

Executive Summary
2009-10 School Accountability Report Card (SARC)
Prepared in 2010-11

Redwood Elementary School

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324 S. Lincoln Street
Fort Bragg, CA 95437
(707) 961-2860

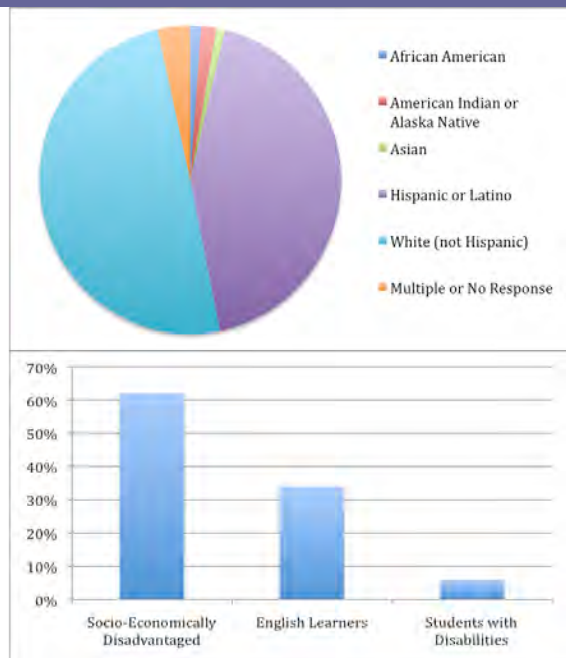
Grades P – 2

Mary K Champagne, Principal
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Redwood Elementary is a preschool through second grade elementary school located in the small town of Fort Bragg on the California north coast. Redwood is one of nine schools within the Fort Bragg Unified School District (2000 students in all). Redwood opened in 1953 and its buildings were modernized in the 1999/2000 school year. The facilities host between 400 and 500 students each year, ages three through eight, with three preschool classes, six kindergarten classes, eight first grade classes, seven second grade classes, a SDC/LH class, and an P-2 autism class that was initiated this school year. There is a Headstart program located on the campus, which serves additional preschoolers and their families. Redwood also enrolls approximately 100 students in the 21st Century After-School Academic/Enrichment Program, "Kudos for Kids."

Redwood serves as a real base for community focus, participation, and academic achievement. There is very strong parent involvement in the life of the school. Parent Club fundraisers are community events that generate financial support for the school. Parents volunteer in classrooms, on fieldtrips, on campus, serve on committees, councils, and support the instructional program in multiple ways. The Redwood Rainbow Farm & Garden project is an award-winning outdoor/indoor learning center on campus that has been created by parent and community labor and financial support. Community service groups and foundations interact with students and faculty in many ways through the use of this exemplary learning facility. For example, Redwood is a PG&E Solar School grant recipient and a solar panel was installed which reduces electrical costs for the garden facility; the grant also provides instructional materials on solar energy and conservation that are incorporated into classroom science lessons.

Student Enrollment:



This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.

Student Performance

Students Proficient or Above

English/Language Arts	56 %
Mathematics	58 %
Science	n/a
History/ Social Science	n/a

Academic Progress

Indicator

2010 Growth API Score (from 2010 Growth API Report)	817
Statewide Rank (from 2009 Base API Report)	7
2010-11 Program Improvement Status	Not in PI

Curriculum & Instruction Materials

Percentage of Students Lacking Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	n/a
History/Social Science	n/a
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a



Teachers

With Full Credential	25
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances

Level Expenditures per Pupil

School Site	not available
District	not available
State	\$5,681

School Facilities

Summary of Most Recent Site Inspection

Our school passed 100% of areas of most recent site inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.



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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.



About This School

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Data and Access

Data Quest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (eg: Academic Performance Index [PI], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve 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 on a workstation, and the ability to print documents.

On the basis of meeting API goals for the last three years, Redwood has been designated a Title 1 Achievement school and was invited to apply for California Distinguished School status. Staff, students, and families of the Redwood Learning Community are committed to continuing academic excellence for all students and are proud of their progress as learners! School wide events such as the Principal's Tea Parties, the Reading Express, and year-end Book Awards celebrate students' academic commitment and growth.

English classes and family literacy programs are held on campus for Hispanic parents and cultural celebrations are enjoyed by all members of the Redwood Learning Community. Redwood facilities / grounds host a myriad of community activities and events: parenting classes, scouts, sports leagues, and community organizations and forums. All these make the school a vital community center and resource. The school mission statement embodies the spirit of community and service that Redwood represents.

Mission Statement

Based on the three principals 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

Contact

Mary K Champagne, Principal
(707) 961-2860, ext 3532

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 accompany students on field trips, contribute art, music, and cultural projects, 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 by the entire Symphony of the Redwoods), and instructional materials, classroom supplies, and refurbishment 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 may contact Mary K Champagne, Redwood Principal at (707) 961-2860, extension 3532.

Student Enrollment 2009-10

By Grade

Grade	# Students
Preschool	48
Kindergarten	119
Grade 1	150
Grade 2	138
Total	455

By Group

African American	1.16%
American Indian or Alaska Native	1.62%
Asian	0.33%
Filipino	0
Hispanic or Latino	42.92%
Pacific Islander	0
White (not Hispanic)	49.42%
Multiple or No Response	3.48%
Socio-Economically Disadvantaged	62%
English Learners	34%
Students with Disabilities	6%



Average Class Size and Class Size Distribution Elementary

Grade Level	2007-08			2008-09			2009-10					
	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	18.4	8			19.7	5	2		19.83	6		
1	18.8	8			17.1	8			18.75	8		
2	18.6	7			19.0	7			19.71	7		
3												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

School Climate

School Safety Plan 2008-09

Redwood follows a school wide positive behavior program that is grounded on the basic principles: Be Kind, Be Safe, Be Responsible. Protocols are in place that clearly state what “kind, safe, and responsible” looks like in the classroom, on the playground, in the cafeteria, in the hallways—in every area of school life. A school wide information system is used to track disciplinary referrals so that areas of concern can be addressed. All adults on campus try to model behavioral expectations, use positive, consistent language, try to “catch” students doing the right thing, and recognize students’ efforts to contribute to a safe and happy school environment. Weekly whole school assemblies celebrate students’ good actions that contribute to the Redwood Learning Community.

The school safety plan, last updated in December 2009, includes both the action plan for creating a positive school culture and an attractive, welcoming school environment and the emergency response plan. Monthly safety drills are conducted which include scheduled fire, earthquake, grounds’ evacuation, and lock-down drills. The School Safety Plan was reviewed with staff at the onset of the 2009-2010 school year. The School Resource Officer (SRO) participates as an advisor for the development of the School Safety Plan.

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.4%	1.6%	4%	29.4 %	27.8 %	not available
Expulsions	0 %	0 %	0%	0.1 %	0.1 %	not available

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period

School Facilities

School Facility Conditions and Planned Improvements in 2010-11

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.)

School Facilities Good Repair Status 2010-11

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, sinks, fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X			
Overall Summary of Facility Good Repair Status				Exemplary Good Fair Poor
				X

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	26	25	25	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Mis-assignments and Vacant Teacher Positions			
Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

This table displays the number of teacher mis-assignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Mis-assignments includes the number of Mis-assignments of Teachers of English Learners.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers in 2009-10		
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 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100 %	0 %

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Support Staff

Academic Counselors and Other Support Staff 2009-10	
Title	FTE Assigned to School
Academic Counselor	n/a
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/ Hearing Specialist	0.6
Resource Specialist (non-teaching)	0.6
Other	0
Average Number of Students per Academic Counselor	n/a

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials 2010-11		
Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Lack **
Reading/ Language Arts	<i>Houghton Mifflin Reading (2002) – State Board Adopted Hampton Brown Avenues ELD program (2002) Locally Board Adopted</i>	0%
Mathematics	<i>Scott Foresman California Mathematics (2001)– State Board Adopted</i>	0%
Science	<i>Addressing the State Standards through the Houghton Mifflin Reading Program, State Board Adopted (2002)</i>	0%
History- Social Science	<i>Addressing State Standards through the Houghton Mifflin Reading Program Adopted (2002)</i>	0%

** Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2008-2009

Level	Total	Average Teacher Salary
School Site	not available	\$56,333
District	not available	\$50,149
Percent Difference – School Site and District		
State	\$5,681	\$61,706
Percent Difference – School Site and State		

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certified Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries Fiscal Year 2008-2009

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$34,500	\$38,970
Mid-Range Teacher Salary	\$44,500	\$59,776
Highest Teacher Salary	\$67,500	\$78,072
Administrator Salaries		
Average Elementary Principal	\$75,771	\$94,605
Average Middle School Principal	\$78,348	\$98,480
Average High School Principal	\$81,915	\$106,266
Superintendent Salary	\$120,000	\$144,721
Percent of Budget for		
Teacher Salaries	37.90 %	38.80 %
Administrative Salaries	7.00 %	6.00 %

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Types of Services Funded -- Fiscal Year 2009-10

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.

Instructional Planning and Scheduling

Professional Development

The Staff Development focus for the Redwood teaching staff mirrors the Ft. Bragg Unified School District staff development priorities:

1. Explicit academic vocabulary instruction and active engagement instructional strategies. The District ELD/Curriculum Coordinator (DECC) and Redwood's Instructional Support Facilitator (ISF) lead this training at staff and grade level collaboration meetings. This focus is extended through the leadership of the district wide STELLAR (Supporting Teachers of English Language Learners with Accessible Resources) team which trains site teacher leaders to share "best" ELD (English Language Development) practices with colleagues.
2. Data analysis to improve student achievement. MCOE (Mendocino County Office of Education) "DataDirector" training develops teachers' capacity to access and use data to analyze student academic progress and differentiate instruction more effectively. This training is provided by MCOE staff and coordinated by the FBUSD Data Analysis Specialist and Redwood's ISF.
3. Professional Learning Communities (PLCs). Training in the PLC process for the FBUSD administrative team helps site administrators lead the PLC discussion and implement the process with site leadership teams this year.
4. Coaches' Academy. MCOE conducts regular training sessions for instructional support facilitators/curriculum coaches. The "Coaches Academy" continues to strengthen the role of the site ISF as a key player helping teachers access and interpret data, define essential standards, pace instruction, and improve instructional practice through collegial collaboration.
5. Redwood was included in the FBUSD Positive Behavior Intervention Support (PBIS) training ongoing in the district with Dr. Dale Myers, Ph.D. PBIS is a systems approach for school-wide positive behavior support. Dr. Myers meets with Redwood's PBIS team and staff 3-4 times a year to support PBIS implementation.



Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>. SARC uses an average of selected test scores.

CST Results for All Students – Three-Year Comparison									
Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	53	58	56	49	49	50	46	50	52
Mathematics	63	69	58	40	41	44	43	46	48
Science	n/a	n/a	n/a	51	51	54	46	50	54
History-Social Science	n/a	n/a	n/a	46	47	49	36	41	44

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

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	44	42		
Pacific Islander				
White (not Hispanic)	62	69		
Male	52	52		
Female	60	65		
Economically Disadvantaged	43	42		
English Learners	38	35		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services	*	*		

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

Accountability

Academic Performance Index

Academic Performance Index Ranks – Three-Year Comparison

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API is at <http://www.cde.ca.gov/ta/ac/ap/>.

API Rank	2007	2008	2009
Statewide	7	7	7
Similar Schools	9	8	7

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	-12	28	-12	817
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			-43	793
Pacific Islander				
White (Not Hispanic)	3	2	3	857
Socio-economically Disadvantaged	-25	17	-21	775
English Learners				
Students w/Disabilities				

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an indicator
- Graduation rate (for secondary schools only)

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		Yes	No
Participation Rate	ELA	Yes	Yes
	Mathematics	Yes	Yes
Percent Proficient	ELA	Yes	No
	Mathematics	Yes	No
API		Yes	Yes
Graduation Rate		n/a	Pending

Federal Intervention Program – 2010-11

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in Program Improvement	n/a	2006-07
Year in PI	na	3
Number of Schools in this District Currently in PI		3
Percent of Schools in this District Currently in PI		37.5%