Redwood Collegiate Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	1059 North State St. Ukiah, CA , 95482-3413	**Principal:**	Caleb Cimmiyotti, Principal
Phone:	(707) 467-0500	**Grade Span:**	7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/

reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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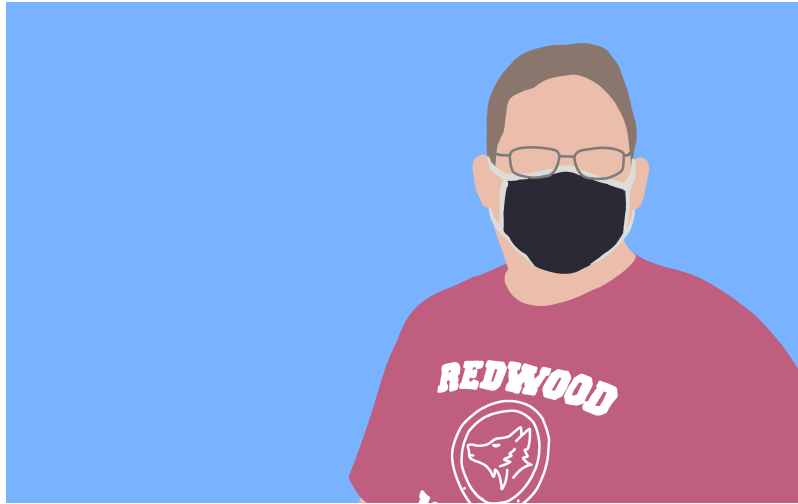
About This School

Caleb Cimmiyotti, Principal

 Principal, Redwood Collegiate Academy

About Our School

My name is Caleb Cimmiyotti, and I'm privileged to serve as Redwood Academy's principal. Redwood Academy is a very special place to me because I have witnessed an amazing commitment to learning from both staff and students over my ten years here. This is a small and supportive environment, serving grades 7-12, where we take our mission of preparing students for college and independent living very seriously. As a result, we, the Redwood Academy staff, have the honor of watching our students grow into young adults before they head off to college. If you have any questions about this SARC or wish to inquire further about Redwood Academy, please contact our office at (707) 467-0500.

Contact

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

Phone: (707) 467-0500
Email: ccimmiyotti@redwoodacademy.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Ukiah Unified
Phone Number	(707) 472-5002
Superintendent	Kubin, Debra
Email Address	dkubin@uusd.net
Website	www.uusd.net

School Contact Information (School Year 2023–24)

School Name	Redwood Collegiate Academy
Street	1059 North State St.
City, State, Zip	Ukiah, CA , 95482-3413
Phone Number	(707) 467-0500
Principal	Caleb Cimmiyotti, Principal
Email Address	ccimmiyotti@redwoodacademy.org
Website	www.redwoodacademy.org
County-District-School (CDS) Code	23656152330413

Last updated: 1/9/24

## School Description and Mission Statement (School Year 2023–24)

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

Now in its twenty-fourth year, Redwood Academy is a fully accredited school that has been recognized three times as a California Distinguished School. It has been classified by the California Charter Schools Association as a "high quality" charter school and is a Title I school-wide program school.

Last updated: 1/9/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	25
Grade 8	26
Grade 9	21
Grade 10	18
Grade 11	18
Grade 12	17
Total Enrollment	125
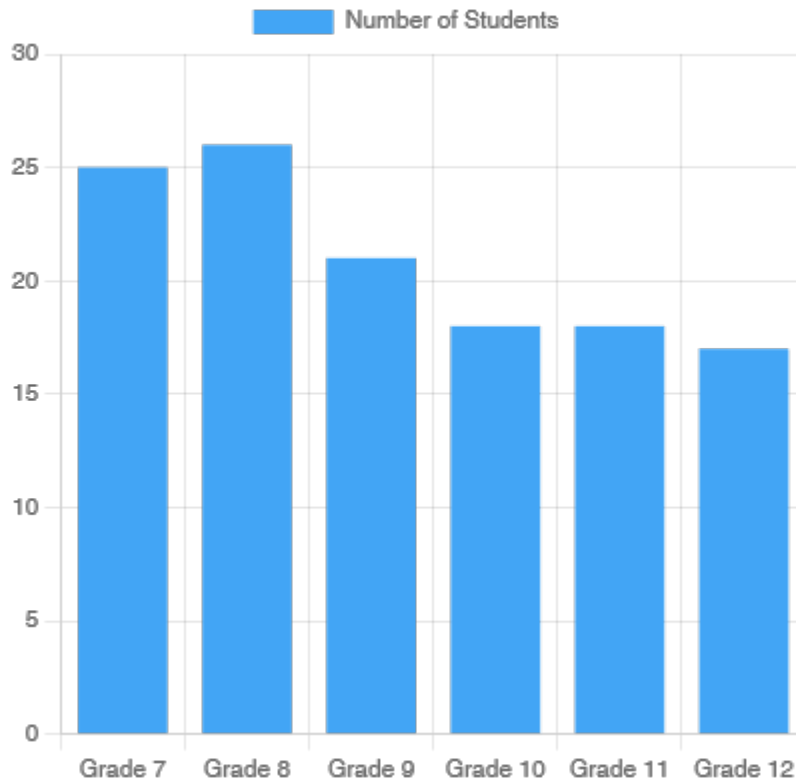
Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.40%
Male	53.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.20%

Student Group	Percent of Total Enrollment
Non-Binary	0.00%
American Indian or Alaska Native	2.40%
Asian	3.20%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	34.40%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	9.60%
White	49.60%

Student Group (Other)	Percent of Total Enrollment
Foster Youth	2.40%
Homeless	4.80%
Migrant	0.00%
Socioeconomically Disavantaged	67.20%
Students with Disabilities	9.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	73.31%	245.80	70.79%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.50	22.58%	10.40	2.99%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	3.96%	66.60	19.20%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	12.50	3.61%	12115.80	4.41%
Unknown/ Incomplete/NA	0.00	0.00%	11.80	3.41%	18854.30	6.86%
Total Teaching Positions	6.80	100.00%	347.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.30	88.58%	238.90	67.55%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.40	5.71%	17.80	5.04%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	5.71%	47.30	13.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	10.60	3.02%	11953.10	4.28%
Unknown/ Incomplete/NA	0.00	0.00%	38.90	11.01%	15831.90	5.67%
Total Teaching Positions	7.10	100.00%	353.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.40

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.60%	6.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	47.70%	49.5%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	McDougall Littell -- The Language of Literature California Collections -- Houghton Mifflin Harcourt		0
Mathematics	Big Ideas Math -- A Common Core Curriculum: Course II, Course III, Algebra I, Geometry, Algebra II Key Curriculum Press -- Pre-Calculus, Calculus		0
Science	HMH -- California Science Dimensions Grade 7, Grade 8, The Living Earth, Chemistry in the Earth System Openstax -- High School Physics		0
History-Social Science	Pearson -- My World Interactive: Medieval and Early Modern Times History Alive -- US History, Modern World History Houghton Mifflin -- The Enduring Vision Openstax -- American Government Openstax -- Principles of Microeconomics Myers -- Psychology for AP		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Savvas -- Autentico I, II, III		0
Health	NA		0
Visual and Performing Arts	Glencoe -- Theater Arts Pearson -- Movies and Meaning		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/9/24

School Facility Conditions and Planned Improvements

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

All Redwood Academy classrooms had the HVAC units and thermostats replaced in 2017-2018 to be more energy efficient. As part of the project to make the campus energy efficient, new LED lights were also installed in all buildings. Summer 2018 maintenance projects completed included installing new carpet in Harvard, and new doors in Amherst, Berkeley, Chico, and Davis. New carpet was installed in the office during the summer of 2019, and new hydration stations were installed in the lunch building and by the campus restrooms during the fall of 2019. In the winter of 1019-2020, new fiber optic cabling was installed to provide an updated school network. In the spring of 2020, more new carpet was installed in Irvine. The exterior of the office, Fullerton, Georgetown, Harvard, and Irvine were painted in the fall of 2022. In the fall of 2023, two walking gates and

one vehicle gate were installed along the southern perimeter of the campus to fully enclose and secure the campus. Planned maintenance projects include repaving the parking lot, additional painting as needed, and replacing the baseboard heating in Fullerton, Harvard, and Georgetown.

Last updated: 1/9/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

Last updated: 1/9/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	80%	64%	31%	33%	47%	46%
Mathematics (grades 3-8 and 11)	48%	47%	20%	22%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	70	98.59%	1.41%	63.77%
Female	37	36	97.30%	2.70%	65.71%
Male	34	34	100.00%	0.00%	61.76%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	31	30	96.77%	3.23%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	78.57%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	42	97.67%	2.33%	60.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	70	98.59%	1.41%	47.14%
Female	37	36	97.30%	2.70%	36.11%
Male	34	34	100.00%	0.00%	58.82%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	31	30	96.77%	3.23%	26.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	68.97%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	42	97.67%	2.33%	38.10%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	54.55%	46.97%	19.15%	19.43%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	66	100.00%	0.00%	46.97%
Female	32	32	100.00%	0.00%	34.38%
Male	34	34	100.00%	0.00%	58.82%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	24	24	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00%	0.00%	63.33%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	38	100.00%	0.00%	36.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	95.65%

Last updated: 1/9/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	96%	88%	84%	92%	96%
9	100%	100%	94%	94%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Redwood Academy welcomes parent involvement in governance through a Board of Directors, the School Site Council, and Parent Advisory meetings. Parents can attend orientation with their student prior to enrollment so that they understand the school's Academic, Behavior, and Dress Codes and know who to contact for help with student concerns and volunteer opportunities. Parents are able to visit their children in class, chaperone events, transport students to community sites and college visits, and access their student's grades in each class through a web based program named PowerSchool. Redwood parents are invited to attend an

Open House in the fall, Demonstration Night twice-yearly in the winter and spring, and the Promotion, Awards, and Graduation Ceremony on the last day of school. Parents are encouraged to complete the Parent Satisfaction Survey; previous results have shown a high level of satisfaction with comments and other responses used by the staff to improve services to students. All parents are also encouraged, along with their non-Redwood children, to participate in Family Fun Night which is held two times during the year. Parents interested in volunteer opportunities or other activities may contact our office at (707) 467-0500.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	0%	5.6%	1.8%	4.7%	3.4%	9.4%	7.8%	8.2%
Graduation Rate	100%	100%	94.4%	87.9%	88.5%	92.0%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
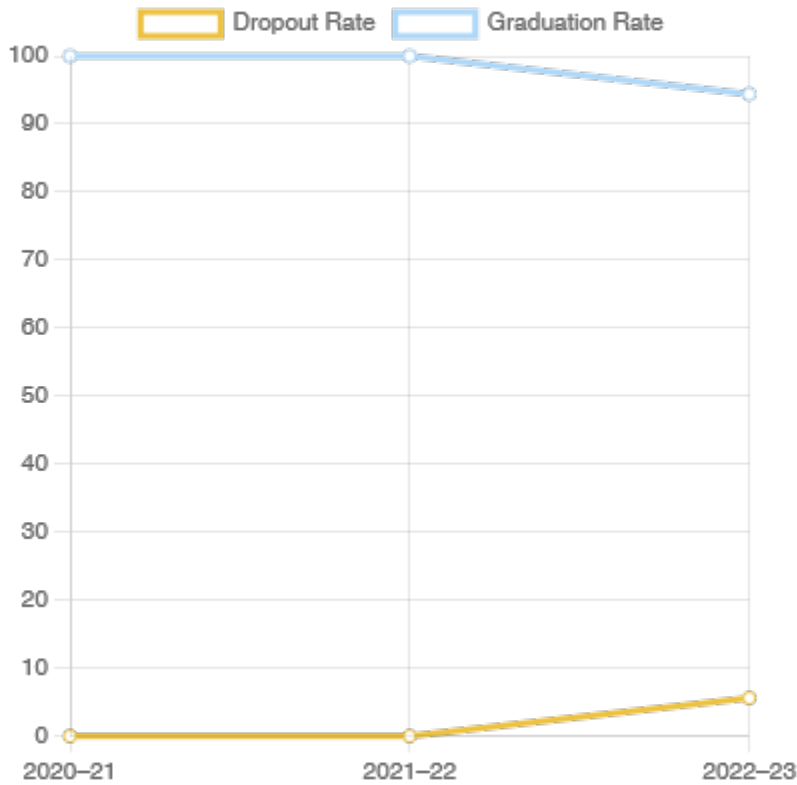
Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	17	94.4%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0%
Foster Youth	--	--	--
Homeless	0	0	0.00%
Socioeconomically Disadvantaged	14	13	92.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the

cell size within a student population is ten or fewer.

Last updated: 1/9/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	142	135	31	23.0%
Female	67	62	15	24.2%
Male	75	73	16	21.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	3	3	1	33.3%
Asian	4	4	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	54	48	15	31.3%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	13	13	2	15.4%
White	67	66	13	19.7%
English Learners	13	12	5	41.7%
Foster Youth	6	6	3	50.0%
Homeless	9	7	3	42.9%
Socioeconomically Disadvantaged	99	93	25	26.9%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	16	15	4	26.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	3.42%	7.75%	0.13%	5.82%	6.10%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	2.11%	0.00%	0.07%	0.29%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.75%	2.11%
Female	2.99%	0.00%
Male	12.00%	4.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	9.26%	3.70%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	7.69%	0.00%
White	5.97%	0.00%
English Learners	23.08%	15.38%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	8.08%	3.03%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	12.50%	12.50%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

The school safety plan is reviewed and revised annually by the School Site Council. The staff reviews the plan yearly, at our back to school meetings in August. The plan includes information about evacuation procedures, intruder alerts, and how to report safety concerns.

Last updated: 1/9/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	4	1	5
Mathematics	34.00	3	1	4
Science	20.00	8	1	3
Social Science	27.00	4	2	3

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	11	1	
Mathematics	8.00	15		
Science	9.00	11		
Social Science	8.00	16		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	4	2	0
Mathematics	11.00	9	2	0
Science	18.00	4	2	0
Social Science	15.00	6	2	0

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

Last updated: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.60

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

Last updated: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14443.86	$3625.71	$10818.15	$68276.59
District	N/A	N/A	--	$75059.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87362.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

Ongoing programs and services at Redwood Academy to support and assist students include:

- Scaffolding instruction using multiple modalities
- Small group instruction by the teacher and support staff tutoring in class
- Supervised "homework" in Guided Study class
- Individual tutoring by the staff and student partners in class
- Increased us of computer-assisted instruction for specific standards
- After-school tutoring from 3:55-4:45
- Summer session of 14+ days of instruction
- Home-based opportunities for on-going practice with parent supervision

Programs such as Khan Academy and IXL are used to target specific skill needs for the above interventions. Additionally, the Student Services Coordinator regularly monitors student achievement through the use of PowerSchool, which provides open access to the teachers' electronic grade books. Based on that monitoring, the SSC then provides academic advising and referrals to the above interventions as well as facilitates frequent communication between students, parents, and teachers. Finally, Redwood Academy also provides services for all students with or in need of an IEP or 504.
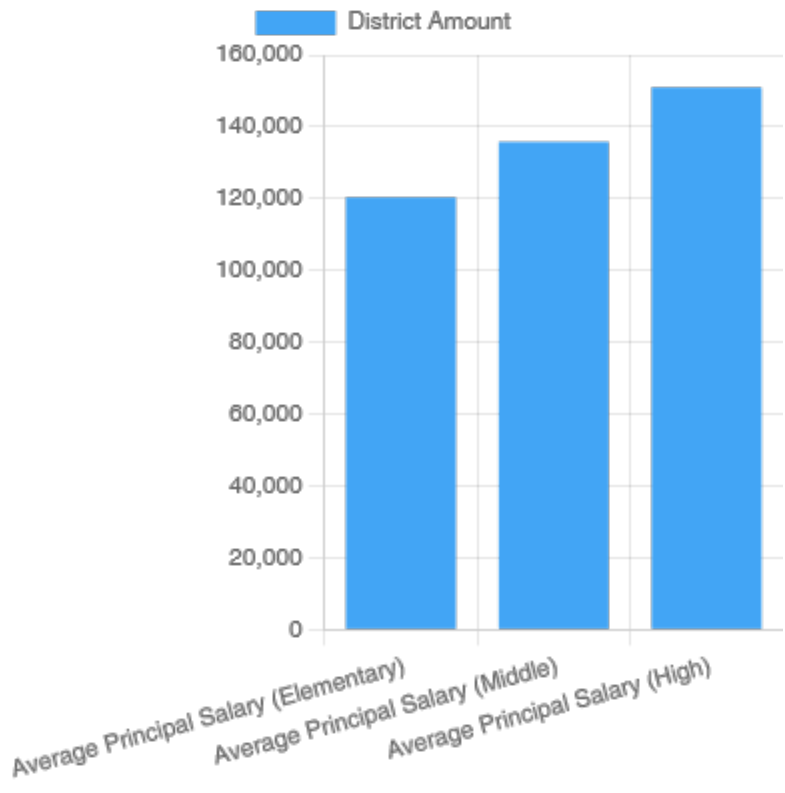
Last updated: 1/9/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51086.00	$54190.13
Mid-Range Teacher Salary	$72308.00	$85111.12
Highest Teacher Salary	$98980.00	$104998.96
Average Principal Salary (Elementary)	$120382.00	$132492.38
Average Principal Salary (Middle)	$135813.00	$140986.75
Average Principal Salary (High)	$151002.00	$153884.46
Superintendent Salary	$210979.00	$255502.97
Percent of Budget for Teacher Salaries	29.42%	32.09%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.06%	5.25%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Last updated: 1/9/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 35.1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	5

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

Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

Last updated: 1/9/24