.
- 4) Office staff will disperse additional support staff to the site.

If appropriate, designate a staff person to accompany injured/ill person to hospital.

Keep other students at a distance; if possible until other staff arrives, designate a lead student to keep students calm and in a limited area.

When time allows, direct witness(es) to office staff to give information.

Determine method of notifying students, staff and parents.

Refer media, witnesses, or others to the principal.

Next, execute procedures below (Serious Injury/Death Outside of School Hours).

Reminder: staff chaperoning students off campus are expected to have a cell phone and first aid kit.

## **What to Do in the Event of A: Serious Injury/Death Outside of School Hours**

If incident occurred outside of school facility or hours:

- 1) Notify staff before normal operating hours in person where possible AND with an e-mail that includes all important information to ensure correct information can be provided to students, parents, and community.
- 2) Determine method of notifying students and parents. Include information about availability of counseling services for those who need assistance.
- 3) Meet with school staff to determine level of intervention for staff and students.
- 4) Designate rooms as private counseling areas.
- 5) Escort affected student's siblings and close friends and other "highly stressed" students to counselors.
- 6) Assess stress level of staff. Recommend counseling to overly stressed staff.

If the situation involved a fatality, designate staff person(s) to attend funeral.

Allow for changes in normal routines or test schedules to address injury or death.

## **What to Do in the Event of A: Weapons Possession**

Staff or student who is aware of a weapon brought to school will calmly and factually notify a principal or another staff member immediately. Provide:

- 1) Name of suspected person who brought the weapon.
- 2) Where the weapon is located.
- 3) If the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- 4) If known, information about whether the weapon is possessing with intent to harm or is simply in possession.

If the teacher suspects that a weapon is in classroom, he/she should confidentially notify the principal or another staff person. The staff person should not leave classroom while students are present.

## **Administrative Staff**

- 1) Call law enforcement if a weapon is suspected, as viewed by a reasonable person, to be in school. If possible to do so safely, remove the suspect to the office with another adult present or, in some way, isolate him/her. With another adult, accompany the suspect to the private place to wait for law enforcement to arrive.
- 2) If appropriate, ask another staff person to join you in questioning the suspected student or staff member. If there is any doubt, wait until law enforcement arrives to question and search the suspect.
- 3) Conduct the search with law enforcement. Tell suspect why you are conducting search.
- 4) Keep detailed notes of all events and why search was conducted.
- 5) Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- 6) If the suspect threatens you with weapon, do not try to disarm him/her. Back away with your arms up. Remain calm.

## **Emergency Alert Stations**

**Listen** to the following radio stations for information regarding a potential or impending emergency:

### **FM Stations**

KZYY	90.7	phone (707) 895-2324	
KMKX/KWINE	94.5/93.5	phone (707) 462-0945	fax (707) 462-4670
KUKI	103.3	phone (707) 466-5865	

### **AM Stations**

KUKI	1400	phone (707) 466-5865
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## **Instructional Continuity Plan**

In the event of an emergency, the first priority for Charter Academy of the Redwoods (CAR) staff will be the safety of students and their own families. When the emergency conditions allow, CAR will make every effort to ensure students have access to instruction through the following means:

CAR has several online resources to support student learning. These resources include:

- Big Ideas Math
- IXL
- Renaissance Learning
- Lexia
- Edgenuity

CAR teachers will use Google Classroom as a means to communicate assignments to students. If the internet is available, our instructional staff will use the document cameras and screens in the classrooms to deliver instruction. All students have access to a Chromebook. CAR will open classrooms to serve as internet hubs for students who have connectivity challenges.

If the internet is not available, CAR will make every effort to provide paper packets for student instruction. The availability of these will be contingent on the availability of power and copy paper.

CAR will make our counselor and any additionally needed mental health practitioners available for student and family support as the emergency allows.

CAR will make nutrition resources available for students to receive breakfast and lunch as the emergency conditions allow.

## **Dismissal/Pick-up Procedures**

Parent/guardians will expect to find their student being cared for by the staff unless they have approved another plan or emergency responders (law or medical) have removed the student for immediate attention.

- 1) Under **NO** circumstance allow a student to leave campus alone or in the sole company of other students unless the student's parent has given permission to do so for that occasion.
- 2) Report to the office the name, last known location, direction, and status (e.g., injured, hysterical...) of any student who does leave.

When a crisis has occurred that requires dismissal before the completion of the regular day, the principal or other designated staff member will determine how to best proceed. Options will likely include:

- 1) ParentSquare Alert
- 2) Having students contact their parent/guardian to pick them up. The responding adult will come to the office or other designated place to sign their student out. In the event that students need to be signed out by parents directly from classrooms, classroom staff members will wait for permission from the principal or other staff designee before allowing parents to sign their student out and take them home.
- 3) Gathering students in the designated area (evacuation site or fairgrounds parking lot) and releasing students to a responsible adult. The office and teaching staff will keep a record of each student who has left and who picked them up. Staff may establish a designated pick up area to aide in monitoring student departures.

Staff in the Flower Building, Home Arts Building, and Junior Building may expect to be directed to bring all students to the main campus to reduce the number of points of dismissal.

### CPR/First Aid Trained Providers (24-25 Academic Year)

Seanen Bevilacqua  
Terri Bollig  
Amie Britton  
Wilson Chavez  
Melinda Decker  
Alana Gillespie  
Savannah Marlow  
Maggie Singleton  
Ed Thies  
Megan Youell

### CPR Only

None

## **C. SUSPENSION & EXPULSION POLICIES**

(EC 32282(a)[2](C))

The organization's Code of Behavior, *all students and staff will respect themselves, others, and things, at all times and in all situations*, is the foundation for the behavioral policies and procedures including suspension and expulsion. The policies and procedures are outlined in the Charter Petition and the Board Policy.

The school takes its responsibility to balance students' rights to due process with the responsibility to maintain a safe learning environment for all students and staff extremely seriously. *The Academy's* intent is to ensure that students understand the codes that guide behavioral expectations so that they can consistently adhere to them and be in a quality learning environment. In keeping with Board Policy students may be suspended or expelled from the charter school for serious or persistent non-compliance with the school's codes, rules, policies or procedures, or any material violation of any of the conditions, standards or procedures set forth in the charter school petition or the *Student-Family Handbook*, and in compliance with the California charter school education code governing discipline within a charter school. Suspension and expulsion criteria will be reviewed once a year by the school staff to determine if modifications are necessary.

Students who have violated the school's codes, policies, procedures, or rules may be suspended from class by any member of the staff and from school by the site administrator or designee. All suspensions are logged in the school's student information system and available for review by staff, the student, and the parent/guardian.

The staff will adhere to due process in applying consequences to Behavior Code violations with a clear goal of ensuring that the student is prepared to discontinue the violation as quickly as possible and return to instruction. In no case will possession of alcohol, drugs, tobacco, or a weapon or harassment, threats or intimidation against staff personnel or pupils be permitted. Possession for any purpose of any amount or size is grounds for a discipline hearing. Students will be presented to the Discipline Committee for offenses that may result in expulsion including possession of a firearm, brandishing a knife, possessing and/or selling a controlled substance, committing or attempting to commit a sexual assault or battery and possession of an explosive. Other offenses to be referred to the Discipline Committee will be those that present a serious or persistent violation of the Behavior Code. The principal may also confer with MCOE, UUSD, or other districts to identify likely consequences in those jurisdictions for similar offenses.

The Discipline Committee is comprised of staff members trained by the principal, no less than two and usually three, of whom at least one is not currently a teacher of the student. The principal designates the chairperson and appoints other staff members to complete the panel. The chairperson facilitates the hearing and serves as a voting member of the panel. Nearly all staff members participate on one or more panels during the year with the principal responsible for ensuring due process. The principal does not serve on the panels.

Students who are candidates for expulsion have the right to a discipline hearing. Discipline hearings are scheduled by the principal based on information provided through an investigation and according to school policy. The principal will be involved with the special education staff in the expulsion process for all identified pupils with disabilities to ensure completion of a manifestation determination and any other required procedures. The purpose of convening a Discipline Hearing is to respond to charges that a student has committed an infraction of the Behavior Code that may be sufficiently serious to warrant expulsion from the *Academy*. This process is open to the panel, the staff, and the student and his/her representative(s) except for deliberations that are closed to all but the panel. Convening the panel means that the staff needs to formally hear information about the infraction and make a decision about what disciplinary action, if any, up to and including expulsion, may be warranted.

Students for whom a Discipline Hearing is to be convened are suspended pending the panel's decision which provides an opportunity for the parent to meet with the principal to personally discuss the situation and set a time for the hearing that enables the parent/guardian to attend.

Parents and the student are notified in writing about the charges and hearing process in advance and reasonable effort is made to conduct the hearing at a time that enables the parent to participate. The parents of a student who has received a Discipline Hearing notice from the site administrator will be encouraged to participate and present facts relevant to the issues set forth in the notice. A translator is provided for all hearings attended by Spanish-speaking parents and students. The Panel makes the final decision regarding expulsion and may decide as it deems appropriate, to suspend an expulsion. Parents have the right to waive a panel and abide by the determination of consequence by the school principal.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or who is in a protected class, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The *Academy* will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the *Academy* has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The *Academy* shall notify UUSD of the suspension of any student identified under the IDEA or as a student with a disability under 504 (or for whom there may be a basis of knowledge of the same) and shall participate with the District on the required Manifestation Determination IEP required by law.

Board Policy (BP) 502.2

Violating the Code of Behavior will result in counseling and/or disciplinary action including: community service, suspension, referral to another school or service, and expulsion.

1. The supervising staff person who initially identifies the violation will inform the student that s/he has committed a violation and will use appropriate conflict resolution methods, including a hearing if appropriate, to resolve the issue. If the issue is determined by the staff person to require additional attention or sanction, it will be promptly referred to the student's Advisor and, if appropriate, to the Principal who will inform the parent/guardian, if appropriate.
2. The Principal and/or Advisor will conduct an investigation to define the nature of the violation and its cause(s) and determine the sanction, if warranted. The Principal and/or Advisor will notify the parent/guardian of the result of the investigation.
3. All staff members are authorized to assign community service, counsel, provide information about a social, counseling, medical, assessment or other appropriate service, and suspend a student from class or for a class period. Only the Executive Director and Principals are authorized to schedule a Hearing Panel to consider a student's potential for expulsion.
4. In the event a student is believed to have committed a serious infraction of the Code of Behavior, the Principal or his/her designee will present a potential expulsion to staff convened to hear the case. The student and his/her parent/guardian will be encouraged to participate. The goal of the hearing will be to ensure a full understanding of the facts and determine a course of action most likely to benefit the student and support the mission of the school.

5. In the event that a student's return to school is considered likely to pose a threat to the welfare or safety of others, the Principal is authorized to suspend a student until a hearing can be convened. If the suspension exceeds five days, the student may request and will be given access to complete all assignments under the supervision of the parent/guardian. For a suspension of less than five days, the student may complete work missed upon his/her return. The staff will make every effort to conduct the hearing in a timely manner.
6. Any expulsion will be reported to the charter-granting agency and accounted for in the annual report.
7. In all dealings related to violations of the Code of Behavior, effort will be made to educate and counsel with a goal of ensuring that such a violation is not repeated.
8. In no case will possession of alcohol, drugs, tobacco, or a weapon or harassment, bullying, threats or intimidation against staff personnel or pupils be permitted. Possession for any purpose of any amount or size is grounds for immediate expulsion.



**D. PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS**

(EC 32282(a)[2](D); EC 49079)

In accordance with EC 49079 the principal informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

Staff are notified by email if a student engages in acts that may warrant suspension or expulsion while on campus. In the event that the behavior occurred prior to the student enrolling at the school, the staff is notified by email or in a staff meeting.

## **E. DISCRIMINATION & HARASSMENT POLICY**

(EC 32282(a)[2](E); EC 234.4)

Charter Academy of the Redwoods is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

Board Policy (BP) 401

401.1 Nondiscrimination: Charter Academy of the Redwoods is an equal opportunity/affirmative action employer and makes employment decisions on the basis of merit. Policy prohibits unlawful discrimination based on race, color, creed, sex, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, disability covered by ADA, or any other consideration made unlawful by federal, state, or local law. Discrimination is unlawful.

1. Charter Academy is committed to complying with all applicable laws providing equal employment/affirmative action opportunities. This commitment applies to all persons involved in the operations of the corporation, prohibits unlawful discrimination by any employee, and encourages employment representative of the geographic area.
2. Any employee who has been subjected to any form of discrimination is expected to submit a written complaint to his or her supervisor or the Executive Director. The complaint is to be specific and include the names of the individuals involved and the names of any witnesses. The Corporation will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation. If the Corporation determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future discrimination. The Corporation will not retaliate against an employee for filing a complaint and will not knowingly permit retaliation by other employees.
3. All required notices shall be conspicuously posted in the employee work rooms.

401.2 General Conduct / Harassment: All employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with all parties directly and indirectly involved with Charter Academy of the Redwoods.

1. The Corporation is committed to a work environment free of unlawful harassment and prohibits harassment of any sort including but not limited to: sexual; verbal, visual, or physical conduct; threats or demands; or retaliation.
2. Any employee who has been subjected to any form of harassment is expected to immediately submit a written complaint to his or her supervisor or the corporation President. The complaint is to be specific and include the names of the individuals involved and the names of any witnesses. The Corporation will immediately undertake an effective, thorough and objective investigation and attempt to resolve the situation. If the Corporation determines that unlawful harassment has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The Corporation will not retaliate against an employee for filing a complaint and will not knowingly permit retaliation by other employees.

#### Board Policy (BP) 506

506.12 Bullying and Harassment Policies and Procedures: In keeping with BP 401.01 and 401.02 CAR is committed to providing a school that is free from sexual harassment, as well as any bullying and harassment based upon factors such as the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified by state or federal law, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. Misconduct of this nature is very serious and will be subject to disciplinary measures. Concerns about bullying, discrimination, or harassment will be addressed through the uniform complaint procedure adopted by CAR.

## **F. SCHOOL-WIDE DRESS CODE**

(EC 32282(a)[2](F))

Students are required to adhere to the Dress Code both as an issue of safety and of school pride. The Dress Code is communicated to students and families in the Student and Family Handbook.

1. No skin shall be visible from a student's armpits to mid-thigh.
2. All shirts/dresses must have a sleeve and go over the shoulder.
3. No undergarments may show at any time.
4. Clothing that may be deemed unsafe to the wearer or others is not permitted. These include, but are not limited to studded bands, chains, or any other items that might be used as a weapon.
5. Ball caps must be plain unless they are Charter Academy of the Redwoods merchandise.
6. No hats or hoods may be worn in class.
7. No clothing or accessories may be used to show gang affiliation. These include, but are not limited to:
  - Red/blue colored lanyards, bandannas, belts, head bands, or any colored paisley items.
  - No more than two red or blue items may be worn at a time.
  - No clothing or accessories may emphasize gang representation or affiliation including, but not limited to "N", "S", "M", Sureno, Norteno, 3, 4, 13, 14, 33, 44, 81, 707, XIII, XIV, X4, X3, WSK, PAK, ATC, VXL, MBZ, CVC, LNX, "Califas" or other known gang related symbols.
  - No sport team logos.
  - Any associated white supremacy or Neo-nazi symbols or images including KKK, SS, NCV or any other known white supremacy groups.
8. No items may contain inappropriate references. These may include, but are not limited to drugs, alcohol, tobacco, profanity, weapons, sexual content, hate speech or violence.

## **G. SAFE INGRESS AND EGRESS**

(EC 32282(a)[2](G))

Charter Academy of the Redwoods annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who drive cars, ride the bus, ride their bikes, and walk to and from school in the Student and Family Handbook.

All students walking to and from school must use crosswalks supervised by school crossing guards or lighted intersections.

Students riding bicycles or scooters must walk them on fairgrounds property.

Students being dropped off or picked up by automobile must transfer to or from a car in designated parking lots around campus or in the loading zone at the main entry to the fairgrounds.

All visitors must sign in at the main office and wear a visitor's pass.

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

(EC 32282(a)[2](H))

*EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action” in conjunction with developing their plan for school safety.*

Safe Schools: A Planning Guide for Action is based on four principles: that safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data.

**This Section H describes Steps 4 and 5: setting annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.**

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Goals, Objectives and Activities**

#### **Component I – SOCIAL ENVIRONMENT (People and Programs)**

<b>Component I: The Social Environment (People and Programs)</b> Include at least one goal, with measurable objective(s) and activities.
<b>Goal #1</b> <b>Students will feel safe while at school.</b>
<b>Measurable Objective:</b> <b>By the end of the 2025-2026 academic year, 95% of students will feel safe while at school.</b>
<b>Activities</b> <b>1. Staff will complete the Multi-Tiered Systems of Support (MTSS) training as part of the Mendocino County Office of Education Consortium.</b>
<b>2. Staff will implement SEL and MTSS practices in their classrooms.</b>

Who will take the lead: Administrative Team
Completion date: June 2026
Resources needed: <b>MTSS Training through Alludo</b>
How we will monitor and evaluate: <b>The Administrative Team will monitor progress through the digital training platforms and student survey data.</b>

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Goals, Objectives and Activities**

#### **Component II – PHYSICAL ENVIRONMENT (Facilities)**

<b>Component II: The Physical Environment (Facilities)</b> Include at least one goal, with measurable objective(s) and activities.
<b>Goal #1</b> <b>The school grounds will be a safe place to gather and learn.</b>
<b>Objective:</b> <b>We will continue monitoring and repairing buildings as necessary.</b>
<b>Activities</b> <b>1. Make necessary repairs as needed.</b>
Who will take the lead: Administrative Team
Completion date: Ongoing
Resources needed: <b>Variable</b>
How we will monitor and evaluate: <b>Principal will tour and evaluate the physical plant annually.</b>



# **I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE**

(EC 32282(a)[2](I))

In order to provide a positive and safe learning environment for students, Charter Academy of the Redwoods has created school wide expectations for behavior and discipline. We follow the California Department of Education guidelines for suspensions and expulsions.

In keeping with board policy 502.2 referenced in section C, the Student and Family Handbook states: To help students immediately improve their behavior, staff may send students outside or to an isolated area. During this time, usually five minutes, students are expected to commit themselves to the Behavior Code. Other misbehavior may have more stringent consequences. Students who miss class due to behavior may expect to notify their parents of the lost class time.

## **BEHAVIOR CODE**

All students and all staff will respect themselves, others, and things at all times and in all situations.

### **School-wide Rules**

- 1) Keep your hands, feet, body, and objects to yourself and keep your verbal and body language appropriate to a positive learning environment.
- 2) Be sure every area is neat, clean and orderly when you leave it.
- 3) Do not have gum, unapproved electronic devices, weapons, drugs, alcohol, paraphernalia, or contraband.
- 4) Follow the Dress Code; do not wear beanies or hoods inside classrooms or during formal school events.
- 5) Be on time to school daily.

### **Classroom Rules**

- 1) Do not bring in food or drink except water in a sealed container.
- 2) Follow the staff person's directions.
- 3) Protect classroom materials, furniture, and equipment.
- 4) Be a positive, contributing member of the class; do not interrupt or distract when someone is talking.
- 5) During class: no grooming, no passing notes, no leaving seat or classroom without permission.

### **Building and Safety Rules**

- 1) Enter and exit rooms using the ramp; do not go through or sit on the railings.
- 2) Remain on the path when going to or from the school and the Jr. Building.
- 3) Stay out of the areas behind the classrooms and office building, and driving areas such as the parking lot and fairground's road.
- 4) Cross N. State Street following the directions of the crossing guard.
- 5) Do not touch the alarms, extinguishers, pipes, sprinkler heads, vents, or any similar object.
- 6) Leave buildings and everything in and around it as good or better than you found it.

### **Consequences**

Receive a verbal warning with an opportunity to correct the behavior.

Be isolated or suspended from class and sent to office.

Staff calls parent/guardian and may give detention, suspension, or other consequence.

Refer to Discipline Committee for staff review.

Receive Behavior Probation with loss of special privileges and required detention.

Pay for repair or restoration of damage or vandalism.

Pay for costs associated with enforcing attendance laws.

In cases of severe acts (such as bodily harm or possession of contraband), the Executive Director and/or Principal will take immediate and direct action to protect the safety of the students and the school.

## **J. TACTICAL RESPONSES (SEE SECTION B)**

(EC 32282(a)[2](J))

Charter Academy of the Redwoods, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown and Evacuation, and Run-Hide-Fight are contained in section B of the Emergency Operations Plan.

Incorporated within Section B. Disaster Response Procedures.

## **K. BULLYING PREVENTION POLICIES & PROCEDURES**

(EC 234.4)

Charter Academy of the Redwoods recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Charter Academy of the Redwoods has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

In keeping with BP 506.12, referenced in section E, the Student and Family Handbook states: Bullying can take the form of a direct attack –like teasing, taunting, threatening, stalking, name-calling, hitting, coercion, and stealing -- or be more subtle through spreading rumors and intentional exclusion. Either way, bullying is a serious violation of our behavior code and will result in the appropriate consequences. Furthermore, the use of any electronic device to harass, intimidate, or bully will also be treated as a serious threat to the safety of other students and the appropriate consequences will apply.

## **MONITORING AND COMMUNICATING THE PLAN**

(EC 32286-32288)

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement and the local Fire Agency. The revised plan is placed on the December regular meeting of the School Site Council for public hearing to allow public input before it is adopted. It is available for public inspection at the school site during regular business hours.

How was the previous plan monitored?
The plan is reviewed annually by School Site Council and approved by the Board of Directors in March.
Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.
No
Were changes made to Section G: Ingress and Egress? If so, reference where these are found.
No
What progress was made on Section H: Component I (Social Environment)?
Staff accounts have been created for the training program. Staff have made varying levels of progress.
What progress was made on Section H: Component II (Physical Environment)?
The physical plant has been reviewed and necessary maintenance and repairs are being conducted.

### **Record the Dates of Drills or Staff Training in Past 12 months:**

	Drills	Training
Fire	08-26-24, 10-17-24	08-08-24
Earthquake	10-17-24	08-08-24
Evacuation	08-26-24, 10-17-24	08-08-24
Lockdown	09-17-24	08-08-24
Student Release		08-08-24

## **MONITORING AND COMMUNICATING THE PLAN**

(EC 32286-32288)

<p>Method for Communicating Plan and Notifying Public: <i>EC 32288</i></p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="flex: 1;"> <p><b>Date of Public Hearing</b></p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>Local Mayor</li> <li>Representative of the local school employee organization</li> <li>A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs</li> <li>A representative of each teacher organization at the school site</li> <li>A representative of the student body government</li> <li>All persons who have indicated they want to be notified</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;"> <p>10-02-24</p> </div> </div>	
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>A representative of the local churches</li> <li>Local civic leaders</li> <li>Local business organizations</li> </ul>	
	<p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281</p>	
Review of Progress for Last Year	Name	Date
Law Enforcement		
Fire		
First Responder, if applicable		
Site Council Approval		
School Board Approval		
Most Recent SARC (link below)	Date: February 2024	

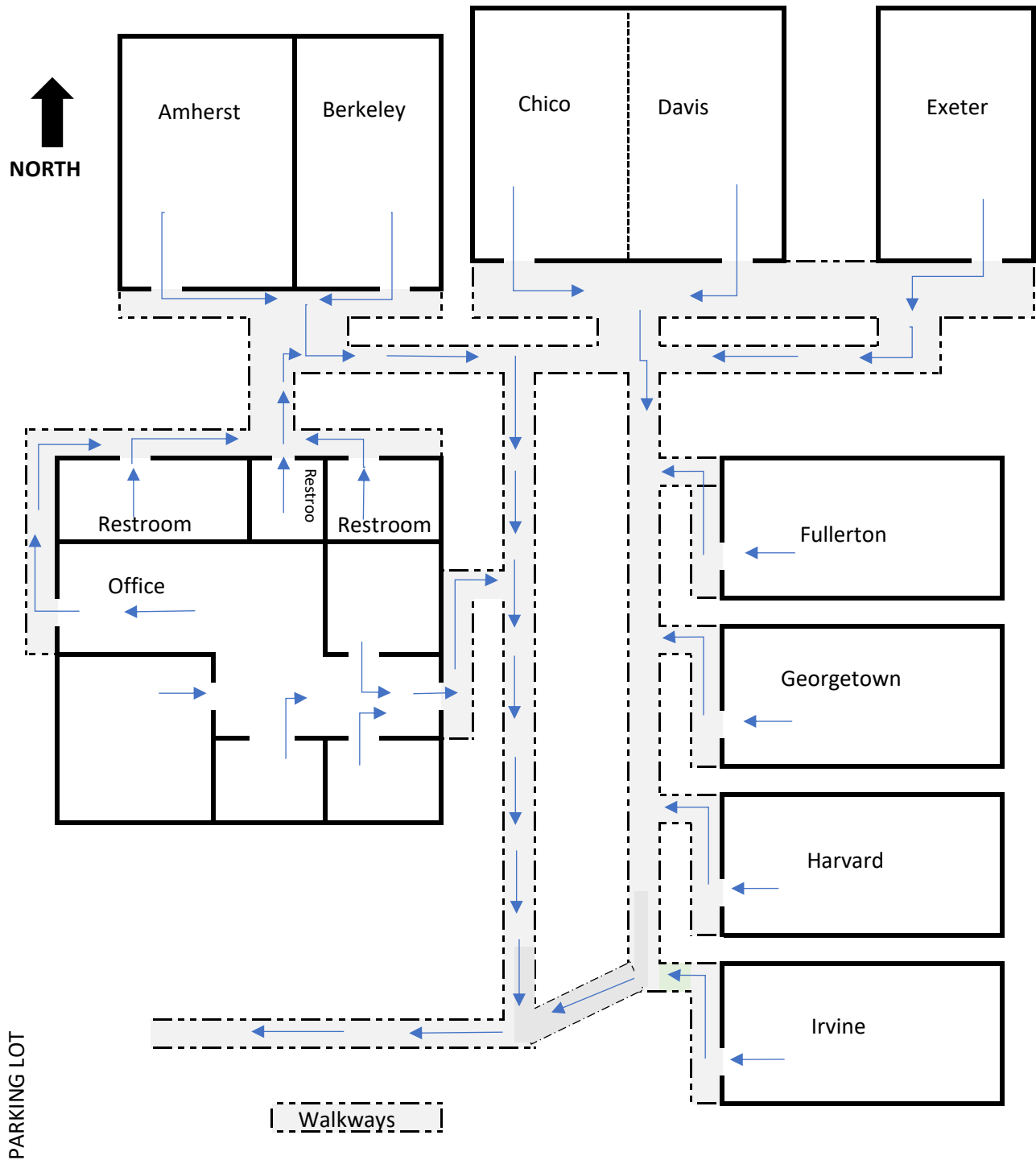
<https://sarconline.org/public/summary/23656152330413/2023-2024>

## Emergency Evacuation Route and Assembly Area Map Redwood Collegiate Academy

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm is sounded, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go past the parking lot south of the buildings and assemble in the vacant area near the fence along State Street.

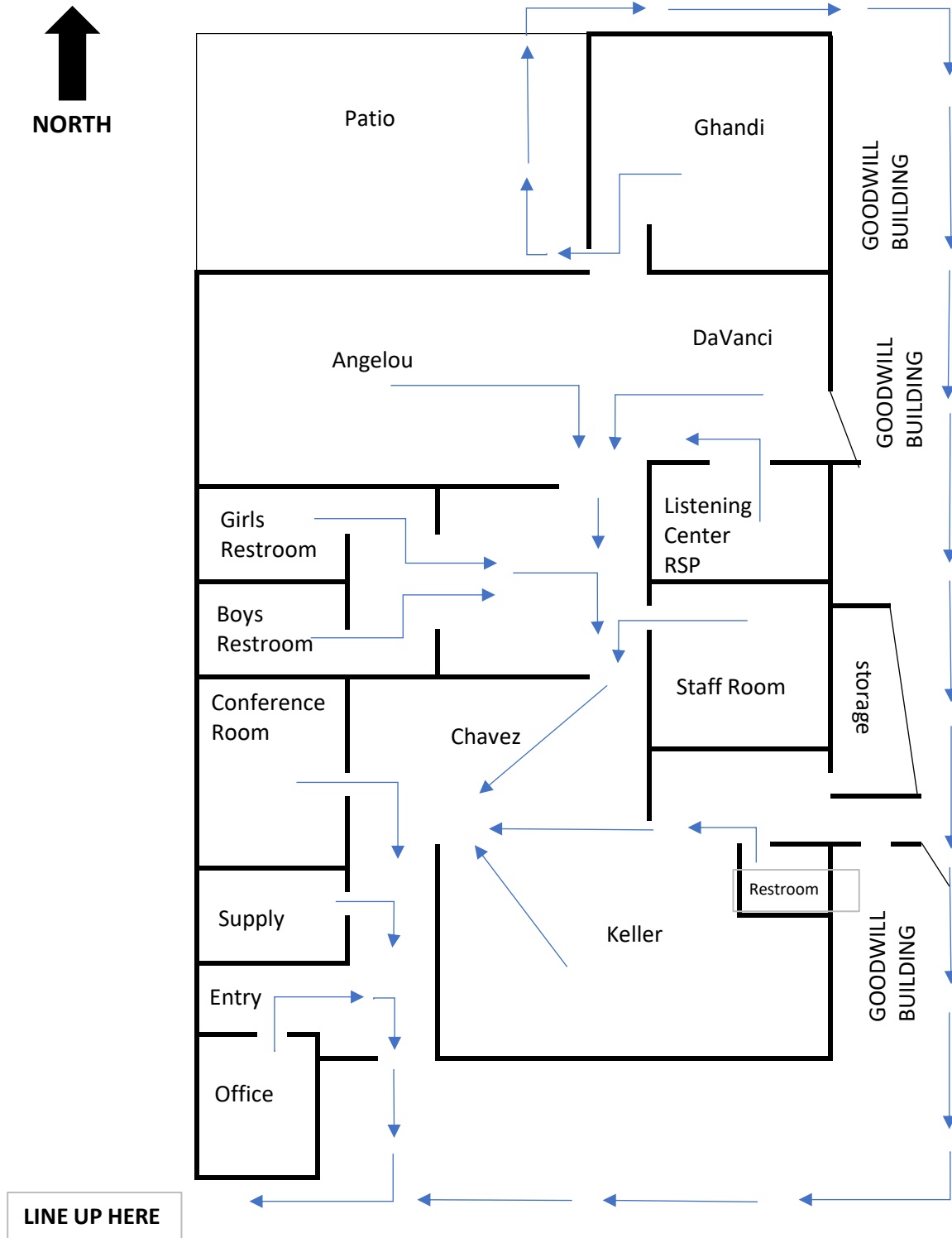


## Emergency Evacuation Route and Assembly Area Map Sequoia Career Academy

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm sounds, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go to the State Street sidewalk, turn right and go north to the unpaved parking lot between the Accelerated Achievement Academy building and the fairgrounds.



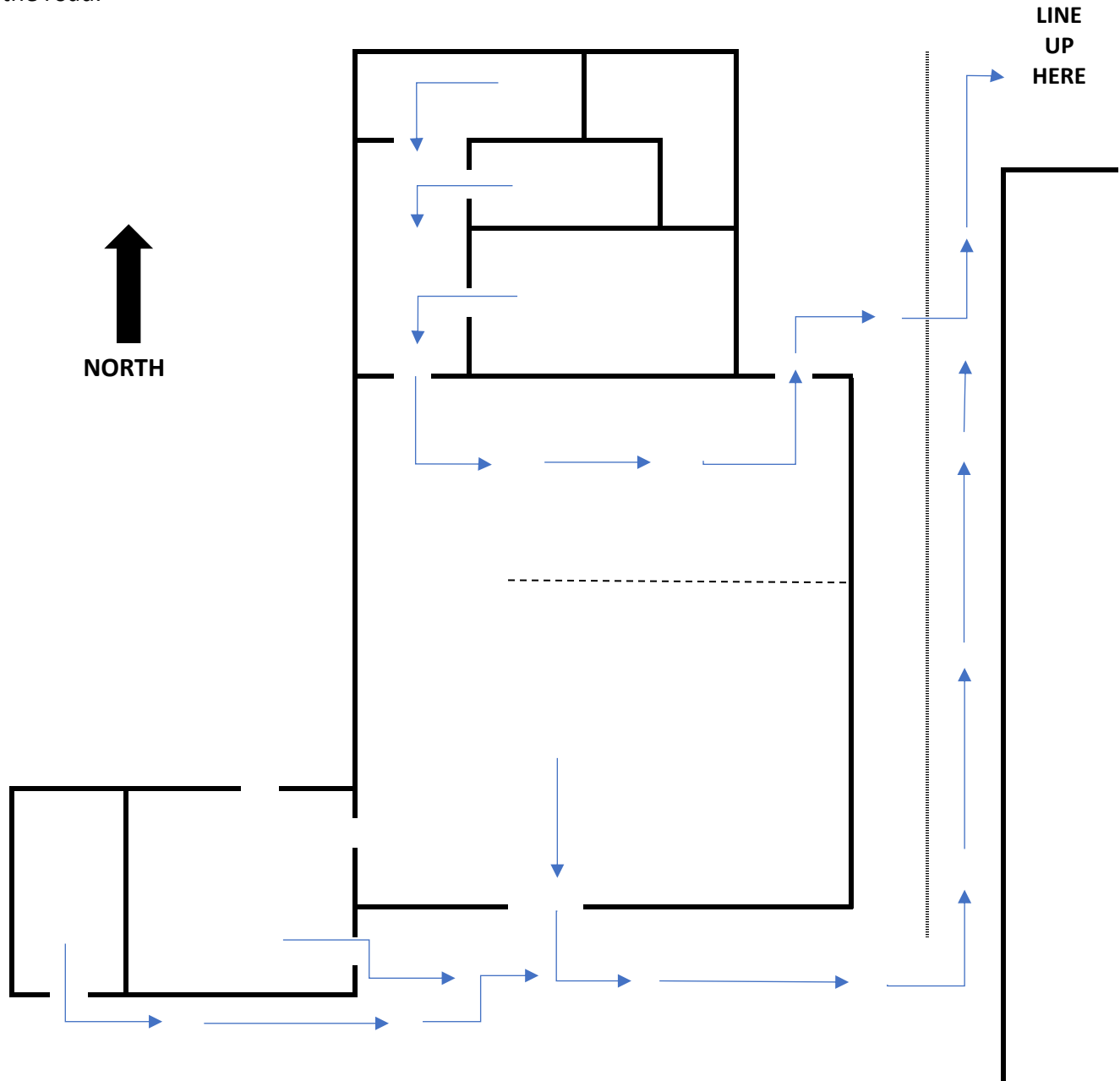


## Emergency Evacuation Route and Assembly Area Map Flower Building

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm is sounded, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go down the road between grassy area and the fence and assemble near the T in the road.

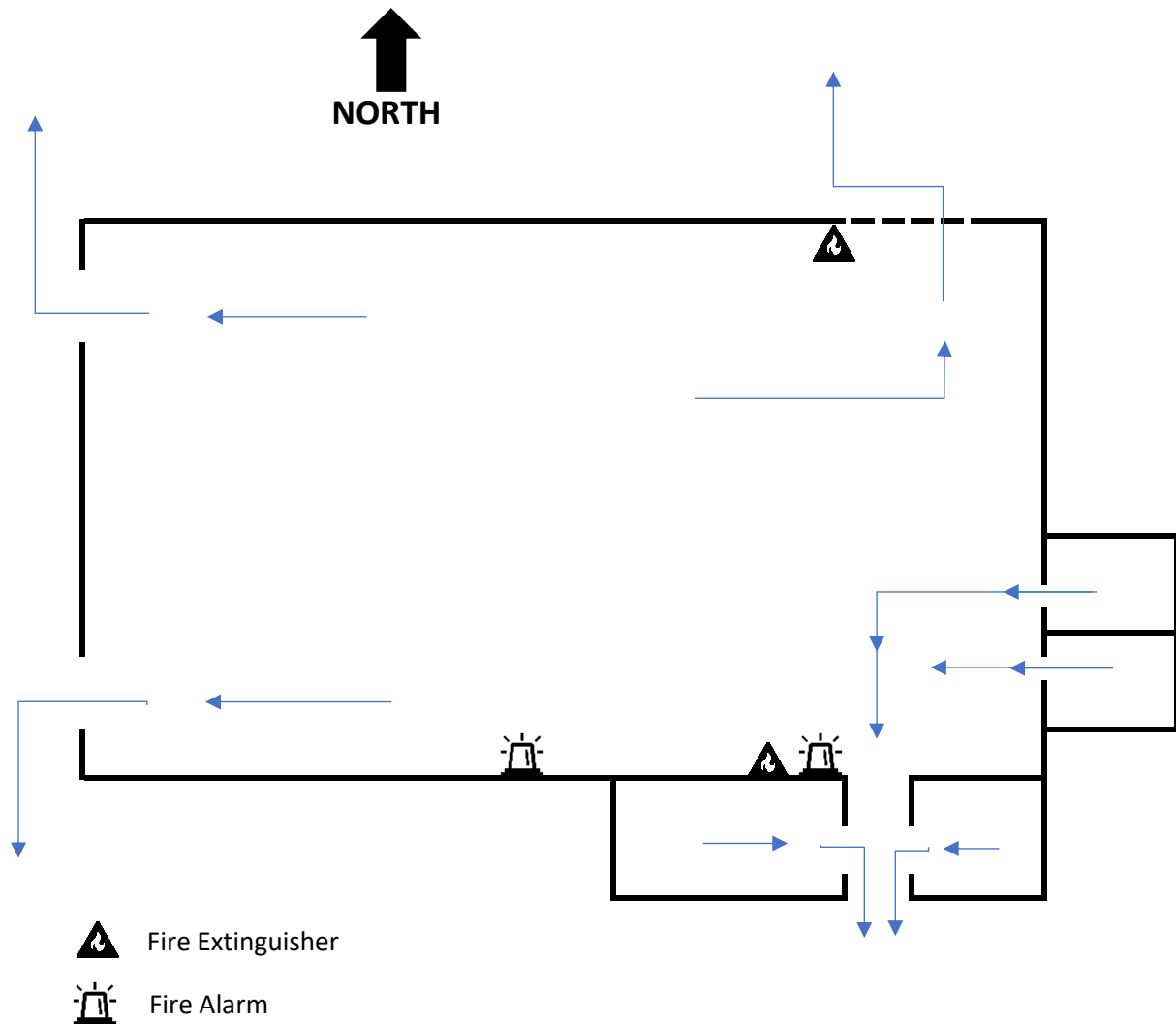


## Emergency Evacuation Route and Assembly Area Map Home Arts Building

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm is sounded, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go to the parking lot south of the building or the paved area north of the building.



## Emergency Evacuation Route and Assembly Area Map Robotics Annex

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm is sounded, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the north door exit.

Assembly Area: Go out the front gate and to the large parking lot south of the building.

