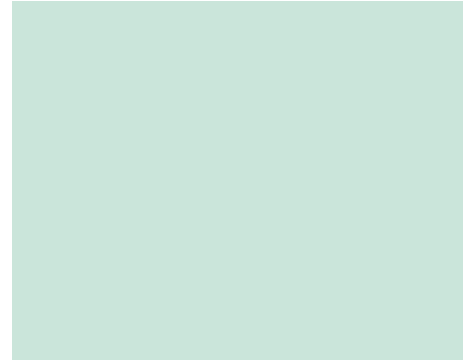


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Redwood Preparatory Charter School

Grades K-8
CDS Code 12-76802-0124164

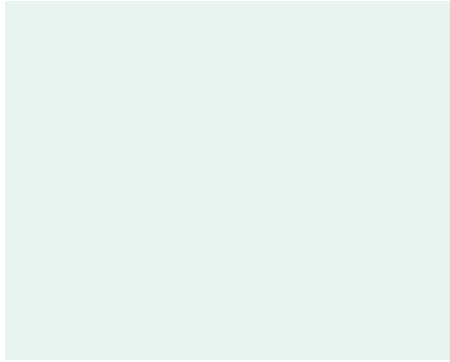
Krista Croteau
Director
director@redwoodprep.org

1480 Rosshill Road
Fortuna, CA 95540
(707) 682-6149
www.redwoodprep.org

Redwood Preparatory Charter School

Dream It. Be It, Inc. (DIBI) ▪ www.redwoodprep.org

Redwood Preparatory Charter School is an Independent Charter ▪ Authorized by Fortuna Elementary School District



Director's Message

The nonprofit organization Dream It, Be It (DIBI) governs Redwood Preparatory Charter (RPC) School. Redwood Prep is a community-based education project initiated by parents, teachers and community members. Through this charter school, the RPC founding committee seeks to increase learning opportunities for the children of the Eel River Valley. Redwood Prep provides local students and their families an academically rigorous, college-bound educational opportunity. The educational program is a child-centered, project-and-inquiry-based active learning environment aligned with the Common Core State Standards. The founders base their curriculum on well-researched and proven instructional strategies and programs that support students academically, emotionally and socially.

The staff at Redwood Prep believes education should extend far beyond the walls of the classroom. Students participate in many field trips throughout the school year to gain firsthand experiences with the concepts covered and the manner in which content area subjects are utilized in the real world. Students in fifth grade attend Wolf Creek Outdoor School for a three-day education on the ecosystem and environment specific to Humboldt County, and second, third and fourth-grade students attended overnight outdoor education trips in the heart of the redwoods to learn more about our local ecosystem. Our sixth- through eighth-grade classes take a team-building field trip each fall. These trips have included traveling to Lassen Volcanic National Park to study geology; attending plays by Shakespeare in Ashland, Oregon; and visiting the California State Capitol. Younger students enjoy frequent field trips that reinforce their classroom learning. These adventurously academic trips occur regularly throughout all grade levels, ranging in time from a few hours to a few days.

We provide students opportunities to be decision-makers in their learning and to set personal goals for themselves in partnership with the teaching staff. Teachers at all grade levels conference regularly with students to facilitate and support ongoing progress toward their goals. This type of learning environment increases student engagement, reflection and personal accountability.

In January 2014, Redwood Preparatory received renewed approval on our charter petition from the Fortuna Elementary School District for the next five years.

School Vision Statement

Our school is built on a foundation consisting of the following five core values: Academic Excellence, Sense of Community, Social Responsibility, Collaborative Leadership and Educating the Whole Child.

Redwood Preparatory Charter School is committed to offering a quality, rigorous and meaningful educational program that sets students on the path to college and empowers students to become productive, healthy, ethical citizens in a changing society. Through a curriculum based on core academic standards and research-based best practices, we empower students to become self-motivated lifelong learners. Utilizing assessments and data to guide our instruction, it is our goal to ensure that all students reach their highest levels of academic achievement.

Through participation in classroom, school, local and global communities, Redwood Preparatory Charter nurtures respect for diversity and civic responsibility. We have established a vigorous learning community that reflects and supports our common core values. Children develop social responsibility and feel a greater sense of belonging in an environment that promotes close, long-term relationships between classmates and teachers. In an atmosphere of collaboration and family involvement that embraces considerate and clear communication, we believe that children flourish and grow to be healthy, competent and engaged members of our society.

Students thrive when offered opportunities to expand experiences through enrichment. The staff at Redwood Prep fosters a culture of exploration through programs and choices that promote individual and collaborative inquiry. We aim to educate the whole child by integrating drama, music, art, technology and athletics into the curriculum. These experiences teach students to problem solve, work creatively and develop perseverance. By integrating our five core values, Redwood Preparatory Charter School is committed to educating students who are equipped with the essential skills, knowledge and passion for learning that are critical for success in the 21st century.

School Safety

A school safety committee reviewed, revised and updated our school safety plan in October, 2018. Redwood Preparatory submitted the revised plan for approval at the September meeting of the board of directors. Our current plan is as follows:

Redwood Preparatory Charter School is committed to maintaining a safe and secure campus for all of its pupils and staff. To that end, this school safety plan covers the school's policies and expectations regarding the practices of the school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees receive training in the Comprehensive School Safety Plan upon joining the school and should review any changes to the plan annually.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

Redwood Preparatory Charter School is a community of learners that exists to inspire each student to academic excellence using research-based best practices and innovative means to build a passion for learning, a solid foundation of knowledge and a strong sense of social responsibility.



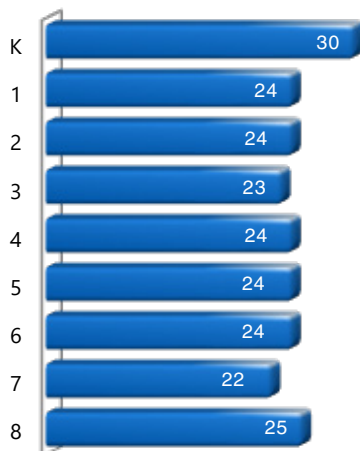
Governing Board

Andrei Hedstrom, President
 Patrica Sorci, Vice President
 Racheal Henry, Treasurer
 Sarah Poust, Secretary
 Jeremy Stanfield, Member
 Carlton Floyd, Member
 Jason Austrus, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

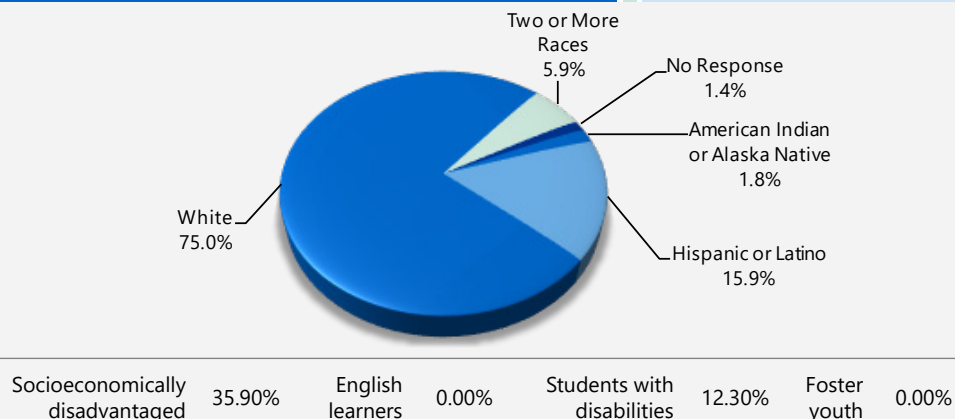


Enrollment by Student Group

The total enrollment at the school was 220 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

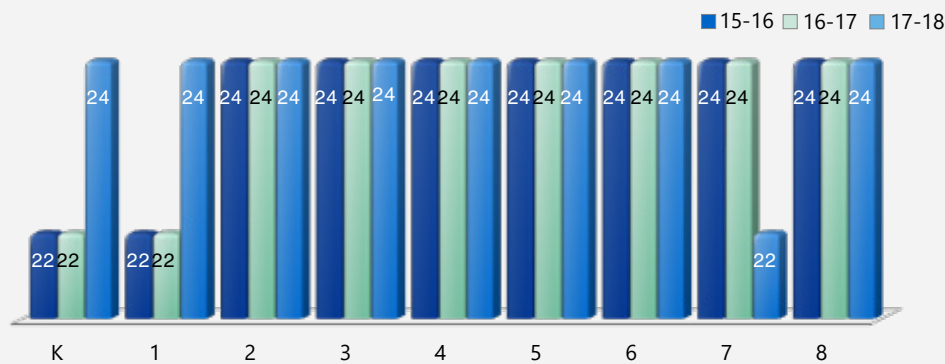


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1			1	
1		1			1			1	
2		1			1			1	
3		1			1			1	
4		1			1			1	
5		1			1			1	
6		1			1			1	
7		1			1			1	
8		1			1			1	



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Redwood Prep		Fortuna ESD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Redwood Prep		Fortuna ESD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	58%	66%	37%	41%	48%	50%
Mathematics	49%	53%	28%	29%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year	
Percentage of Students Meeting Fitness Standards		Redwood Prep	
		Grade 5	Grade 7
Four of six standards		21.7%	14.3%
Five of six standards		34.8%	14.3%
Six of six standards		21.7%	28.6%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	143	143	100.00%	65.73%
Male	85	85	100.00%	58.82%
Female	58	58	100.00%	75.86%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	58.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	110	110	100.00%	67.27%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	52	52	100.00%	59.62%
English learners	❖	❖	❖	❖
Students with disabilities	27	27	100.00%	33.33%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	143	143	100.00%	52.82%
Male	85	85	100.00%	51.76%
Female	58	58	100.00%	54.39%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	41.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	110	110	100.00%	56.88%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	52	52	100.00%	52.94%
English learners	❖	❖	❖	❖
Students with disabilities	27	27	100.00%	22.22%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

As an independent charter school, we have flexibility in our choice of curriculum. Teachers plan and align curriculum based on the Common Core State Standards and use scientifically researched best instructional practices. Every classroom integrates the use of technology and internet based resources into daily instruction, which reduces the need for textbooks and paper-based instructional materials. Classroom curriculum and instruction is aligned with California Common Core State Standards, Next Generation Science Standards and the most recent revision of the California State Standards for history-social science.

Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook
Reading/language arts	No textbook: Literacy instruction follows Daily 5 and CAFE instruction model; Teachers create units and lessons using backward planning. All classrooms have robust libraries that offer students exposure and access to a wide variety of reading material.
Mathematics	Bridges; Envision Math 2.0, Pearson (2-5); Math GNOME; 10 Block Schedule for Math Fact Fluency by Kim Sutton (K-4) Dream box Math, Pearson Digits, Reflex Math, Moby Max, Khan Academy
Science	Seeds of Science, Project Lead the Way, Teacher-created STEM/STEAM projects
History/social science	Teacher-created project-based learning that is backward planned from California content standards, Common Core for grades 6-12 literacy in history/social studies, Pearson's social science texts in grades 6-8



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Redwood Prep			
	15-16	16-17	17-18
Suspension rates	0.0%	0.5%	4.1%
Expulsion rates	0.0%	0.0%	0.0%
Fortuna ESD			
	15-16	16-17	17-18
Suspension rates	5.9%	6.3%	5.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

"As an independent charter school, we have flexibility in our choice of curriculum."



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2018-19 School Year
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	◇
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	◇
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	◇
◇ As a charter school, we are not required to use state adopted curriculum. This allows a great amount of flexibility to adjust our instruction to meet student needs.	

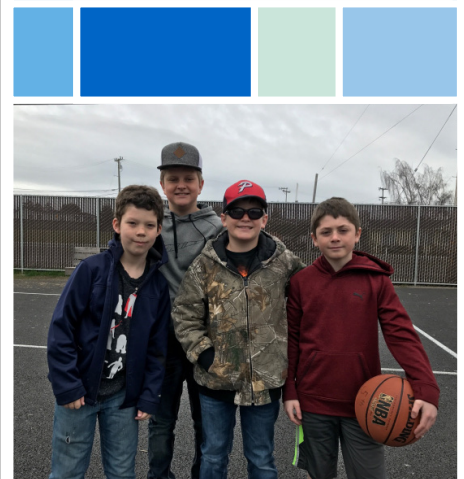
Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2018-19 School Year
Data collection date	⌘

◇ As a charter school, we are not required to use state adopted curriculum. This allows a great amount of flexibility to adjust our instruction to meet student needs.

⌘ Not applicable. Charter schools are exempt from this process.



Mathematics

The Redwood Prep staff believes that mathematics instruction should be taught in a manner that firmly develops a foundation in the fundamentals as well as inspires an excitement for mathematical exploration. Our math program provides students the format and time to deeply internalize mathematical concepts and processes.

Our math program focuses on:

- Mastery of the Common Core State Standards
- Giving students a thorough foundation of fundamentals
- Providing opportunities to explore math through a hands-on approach whenever relevant
- Building mathematical confidence in a supportive environment
- Cultivating students' ability to think critically and reason logically
- Encouraging a mindset that appreciates hard work and a challenge
- Fostering the ability to "think outside of the box" and creatively problem-solve
- Developing mathematical communication both verbally and written

For students in grades kindergarten through fifth grade, math fluency is integrated into daily math instruction using a variety of programs and strategies. Our transitional kindergarten (TK), kindergarten and first grade classes use a backwards design method to address the Common Core State Standards. Our second through fifth-grade classrooms utilize Pearson's math program as the starting point for instruction. Teachers adapt the curriculum to create lessons that incorporate opportunities for students to think deeply about mathematical concepts. Teachers use journals that challenge students to explain their mathematical reasoning, center activities that spiral instruction and reinforce concepts and math challenges that require complex thinking and reasoning. Instruction and practice encourages students to explore, test and justify their reasoning. Using math centers, major mathematical concepts spiral throughout the year, allowing students to revisit topics numerous times in a variety of contexts. Our goal is for our students to think, reason and be able to apply their mathematical understanding to solve problems now and in the future.

The sixth through eighth-grade classes use middle-grade math completely written from and to the Common Core State Standards. Digits math curriculum by Pearson combines a comprehensive math program, utilizing both hard-copy activities and online technology to provide students with effective personalized instruction.

Language Arts

The Redwood Prep staff recognizes that literacy is the foundational academic skill that supports learning in all other content areas. A strong foundation in literacy provides a greater opportunity for academic success in the future. Current research on best practices guides our instruction. Our programs combine systematic instruction in specific word and sound skills with frequent, challenging opportunities for children to practice reading. We maintain an unyielding focus on ensuring students' literacy skills in all grades by devoting a considerable amount of time to instructing reading and writing through a balanced literacy approach including teaching phonics and comprehension methods, as well as developing fluency and a passion for reading and writing.

Our language arts program focuses on:

- Mastery of the Common Core State Standards
- Ensuring that reading and writing is a meaningful component of each day
- Developing creative-writing abilities and fine-tuned writing skills
- Fostering stamina, independence and goal-setting in reading and writing
- Establishing an environment that values self-expression, peer input, collaboration and dialogue
- Forming connections in all content areas through reading and writing
- Exposing students to a wide and rich range of literature
- Teaching skills in the context of meaningful literature
- Fostering holistic, higher-order thinking processes

In kindergarten through fifth grade, teachers utilize an approach called The Daily 5, which is a structure that helps students develop the daily habits of reading, writing and working independently. The Daily 5 gives students the tools they need to have a lifetime of literacy independence. The Daily 5 structure incorporates direct instruction through daily "focus lessons" of core content standards, as well as small-group and one-on-one teaching for differentiated instruction. At the heart of The Daily 5 is the CAFE Menu, which is an acronym for comprehension, accuracy, fluency and expanding vocabulary, and is a system of individualized instruction. Utilizing frequent assessment data, the program includes goal setting with students in individual conferences, posting of goals on a class bulletin board, developing small-group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs. The Daily 5 brings together many best practices into one program that enables us to give students a strong foundation in literacy and a lifelong passion for reading and writing.

In sixth through eighth-grade, teachers adapt the Daily 5 approach to meet the needs of middle-grade learners. Backwards planning from Common Core State Standards, teachers develop mini and small-group lessons to meet the needs of all students relying closely on assessment and goal setting with students. As with Daily 5, students spend time immersed in self-selected text. Writing is also a core component of students' daily language arts instruction and practice.

Science

At Redwood Preparatory, we value the importance of early and ongoing experiences that involve students in the scientific process, allowing them to develop problem-solving skills that will empower them to participate in an increasingly scientific and technological world. Following best practices in science education, we teach our science program through full immersion, complete with hands-on experiences, in each science topic. Redwood Prep integrates our science curriculum with community activities as often as possible, including off-site field trips and the opportunity to learn from local experts.

Our science program focuses on:

- Mastery of the Next Generation Science Standards
- Rich opportunities for students to develop the understanding and skills necessary to function productively as problem-solvers
- Broad conceptual themes common to all science disciplines
- Building scientific knowledge and vocabulary on students' conceptual framework
- Opportunities to be involved in firsthand exploration and investigation
- Nurturing inquiry and process skills
- Developing scientific communication skills, both verbal and written
- Integrating mathematics and other content areas as integral parts of science instruction
- Fostering curiosity of the world around us
- Encouraging a mindset that appreciates hard work and challenge

Redwood Prep uses the Next Generation Science Standards as a framework for designing science curriculum that promotes conceptual understanding. Science curriculum includes a variety of resources and programs including the Lawrence Hall of Science at University of California, Berkeley's Seeds of Science/Roots in Reading curriculum, and Delta Science Kits that emphasize the scientific knowledge, vocabulary, and skills that students need to acquire to be productive and active members of a technologically advanced society. Redwood Prep also uses the Project Lead the Way program, which includes online and print core curricula, adaptable resources, live interactive events and professional development. In addition, Redwood Prep utilizes Discovery Education streaming lessons available through our participation with the Humboldt Educational Resource Center (HERC).

Professional Development

Ongoing student-centered professional development opportunities are key elements to the success of any academic institution. The founding committee of Redwood Preparatory Charter School strongly believes in the value of ongoing, research-based, focused professional development. We believe that in order to promote student success, we must maintain an instructional program and school culture that values and promotes rigorous and meaningful academics and continuous, dynamic staff professional growth. Current professional development activities include Project Lead the Way; Daily 5 and CAFE Literacy Program; Innovative Technology Academy; Special Education Administration and Legal Symposiums; and various individual online trainings through the Habits of Mind Organization, CUE, International Society for Technology in Education (ISTE), ASCD (formerly the Association for Supervision and Curriculum Development) and California Charter Schools Association (CCSA).

- Our professional-development opportunities focus on the goals we set for student learning and are based on the needs of staff members to improve instructional practices that allows us to achieve those goals. Goals for professional development are developed collaboratively based on the evidence presented in student assessment data and community input. For the past three years, our board has supported teachers to attend conferences as a team toward meeting our goals for student learning. Individual staff member goals are based on each staff member's own classroom data or professional needs. Resources, as available, are utilized to enable each staff member to pursue their own professional goals as well as those of the collective school community.
- Professional-growth activities include attendance at state or community-level conferences, college classes, online courses, County Office of Education workshops, peer mentoring/coaching, Professional Learning Community (PLC) involvement, visitation and observation of teachers in other schools, and partnership teaching opportunities among Redwood Prep staff members. Ongoing and meaningful professional growth is supported throughout the year for individual staff members and for all staff members by means of schoolwide training. Individual and schoolwide training may happen at our campus, at a neighboring school, at the local county office of education, at a local college campus, online or out of the area. Initial professional development topics included project-based learning, technology integration, math content/instruction, service learning projects and developing social responsibility.
- In order to maintain a focus on student learning, Redwood Prep engages in a systematic process in which the director and teachers work together to analyze and improve classroom and schoolwide practices as a PLC. Richard DuFour, a collaborative-teaching developer, suggests three crucial questions that must drive the work of school communities: "What do we want our students to learn? How will we know when our students have learned it? And how will we respond when a student experiences difficulty?"
- Taking a "backward design" approach to student learning, the Redwood Prep staff identifies essential academic standards from both the national core content standards and the Common Core State Standards. From that, we then design lessons, activities and assessments that lead students to mastery of each standard. Our instruction utilizes a variety of resources including core content curriculum, teacher-designed lessons, and project-based activities. Both summative and formative assessments are utilized to determine progress and mastery. Assessments are implemented and analyzed on a regular basis to determine student learning and quickly identify students needing intervention. Redwood Prep focuses on an intervention over remediation approach to instruction.
- Teachers and the director work collaboratively to collect and analyze student data in order to discover trends and outcomes of instruction. This data is used to generate collegial conversations and to plan for a course of action that improves student learning and increases academic achievement. Additional time and support is available to help all students maintain grade-level expectations and to meet the academic standards. Parents and guardians of struggling children are regularly informed of their child's progress and are given ideas and activities to use at home to help the child close any achievement gap.
- Teachers meet weekly during early release days to discuss student progress and analyze assessment data. A portion of each meeting is allotted specifically for special education students. During these meetings, discussion focuses on how to improve targeted instruction. Decisions regarding professional development are made based upon student need as indicated by ongoing classroom and benchmark assessment data.
- For the last three years, our professional development focus has been improved math instruction.



History/Social Science

Redwood Prep educates students with the goal that they will grow up to be responsible citizens of our nation. The study of social studies is crucial in developing creative, caring and courteous human beings with a deep respect for the diversity of our culture. It is important for today's generation to be exposed to different societies and various aspects of mankind in order to foster compassion and understanding. Our democratic system is dependent on our citizens being well-versed in past historical and present events. Studying history allows us to learn from our past and to utilize these experiences to make informed decisions today and in the future. Deep understanding in this area is essential for creating a brighter tomorrow.

Our social studies program focuses on:

- Mastery of the national and state content standards
- Increasing the depth of study in order to help students retain and apply knowledge
- Activities that engage students in inquiry and problem-solving about significant human issues
- Increasing knowledge of global issues
- Helping students build on their prior knowledge and experiences
- Integrating social studies into other content areas
- Fostering a curiosity of the world around us
- Encouraging a mindset that appreciates hard work and a challenge
- Developing skills to be a compassionate and productive member of society

Redwood Prep teachers use California state standards as a framework for designing social science curriculum that promotes students ability to think critically about historical events and how they relate to the world we live in.

Professional Development Days

Three-Year Data

	2016-17	2017-18	2018-19
Redwood Prep	5 full days, 32 half days	5 full days, 32 half days	4 full days, 35 half days

"The staff at Redwood Prep believes education should extend far beyond the walls of the classroom."



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Types of Services Funded

In 2017-2018, Redwood Prep received Title I funding to support eligible students. The school used this funding to partially pay for intervention personnel. Although we do not receive Gifted and Talented Education (GATE) funding, Redwood Prep staff works to offer opportunities for all students to reach their personal best using the guiding principles of growth mindset. Redwood Prep receives "in lieu" funding for state categorical programs, since we do not qualify for regular categorical funding from the state.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/15/2018	
Date of the most recent completion of the inspection form	10/15/2018	

School Facilities

Redwood Preparatory Charter School completed construction of our new school facility in September 2016. Our site houses all of our students from transitional kindergarten to eighth grade. We have 10 modular classrooms that include a STEAM/Maker lab. Additionally, we have a TK/after-school room; multipurpose room; resource/speech room; intervention room; kitchen; and four offices for the after-school coordinator, attendance, business manager and director.

We've just completed upgrading our lights to LED and adding solar through a PGE energy grant.

Our students enjoy playing on our play structure, swings, blacktop, two basketball courts and field. We also have structures such as a fairy garden and mini storefront for creative play.

Our staff, safety committee, parent council and board of directors are dedicated to providing a safe campus for our students. We've recently installed security cameras and fenced in our front entrance to enhance campus safety.

The general condition of our school is excellent. The school is cleaned daily. Staff and volunteers ensure that the school is safe, clean and in good repair. Our safety coordinator conducts monthly inspections to maintain school, classroom and, playground safety. A Material Safety Data Sheet binder is in the office, listing all cleaning and chemical products on campus.

Before and after school, staff members monitor the pickup and drop-off area of the parking lot to keep students safe. During recess, there are several staff members on duty as playground monitors.

We practice earthquake, tsunami and lockdown drills regularly, and fire drills are practiced monthly. Redwood Prep participates in the annual Great California Shake Out along with hundreds of other schools statewide.

Our board adopted a facility maintenance plan that includes setting aside funds each year to accommodate long term facilities repairs and upgrades.

We do not receive deferred maintenance funding from the state at this time.

Parental Involvement

The Redwood Preparatory Charter staff appreciates that the new California funding model process calls for increased stakeholder input through the Local Control and Accountability Plan (LCAP) process. Parents are a crucial element in the success of our school. Redwood Preparatory Charter encourages all families to actively participate in school operations.

Frequent events provide opportunities for our families to join together. Redwood Prep facilitates family gatherings to watch movies, play games, eat food and enjoy the company of our school community members.

We provide many opportunities for families to engage in ways that are meaningful and enjoyable. These opportunities include:

- Governing board membership
- Parent Council
- Family Events Committee
- Classroom volunteering
- Grandparents in Action
- Office volunteering
- Fundraising Committee
- Facilities and grounds volunteering
- Guest teaching
- Homework and after-school support
- Chaperones on class trips
- Meal preparation
- School publicity and news
- Grant writing

For more information on how to become involved at the school, please contact our Director, Krista Croteau, at (707) 682-6149.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Fortuna ESD	Redwood Prep		
Teachers	18-19	16-17	17-18	18-19
With a full credential	◇	12	12	11
Without a full credential	◇	0	0	1
Teaching outside subject area of competence (with full credential)	◇	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Redwood Prep		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

◇ Data not available for Fortuna ESD.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral counselor	0.2
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.2
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	1.0
Other	FTE
STEAM teacher	1.0



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$9,894
Expenditures per pupil from restricted sources	\$4,618
Expenditures per pupil from unrestricted sources	\$5,276
Annual average teacher salary	\$39,409



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year
	Fortuna ESD	Similar Sized District
Beginning teacher salary	\$36,761	\$48,064
Midrange teacher salary	\$59,198	\$75,417
Highest teacher salary	\$67,602	\$94,006
Average elementary school principal salary	\$84,081	\$119,037
Average middle school principal salary	\$87,892	\$123,140
Superintendent salary	\$111,240	\$183,692
Teacher salaries: percentage of budget	32%	36%
Administrative salaries: percentage of budget	4%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Redwood Prep	\$5,276	\$39,409
Fortuna ESD	◇	\$60,307
California	\$7,125	\$76,046
School and district: percentage difference	◇	-34.7%
School and California: percentage difference	-26.0%	-48.2%

◇ Data not available for Fortuna ESD.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234