Redwood Academy of Ukiah
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 1059 North State St.
Ukiah, CA , 95482-3413

Principal: Caleb Cimmiyotti

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, 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.

About This School

Caleb Cimmiyotti

 Principal, Redwood Academy of Ukiah

About Our School

My name is Caleb Cimmiyotti, and I am 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 nine years teaching 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 Academy of Ukiah
1059 North State St.
Ukiah, CA 95482-3413

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

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

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 2020—2021)

School Name	Redwood Academy of Ukiah
Street	1059 North State St.
City, State, Zip	Ukiah, CA , 95482-3413

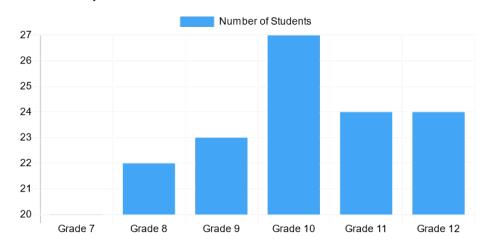|	
Phone Number	(707) 467-0500
Principal	Caleb Cimmiyotti
Email Address	ccimmiyotti@redwoodacademy.org
Website	http://www.caredwoods.org
County-District-School (CDS) Code	23656152330413

Last updated: 1/12/22

School Description and Mission Statement (School Year 2020—2021)

Redwood Academy of Ukiah is a small public charter school for grades 7-12 that opened in the fall of 2000. Its mission is to prepare students for college and independentliving in a safe, challenging, well-managed charter school. The school meets the needs of approximately 140 adolescents who are representative of the region. TheAcademy's nine classrooms and office building are centrally located in Ukiah on property leased from the Redwood Empire Fairgrounds, property of the 12th AgriculturalDistrict 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-second year, Redwood Academy is a fully accredited California Distinguished School. It has been classified by the California Department of Education as a"high quality" charter school and is a Title I school-wide program school

Last updated: 1/8/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	20
Grade 8	22
Grade 9	23
Grade 10	27
Grade 11	24
Grade 12	24
Total Enrollment	140

Last updated: 1/8/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	0.00%
American Indian or Alaska Native	0.70%
Asian	5.00%
Filipino	2.10%
Hispanic or Latino	37.90%
Native Hawaiian or Pacific Islander	1.40%
White	46.40%
Two or More Races	6.40%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	52.10%
English Learners	5.00%
Students with Disabilities	3.60%
Foster Youth	0.00%
Homeless	2.10%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: December 2021

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 Harcour		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 HMH--California Science Dimensions Grade 8 HMH--California Science Dimensions The Living Earth HMH--California Science Dimensions Chemistry in the EarthSystem Openstax--High School Physics		0%
History-Social Science	Pearson--My World Interactive: Medieval and Early Modern Times History Alive--US History History Alive--Modern World History Houghton Mifflin--The Enduring Vision Openstax--American Government Openstax--Principles of Microeconomics		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Myers--Psychology for AP		
Foreign Language	Savvas--Autentico I, II, and 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: 1/8/22

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 fortight supervision, which insures a high degree of safety. Our facilities are clean and maintained on an ongoing basis to ensure good repair. Students participate in dailyrecycling duties in an effort to make sure classroom waste is handled in a responsible manner. Our school grounds, buildings, and restrooms are cleaned regularly andmonitored throughout the day.

All Redwood Academy classrooms had the HVAC uniits and thermostats replaced in 2017-18 to be more energy effiecient. As part of the project to make the campus energy efficient, new LED lights were also installed in all buildings. Summer 2018 maintence projects completed included installing new carpet in Harvard, and new doorsin Amherst, Berkeley, Chico, and Davis. New carpet was installed in the office duirng the summer of 2019, and a new hydration station was installed in the lunch buildingand by the campus restrooms during the fall of 2019. In the winter of 2019-20, new fiber optics cabling was installed to provide an updated school network. And in thespring of 2020, more new carpet was installed in Irvine. Planned maintenence projects include repaving the parking lot, painting as needed, and replacing baseboardheating systems in Fullerton, Harvard, and Georgetown

Last updated: 1/8/22

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: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems were replaced in 2018.
Interior: Interior Surfaces	Good	New carpeting is ongoing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Replaced water founds with hydration stations in 2019.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Replaced some aging paneling in 2018.
External: Playground/School Grounds, Windows/Doors /Gates/Fences	Good	Replaced several classroom doors in 2018.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	63	95.45	4.55	65.08
Male	34	32	94.12	5.88	71.88
Female	32	31	96.88	3.12	58.06
Black or African American	0	0	0	0	0
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	26	89.66	10.34	80.77
Two or More Races	--	--	--	--	--
Socieconomically Disadvantages	37	37	100.00	0.00	56.76
English Learners	--	--	--	--	--
Students with Disabilities	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	64	96.97	3.03	40.63
Male	34	33	97.06	2.94	54.55
Female	32	31	96.88	3.12	25.81
Black or African American	0	0	0	0	0
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	27	93.10	6.90	59.26
Two or More Races	--	--	--	--	--
Socieconomically Disadvantages	37	37	100.00	0.00	32.43
English Learners	--	--	--	--	--
Students with Disabilities	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	39.39	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/8/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	66	95.65	4.35	39.39
Male	31	29	93.55	6.45	44.83
Female	38	37	97.37	2.63	35.14
Black or African American	0	0	0	0	0
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83	4.17	13.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	28	93.33	6.67	46.43
Two or More Races	--	--	--	--	--
Socieconomically Disadvantages	29	29	100.00	0.00	24.14
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Career Technical Education (CTE) Programs (School Year 2020—2021)

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	--	--	--

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	--	--	--

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/8/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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 studentconcerns and volunteer opportunities. Parents are able to visit their children in class, chaperone events, transport students to community sites and college visits, andaccess 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 tocomplete the Parent Satisfaction Survey; previous results have show n a high level of satisfaction with comments and other responses used by the staff to improveservices 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
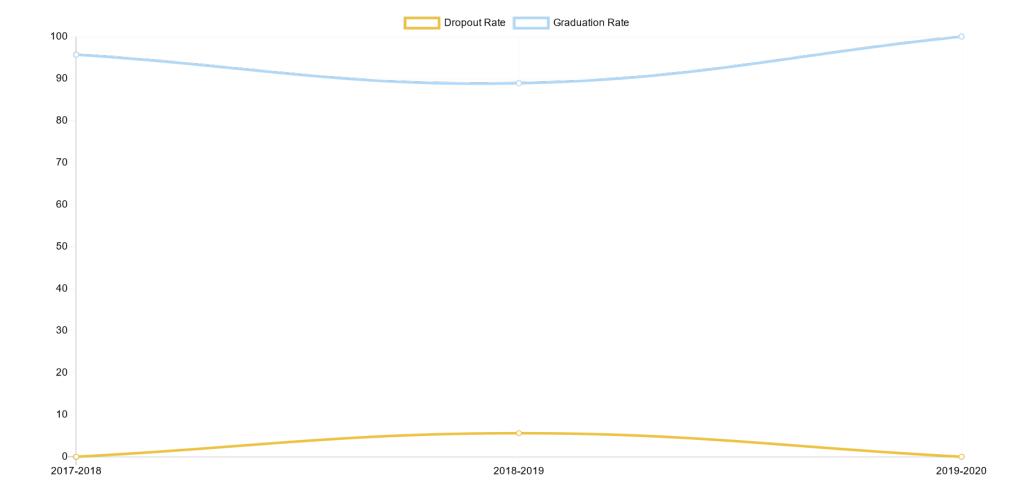
State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	0.00%	5.60%	0.00%	4.80%	4.50%	1.80%	9.00%	8.90%	9.40%
Graduation Rate	95.70%	88.90%	100.00%	87.80%	89.20%	87.90%	84.50%	84.20%	83.60%

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.20%	3.82%	6.97%	5.13%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.45%	0.16%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.13%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/8/22

School Safety Plan (School Year 2021-2022)

The school safety plan is reviewed and revised annually by the Chief Fiscal Officer and Cooridnator of Facilities, Jim Switzer. The staff reviews the plan yearly, at our back to school meeting in August. The plan includes information about evacuation procedures, intruder alerts, and how to report safety concerns

Last updated: 1/8/22

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 (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	1	1	
Math	15.00	8	2	
Science	26.00	1	4	
Social Science	16.00	5	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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	18.00	4	4	
Math	18.00	9	1	
Science	15.00	5	4	
Social Science	15.00	7	2	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	4	1	5
Math	28.00	3	1	4
Science	20.00	8	1	3

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
Social Science	27.00	4	2	3

Last updated: 1/8/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.50
Other	2.65

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10416.78	$632.38	$9784.40	$54452.12

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	--	$70409.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$81044.00
Percent Difference – School Site and State	N/A	N/A	16.00%	33.00%

Last updated: 1/12/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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

• scaffolded 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 use of computer-assisted instruction for specific standards;

• after-school tutoring from 3:30-4:20;

• summer session of 14+ days of instruction; and

• home-based opportunities for on-going practice w ith parent supervision.
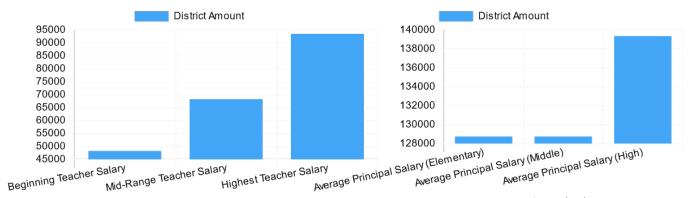
Programs such as Kahn Academy and Read Naturally are used to target specific skill needs for the above interventions. Additionally, the Student Services Coordinatorregularly monitors student achievement through the use of PowerSchool®, which provides open access to the teachers' electronic grade books. Based on that monitoring,the SSC then provides academic advising and referals to the above interventions as well as facilitates frequent communication between students, parents, and teachers.Finally, Redwood Academy contracts with Ukiah Unified School District to provide special education services for all students with or in need of an IEP.

Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48226.00	$51029.00
Mid-Range Teacher Salary	$68261.00	$78583.00
Highest Teacher Salary	$93482.00	$99506.00
Average Principal Salary (Elementary)	$115096.00	$124576.00
Average Principal Salary (Middle)	$128751.00	$131395.00
Average Principal Salary (High)	$139352.00	--
Superintendent Salary	$197733.00	$240194.00
Percent of Budget for Teacher Salaries	34.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

Legend: District Amount

Chart 1 (left):
- Beginning Teacher Salary: ~48000
- Mid-Range Teacher Salary: ~68000
- Highest Teacher Salary: ~93000

Chart 2 (right):
- Average Principal Salary (Elementary): ~128600
- Average Principal Salary (Middle): ~128600
- Average Principal Salary (High): ~139300

Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 32.70%

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*	5.00%

Last updated: 1/8/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13