

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

Redwood Elementary School

2006-07 School Accountability Report Card Reported (SARC)

I. About This School

Contact Information

School		District	
School Name	Redwood Elementary	District Name	Fort Bragg Unified
Street	324 South Lincoln St.	Phone Number	(707) 961-2850
City, State, Zip	Fort Bragg , CA 95437-4416	Web Site	www.fbUSD.org
Phone Number	(707) 961-2860	Superintendent	Steven Lund
Principal	Mary Champagne	E-mail Address	slund@mcoe.us
E-mail Address	mchamp@mcoe.us	CDS Code	23-65565-6025126

School Description and Mission Statement

Redwood Elementary is a preschool through second grade school located in the small town of Ft. Bragg on the scenic Mendocino coast. Redwood opened its doors at the present site in 1953 and the school facilities underwent modernization in the 1999-2000 school year. The Redwood Preschool, a model SEEDS (Supporting Early Education Delivery Systems) visitation site, integrates special needs children within its program and shares staff and facilities with the State Preschool. There is a Head Start program located on campus which also serves the community preschool population. Redwood has seven Kindergarten classes, eight first grades, seven second grades, and a special day class. Redwood also hosts the "Kudos for Kids" after school program which serves approximately 75 students. Kudos provides Redwood students with an hour of academic curriculum and an hour of enrichment classes, extending the school day from 2:20 to 5:00 PM. This program is especially beneficial for working parents and students who need additional academic support and/or extracurricular learning opportunities.

Academically, Redwood has met its AYP and API goals once again and is a Title 1 Achievement Award School. Our goal is to continue in the process of becoming a professional learning community that focuses on academic and social excellence for all its students and continued professional learning for its adult members. We are committed to the vision of developing a true learning community characterized by the six attributes of such a community: shared purpose, collaborative culture, collective inquiry, action/experimentation, results focus, and continuous improvement. We use standards based, state approved curriculum and expect every student to strive for proficiency and above in those content standards. We meet in collaborative grade level teams regularly to assess student progress and to share instructional expertise. We have aligned report cards with content standards. This alignment allows students and parents to know exactly the academic expectations for proficiency in content areas and identifies the student's current skill/knowledge level. Teachers continually revise and discuss assessment tools and effective instructional practices. We use academic pacing calendars to ensure that essential academic standards are taught to all students in all classrooms. We have developed a support system to intervene when a child doesn't learn. The REAP (Redwood Early Action Program) team looks at student achievement data and provides additional support for those students who are not responding to classroom academic intervention. The BST (Behavior Support Team) responds to teacher referrals for SST (Student Study Team) meetings to develop intervention plans for social, emotional, and behavioral needs that are preventing student success. Students and their families are linked to community resources to receive needed support. Every campus and community resource is tapped to enable students to make progress and achieve academic success. Redwood has a deeply committed and capable staff that believes that by working together we can move each child forward on his/her learning

journey and continue to increase our own professional knowledge and skills.

The Redwood campus is quite remarkable. The school is surrounded by green fields and a track and the Ft. Bragg Community Recreation Center is adjacent to the track. The “Neva Cannon Playground” funded by a trust set up in the name of the first Redwood principal is the focus for student play and exercise and serves community families after school hours and on weekends. The campus has patios and flower beds in the Kindergarten and first grade wings and in the front of the school. But the most outstanding “green spot” on campus is the Redwood Rainbow Farm & Garden. The garden is located between the track and the playground and includes extensive garden beds, animal husbandry areas, compost bins, a teaching classroom and kitchen, a performing arts stage, “secret garden” area, and a solar panel. This award winning garden has been created by parent, staff, and community effort and financial support. Community service groups and foundations have interacted with students and faculty in multiple ways in creating and using this exemplary learning facility. A few examples: Redwood benefited from a PG&E energy grant which provided funding for the installation of a solar panel which reduces electrical costs for the garden facility. The grant also provided instructional materials and solar energy/conservation training for teachers. Garden produce is shared with the local food bank and Senior Center. Redwood has exchanged seeds and plants with Ft. Bragg sister city, Osuchi, Japan. Every Redwood student (including preschoolers) has weekly garden class with Science/Nutrition/Garden teacher, Julie Castillo, and participates in a standards-based science/nutrition curriculum. This curriculum includes special school and community events such as the annual harvest festival and plant sale.

The Redwood student body includes approximately 30% Hispanic students and this human resource has contributed much to the richness of the Redwood Learning Community. There are two “Las Palomas” Kindergarten classes in which non-Hispanic students have opportunities to learn Spanish and gain a greater understanding of Latino culture while young Spanish speakers learn English. English classes and a family literacy program are held on campus for Hispanic parents and cultural celebrations are enjoyed by all members of the school. Special assemblies that highlight other cultures are sponsored by the Redwood Parents’ Club and school bulletin boards reflect multicultural themes and events. The school song, “Redwood Rainbows,” written by teacher Susan Garratt, reflects this perspective of cultural diversity and richness. It is sung every Friday when the Redwood Learning Community comes together for morning opening. Valuing of each individual and the responsibility of each member of the Redwood Learning Community to live up to that ideal is clearly presented in the school mission statement:

REDWOOD MISSION STATEMENT

Based on the three principles of kindness, safety, and responsibility, we will create a school environment in which each person feels respected, included, and valued. We are committed to living these ideals so that children, staff, parents, and community members will experience Redwood as a happy, wholesome place to learn and grow.

Opportunities for Parental Involvement

Along with our students and staff, parents are a highly valued resource at Redwood. Parents serve in multiple capacities at Redwood. They are Site Council representatives, English Language Advisory Committee members, and Parents’ Club officers and members. They work as daily and weekly classroom volunteers supporting the instructional program and often these stellar volunteers are recruited for paid part time instructional aide and yard duty supervisor positions: Parent volunteers listen to children do reading homework before school, accompany students on field trips, and plan and implement school fund-raising events, which provide major support for school programs and activities. They have supported the Redwood Rainbow Farm and Garden Project making it an incredible learning and community center. Parent Club funding provides field trips, enrichment activities, assemblies (including the annual Children’s Concert performed at Redwood by the entire Symphony of the Redwoods), and instructional materials, classroom supplies, and refurbishing of school spaces. Parents also benefit from school-sponsored events such as math nights and parenting classes. Any parent or community member interested in becoming a member of the Redwood Learning Community volunteer corps, please contact Mary K Champagne, Redwood Principal at (707) 961-2860, extension 3532.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	155
Grade 2	149
Ungraded Elementary	0
Total Enrollment	433

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.69 %	White (not Hispanic)	56.12 %
American Indian or Alaska Native	1.15 %	Multiple or No Response	6.24 %
Asian	0.69 %	Socioeconomically Disadvantaged	60 %
Filipino	%	English Learners	25 %
Hispanic or Latino	35.1 %	Students with Disabilities	6 %
Pacific Islander	%		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	9			19.1	9			18.6	7		
1	18.7	7			32.6	6		1	19.1	8		
2	18.5	8			19.0	7			20.9	5	2	

II. School Climate

School Safety Plan

Redwood follows a school wide positive behavior program that is grounded on the basic principles: Be Kind, Be Safe, Be Responsible. A school wide information system is used to track disciplinary referrals so that areas of concern can be addressed. Staff is in-serviced in procedures such as CPR, lock-down, and earthquake drill protocols throughout the school year. The school safety committee went to a training, which reviewed effective school safety plans and how to write them. The school safety plan, last updated in September 2006, follows the template given at the training and includes the school emergency plan. Monthly fire drills are conducted which include scheduled earthquake and lock-down drills. The School Safety Plan was reviewed with staff in May of 2007.

Suspensions and Expulsions

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	2.9	5.5	12.0	16.8	31.5	26.1
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

III. School Facilities

School Facility Conditions and Improvements

Redwood Elementary was well constructed in 1953 and completely remodeled in the 1999-2000 school year. The school is attractive and set on spacious grounds that include a large playground and the Redwood Farm and Garden Project. There is an adjacent track for Physical Education activities with a large grassy area in the center. Most classes are conducted in the remodeled original classrooms with resource classrooms, preschool classes, speech, and special education day classes housed in modular buildings. Redwood School underwent a Williams's second year review for building safety and maintenance in May 2006 and received a stellar review. A brand new playground was constructed and dedicated in November 2005. The project was funded through a \$125, 000 trust fund donated in honor of Neva Cannon, the first principal of Redwood (the playground bears her name).

In the 2006/07 school year, Redwood was the recipient of a PG&E Solar School Grant. A solar panel was installed near the Redwood Farm and Garden Project. Solar energy collected will reduce electricity costs for the garden classroom and kitchen. PG& E will also supply instructional materials and teacher training for solar energy/conservation classroom lessons and projects.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	This school is maintained in good repair with some non-critical deficiencies. These deficiencies are isolated and result from minor wear and tear, and are in process of being mitigated.			

IV. Teachers

Teacher Credentials

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	26	26	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.1	2.9
High-Poverty Schools in District		
Low-Poverty Schools in District		

V. Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading (2002) – State Board Adopted Hampton Brown Avenues ELD program (2002) Locally Board Adopted	0%
Mathematics	Scott Foresman California Mathematics (2001) – State Board Adopted	0%
Science	Addressing the State Standards through the Houghton Mifflin Reading Program, State Board Adopted (2002)	0%
History-Social Science	Addressing State Standards through the Houghton Mifflin Reading Program Adopted (2002)	0%
Foreign Language	N/A	
Health	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	8,716	3,358	5,358	53,141
District	8,931	3,176	5,754	54,353
Percent Difference – School Site and District	98%	106%	93%	98%
State	8,195	3,252	4,943	56,613
Percent Difference – School Site and State	106%	103%	108%	94%

Types of Services Funded

Description of Centralized Services Expenditures

The following services in support of this school are provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Funding Sources: Title I, EIA, General Fund

Services provided include: Preparation of consolidated application to generate funding and fiscal management of all categorical programs including: formulating budgets and monitoring expenditures; coordination and monitoring compliance procedures; supervision of budget preparation and expenditures of state and federal funds; approval of categorical purchases, attendance at state and federal conferences to keep abreast of changes in funding and statutes; disseminating information to appropriate groups; facilitating the development of the district's Local Improvement Plan as well as consulting with school staffs, school site councils; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school sites; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Councils, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; overseeing the management of the English Learners Program; monitoring and providing instructional support to all categorically funded programs under the new NCLB Reauthorization Act; conducting needs assessments for professional development for certificated and classified instructional staff; coordinating professional development workshops and seminars in the district; monitoring the site level implementation of categorical programs; acting as a liaison for the district with the federal and state government and county agencies; preparing the annual CAL-Works report, providing an annual report to the Board of Trustees for categorical programs.

Funding Source: EIA/LEP

Services provided include: providing instructional staff and administrators with research-based best practices for English learners, assisting with the ordering and purchase of supplemental instructional materials for English learners, in-servicing staff on ELD teaching methodologies, conducting model lessons for school site staff, coordinating the CELDT and SABE testing, compiling student assessment data, assisting with the analysis of the data, ensuring appropriate program placement of English learners, ensuring parent notification letters are distributed in compliance with state mandates, monitoring student progress, facilitating professional development opportunities for teachers working with English learners, facilitating re-designation committee meetings, maintaining language census data, and submitting data for annual report.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34001	\$36572
Mid-Range Teacher Salary	\$43108	\$55815
Highest Teacher Salary	\$61410	\$70985
Average Principal Salary (Elementary)	\$73705	\$86995
Average Principal Salary (Middle)	\$75113	\$90820
Average Principal Salary (High)	\$75186	\$96447
Superintendent Salary	\$110000	\$128495
Percent of Budget for Teacher Salaries	40.65 %	39.34 %
Percent of Budget for Administrative Salaries	6.929 %	5.83 %

VIII. Student Performance

California Standards Tests

CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	36	44	51	39	45	44	40	42	43
Mathematics	46	63	70	29	35	34	38	40	40
Science				29	45	46	27	35	38
History-Social Science				31	31	40	32	33	33

CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	33	61		
Pacific Islander				
White (not Hispanic)	62	76		
Male	46	63		
Female	57	76		
Economically Disadvantaged	45	65		
English Learners	18	53		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services	*	*		

Norm-Referenced Test

Not applicable

California High School Exit Exam (CAHSEE) Results

Not applicable

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards
5	7.0
7	22.40
9	39.30

IX. Accountability Academic Performance Index

API Ranks – Three-Year Comparison

API Rank	2003-04	2004-05	2005-06
Statewide	5	5	6
Similar Schools	4	4	7

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-22	47	37	812
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	31	38	26	849
Socioeconomically Disadvantaged	-65	36	68	783
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

AYP Overall and by Criteria

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

X. School Completion and Postsecondary Preparation Dropout Rate and Graduation Rate

Not applicable

Career Technical Education Participation

Not applicable

Courses for University of California and/or California State University Admission

Not applicable

XI. Instructional Planning and Scheduling

Continuation School Instructional Days

Not applicable