

**Redwood Preparatory Charter**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School Year**  
**California Department of Education**

**Address:** 1480 Ross Hill Rd.  
Fortuna, CA , 95540-3433

**Principal:** Karissa Feierabend, Director

**Phone:** (707) 682-6149

**Grade Span:** K-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

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

## California School Dashboard

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

## Internet Access

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

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Karissa Feierabend, Director

📍 Principal, Redwood Preparatory Charter

We are very proud of our school and the accomplishments we have made. We strive to engage with stakeholders and collaborate to improve our community. Our student-centered approach and community involvement positively impact our students' success. We are excited to announce that we have partnered with Open Access to become a Universal Design for Learning demonstration site.

## About Our School

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Karissa Feierabend

(707) 682-6149

[director@redwoodprep.org](mailto:director@redwoodprep.org)

## Contact

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Redwood Preparatory Charter  
1480 Ross Hill Rd.  
Fortuna, CA 95540-3433

Phone: [\(707\) 682-6149](tel:(707)682-6149)

Email: [director@redwoodprep.org](mailto:director@redwoodprep.org)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

<b>District Name</b>	Redwood Preparatory Charter School
<b>Phone Number</b>	(707) 682-6149
<b>Superintendent</b>	Feierabend , Karissa
<b>Email Address</b>	<a href="mailto:director@redwoodprep.org">director@redwoodprep.org</a>
<b>Website</b>	<a href="http://www.redwoodprep.org">http://www.redwoodprep.org</a>

### School Contact Information (School Year 2024–25)

<b>School Name</b>	Redwood Preparatory Charter
<b>Street</b>	1480 Ross Hill Rd.
<b>City, State, Zip</b>	Fortuna, CA , 95540-3433
<b>Phone Number</b>	(707) 682-6149
<b>Principal</b>	Karissa Feierabend, Director
<b>Email Address</b>	<a href="mailto:director@redwoodprep.org">director@redwoodprep.org</a>
<b>Website</b>	<a href="http://redwoodprep.org">http://redwoodprep.org</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	12768020124164

## School Description and Mission Statement (School Year 2024–25)

Redwood Preparatory Charter serves 235 students in grades TK-8th.

### 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.

### Core Values:

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

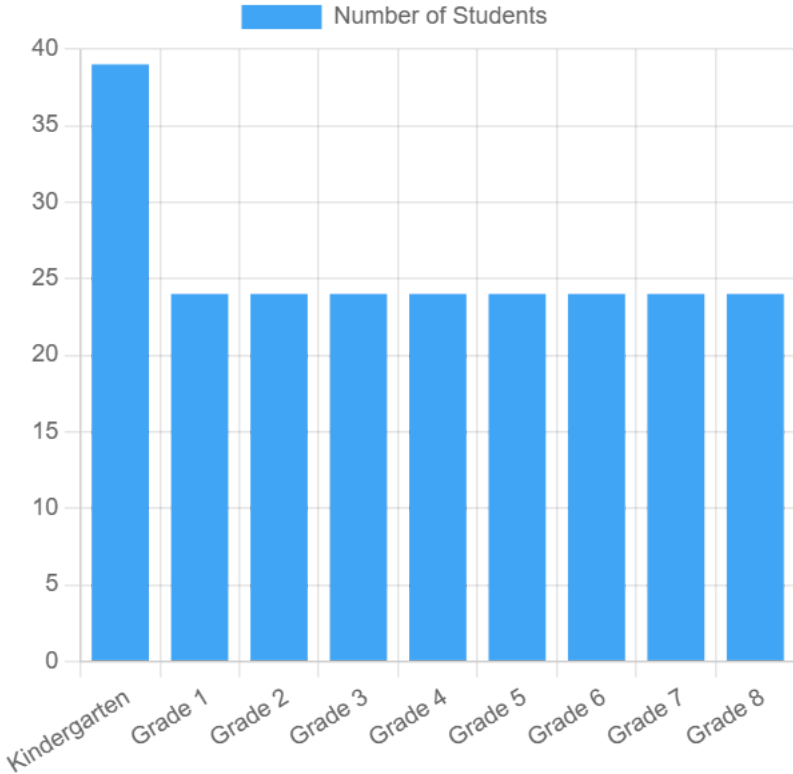
Redwood Preparatory Charter School is committed to offering a quality, rigorous, and meaningful educational program that sets students on the path to college or a trade and empowers students to become productive, healthy, ethical citizens in a changing society. Through a curriculum based on core academic 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 which promotes close, long-term relationships between classmates and teachers. In an atmosphere of collaboration and family involvement, which 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 that are equipped with the essential skills, knowledge, and passion for learning that are critical for success in the 21st century.

### Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	39
Grade 1	24
Grade 2	24
Grade 3	24
Grade 4	24
Grade 5	24
Grade 6	24
Grade 7	24
Grade 8	24
Total Enrollment	231



## Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	50.90%
Male	49.10%
Non-Binary	0.00%
American Indian or Alaska Native	3.90%
Asian	3.00%
Black or African American	3.50%
Filipino	0.00%
Hispanic or Latino	18.70%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	13.00%
White	87.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.40%
Foster Youth	0.00%
Homeless	0.43%
Migrant	0.00%
Socioeconomically Disadvantaged	47.80%
Students with Disabilities	19.90%

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	84.24%	69.40	88.92%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	9.91%	1.00	1.28%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	5.95%	0.60	0.77%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	7.00	9.03%	18854.30	6.86%
Total Teaching Positions	10.00	100.00%	78.00	100.00%	274759.10	100.00%

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



## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.50	94.15%	76.70	94.01%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.60	5.95%	0.60	0.74%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	1.00	1.23%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	3.20	4.03%	15831.90	5.67%
Total Teaching Positions	10.00	100.00%	81.50	100.00%	279044.80	100.00%

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

## Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.60	89.66%	73.20	83.96%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	10.34%	2.00	2.29%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	2.00	2.29%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	6.00	6.88%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	4.00	4.58%	14303.80	5.15%
Total Teaching Positions	9.60	100.00%	87.20	100.00%	277698.00	100.00%

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

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

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.60	0.00	0
Total Teachers Without Credentials and Misassignments	0.60	0.00	0

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

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.10%	0%	0%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	No textbooks. Curriculum is developed by teachers with support from research based experts and resources.	0
Mathematics	Hand on, inquiry learning based on the work of Jo Boaler, Saavas, Math GNOME, Reflex Math, 10 Block Schedule for Math Fact Fluency by Kim Sutton (K-4), Dream box Math, Moby Max, Khan Academy	0
Science	Elevate Science, Seeds of Science, Teacher-created STEM/STEAM projects based on the Next Gen. Science Standards.	0
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	0
Foreign Language	N/A	0
Health	Teacher created curriculum based on the standards including expert presentations from local health agencies and practitioners.	0
Visual and Performing Arts	Teacher created projects and lessons.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

The Facility Inspection Tool (FIT) was conducted in August of 2024 and indicated that the school's facility is in exemplary condition.

## School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: August 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Planned replacement of classroom HVAC units.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Planned replacement of 8th grade classroom door.

## Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Exemplary
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



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

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	67%	63%	34%	35%	46%	47%
Mathematics (grades 3-8 and 11)	46%	53%	24%	24%	34%	35%

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

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

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	144	144	100.00%	0.00%	62.50%
Female	73	73	100.00%	0.00%	67.12%
Male	71	71	100.00%	0.00%	57.75%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	24	24	100.00%	0.00%	58.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	19	19	100.00%	0.00%	47.37%
White	97	97	100.00%	0.00%	67.01%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	68	100.00%	0.00%	57.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	34.62%

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

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

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

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	144	144	100.00%	0.00%	52.78%
Female	73	73	100.00%	0.00%	49.32%
Male	71	71	100.00%	0.00%	56.34%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	24	24	100.00%	0.00%	62.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	19	19	100.00%	0.00%	57.89%
White	97	97	100.00%	0.00%	50.52%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	68	100.00%	0.00%	48.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	7.69%

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

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

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

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

<b>Subject</b>	<b>School 2022–23</b>	<b>School 2023–24</b>	<b>District 2022–23</b>	<b>District 2023–24</b>	<b>State 2022–23</b>	<b>State 2023–24</b>
Science (grades 5, 8, and high school)	41.46%	37.50%	23.11%	21.37%	30.29%	30.73%

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

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

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	48	100.00%	0.00%	37.50%
Female	18	18	100.00%	0.00%	38.89%
Male	30	30	100.00%	0.00%	36.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	32	32	100.00%	0.00%	40.63%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	45.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

**Career Technical Education (CTE) Programs (School Year 2023–24)**

N/A



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2023–24)

#### Percentage of Students Participating in each of the five Fitness Components

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2024–25)

Redwood Preparatory Charter encourages all families to actively participate in school operations.

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 volunteers
- Grandparents in Action
- Office Volunteers
- Fundraising Committee
- Facilities and Grounds Volunteers
- Guest teaching
- Chaperones on class trips
- School publicity and news
- Grant writing

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

### State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	233	231	0	0%
Female	119	117	0	0%
Male	114	114	0	0%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	2	2	0	0%
Asian	5	5	0	0%
Black or African American	0	0	0	0%
Filipino	0	0	0	0%
Hispanic or Latino	44	43	0	0%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	31	31	0	0%
White	151	150	0	0%
English Learners	1	1	0	0%
Foster Youth	0	0	0	0%
Homeless	1	1	0	0%
Socioeconomically Disadvantaged	112	111	0	0%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	41	41	0	0%

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

<b>Rate</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
Suspensions	0.86%	0.44%	2.60%	5.74%	6.13%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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

**Suspensions and Expulsions by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	3.43%	0%
Female	0.84%	0%
Male	6.14%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	4.55%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	3.23%	0%
White	3.31%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	6.25%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.44%	0%

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

## School Safety Plan (School Year 2024–25)

A school safety committee reviewed, revised and updated our school safety plan. The board approved the plan October 8, 2024.

Redwood Preparatory Charter School is committed to maintaining a safe and secure campus for all of its pupils and staff. 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.

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		1	
1	24.00		1	
2	24.00		1	
3	24.00		1	
4	24.00		1	
5	24.00		1	
6	24.00		1	
Other**				

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

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	24.00	1	1	0
1	24.00	0	1	0
2	24.00	0	1	0
3	22.00	0	1	0
4	24.00	0	1	0
5	24.00	0	1	0
6	24.00	0	1	0
Other**	0.00	0	0	0

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

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



**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	24.00	0	1	0
1	24.00	0	1	0
2	24.00	0	1	0
3	24.00	0	1	0
4	24.00	0	1	0
5	24.00	0	1	0
6	24.00	0	1	0
Other**		0	0	0

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

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

**Ratio of Pupils to Academic Counselor (School Year 2023–24)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	0

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

**Student Support Services Staff (School Year 2023–24)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other**	0.00

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

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$9777.00	\$2580.00	\$7197.00	\$66655.00
District	N/A	N/A	\$7609.83	\$68434.00
Percent Difference – School Site and District	N/A	N/A	18.62%	2.63%
State	N/A	N/A	\$10770.62	\$94129.00
Percent Difference – School Site and State	N/A	N/A	39.78%	34.18%

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

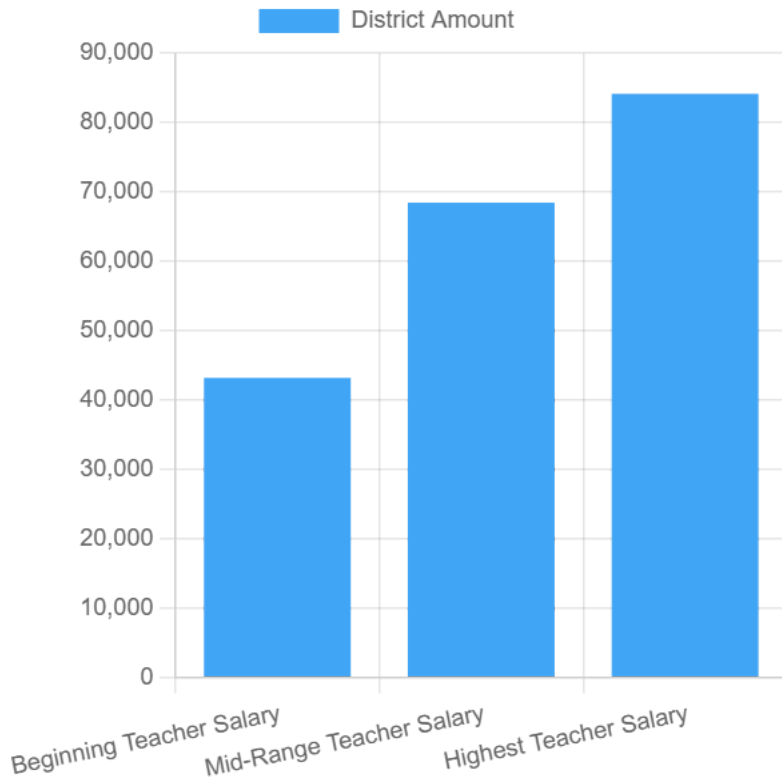
**Types of Services Funded (Fiscal Year 2023–24)**

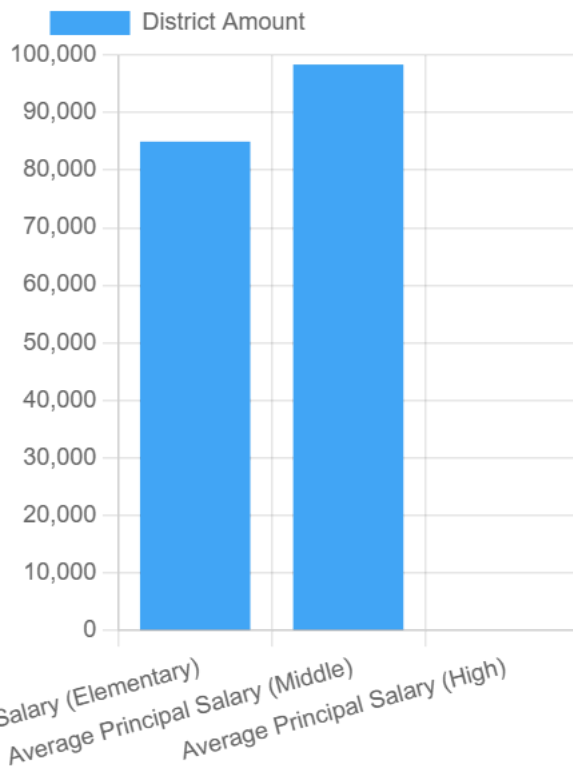
The school funds the following services: after-school programs, special education, resource and speech, reading and math intervention, sports, music STEAM, and the National School Lunch Program.

**Teacher and Administrative Salaries (Fiscal Year 2022–23)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$43179.00	\$57838.62
Mid-Range Teacher Salary	\$68434.00	\$90040.10
Highest Teacher Salary	\$84126.00	\$118647.40
Average Principal Salary (Elementary)	\$84962.00	\$144638.98
Average Principal Salary (Middle)	\$98357.00	\$148269.55
Average Principal Salary (High)	\$0.00	\$161275.33
Superintendent Salary	\$139278.00	\$229985.85
Percent of Budget for Teacher Salaries	0.30%	30.79%
Percent of Budget for Administrative Salaries	0.05%	5.71%

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





**Professional Development**

<b>Measure</b>	<b>2022– 23</b>	<b>2023– 24</b>	<b>2024– 25</b>
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	3