AR

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2025-26 School Contact Information

School Name	AR
Street	7351 Tompkins Hill Road
City, State, Zip	Eureka
Phone Number	707-476-4577
Principal	Jack Millsap
Email Address	jmillsap@fuhsdistrict.net
School Website	Academyoftheredwoods.org
Grade Span	9-12
County-District-School (CDS) Code	12-62810-0108688

2025-26 District Contact Information

District Name	Fortuna Union High School District
Phone Number	707-725-4461
Superintendent	Clint Duey
Email Address	district@fuhsdistrict.net
District Website	https://www.fuhsdistrict.org/

2025-26 School Description and Mission Statement

Academy of the Redwoods (AR), Middle College High School, opened on the College of the Redwoods (CR) Eureka campus in the fall of 2005 with 65 students. As of the 2023-2024 school year, Academy of the Redwoods has an enrollment of 165 students in its comprehensive high school program.

Students at AR excel due to their own academic dedication, the support of family and friends, and the diligence and support of the amazing AR teaching staff. Our unique educational program provides students the opportunity to complete college coursework as part of a cohesive high school academic program. Students earn up to two years of college credit by the time they complete their four-year high school education and can pursue both academic and vocational pathways. Founded on the values of respect, responsibility, and choice, AR provides a supportive learning environment and school community that students and staff value and protect above all else.

Initially funded by a grant from the Bill & Melinda Gates Foundation, the early college initiative was implemented to increase access to higher education for traditionally underrepresented groups. To accomplish this mission, the school holds high expectations for all students, develops a strong sense of community and personal responsibility, and provides excellent teaching. Additionally, AR provides specific college/vocational readiness instruction through a mandatory Foundations class and has students progress through a Tier program that allows for the gradual increase of personal responsibility. AR students take college classes tuition-free, are provided textbooks, and exempted from a variety of other college fees. AR provides limited but enriching athletic opportunities. Students have access to CR athletic facilities and resources, AR hosts the Coast Basketball and competes against other small schools in the region. The Academy's financial benefits, challenging curriculum, and supportive learning environment provide an attractive educational option for students across Humboldt County.

AR students come from different backgrounds and have a wide variety of personalities, temperaments, and social behaviors. As a community, we seek to recognize areas of strength and acknowledge that growth and learning is a fundamental part of being human. Everyone will develop and change with time and support and making mistakes is a part of this process. Listening, empathizing, keeping an open mind, and not labeling people are all skills that can be learned. These skills aid in the development of effective leaders. Staff emphasizes establishing relationships with students as a mechanism to increase student engagement and persistence.

2025-26 School Description and Mission Statement

School Mission Statement
Academy of the Redwoods, Middle College High School, uses the power of place, an inclusive community, and a supportive environment to inspire and empower a wide spectrum of motivated students. We prepare all individuals to become contributing members of an ever-changing society through a transformative program that incorporates a rigorous high school curriculum with a college immersion experience. (Reaffirmed during September 2022 AR staff retreat.)

School Vision Statement
As a Middle College High School, we will continue to support all students in their journey as they complete a rigorous high school program while also completing college coursework. Founded on the values of Respect, Responsibility, and Choice, the Academy of the Redwoods encourages students to stay on their TOES (Time management, Organization, Engagement, and Study skills) to grow, challenge and adapt to their ever-changing environment with the entire Academy of the Redwoods community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	35
Grade 10	36
Grade 11	38
Grade 12	45
Total Enrollment	154

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.3
Male	57.8
Non-Binary	1.9
American Indian or Alaska Native	0.6
Asian	3.9
Filipino	0.6
Hispanic or Latino	15.6
Two or More Races	10.4
White	68.8
English Learners	0.6
Homeless	1.3
Socioeconomically Disadvantaged	38.3
Students with Disabilities	3.2

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.

2021-22 Teacher Preparation and Placement

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)	5.2	64.57	39.4	73.73	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	12.84	2.7	5.1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	10.12	5.2	9.75	11953.1	4.28
Unknown/Incomplete/NA	0.9	12.22	6.1	11.41	15831.9	5.67
Total Teaching Positions	8.1	100	53.5	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	6	85.27	40.9	75.27	231142.4	83.24
Intern Credential Holders Properly Assigned	0.2	2.81	0.2	0.37	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	10.52	0.8	1.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.7	12.41	11746.9	4.23
Unknown/Incomplete/NA	0.1	1.4	5.6	10.3	14303.8	5.15
Total Teaching Positions	7.1	100	54.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	7.3	97.36	46.3	81.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.9	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	1.84	5.2	9.23	12112.8	4.34
Unknown/Incomplete/NA	0	0.66	4.2	7.53	13705.8	4.91
Total Teaching Positions	7.5	100	56.9	100	278927.1	100

Note: The data in this table is based on 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)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0.7	0
Vacant Positions	0.80	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.7	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0	0
Local Assignment Options	0.50	0	0.1
Total Out-of-Field Teachers	0.80	0	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	20	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)	0	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have been approved by state education officials. When new texts are being considered for adoption, committees consisting of teachers, administrators, and board members review textbook choices. After being reviewed by senior department teachers, the text is brought in front of the board for approval. AR students earn Visual and Performing Art and College Prep elective credit through their concurrent enrollment with College of the Redwoods. AR students are carefully advised and can enroll in any college course they are eligible for. This provides students the opportunity to exceed minimum requirements in all curriculum areas accessing the plethora of options provided through College of the Redwoods. AR provides students all required texts for college courses. AR utilizes the Arts, Materials, & Instruction Supplies Grant for college art and science lab supplies.

Year and month in which the data were collected	November, 2022

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	Literature: California Treasures, Glencoe - ERWC; Various approved and relevant works of literature	0
Mathematics	CPM All Levels 2018-2022 (Alg 1, Geometry, Statistics, and Alg 2)	0
Science	Biology, Prentice Hall, World of Chemistry, McDougal Littell	0
History-Social Science	Modern World History, The American Vision; Naked Economics	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	Microscopes	0

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

School Facility Conditions and Planned Improvements

Academy of the Redwoods is an Early College High School located on the College of the Redwoods campus. AR has one dedicated modular building that provides office space and tutoring space. AR's Student Success Center (SSC) housed a large classroom, teacher work area, small conference room, and small food service pantry for school-provided meals, but unfortunately this building was badly damaged in the December 20th, 2022, earthquake that struck the Humboldt Bay region. The SSC is not currently usable and AR is working closely with the College of the Redwoods to utilize other classroom space

School Facility Conditions and Planned Improvements

on campus. The AR Office and Advising Center (AC) are located in a single modular building. The office handles all school related business and includes the principal's office. The AC is a small classroom and includes the Academic Counselor's office. Regular use of additional classroom space, science labs, computer labs, and meeting rooms is scheduled each semester. Periodically, additional space is reserved for school dances, community meetings, or other special events. Use of the CR theater, gymnasium, and lecture halls provides an inviting atmosphere for hosting special events.

All staff members are provided with a modern laptop and all students are provided a Chromebook to help facilitate student learning.
Our facility inspection tool includes an assessment of more than a dozen aspects of our buildings, including their structural integrity, electrical systems, heating, and ventilation system. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs repair, this assessment identifies it and targets a date by which we commit to making those repairs. Repair requests are submitted directly to our college host's maintenance department who are responsible for evaluating and making repairs. The CR Maintenance Department also provides AR with daily custodial services. The FUHSD provides compensation to the college district for these services.

AR students are allowed the use of the college's modern library with state-of-the-art technology. Students use all library resources, including study rooms, computers, books and periodicals, and the multipurpose computer lab. The library has long hours and also serves as a tutoring center for students. It is an excellent place for students to work on projects and conduct research.

Looking forward, AR is working closely with CR to identify a facility replacement for our current SSC building which is slated for demolition. CR has identified space in its Facilities Master Plan related to future construction. CR has supported AR's classroom needs by designating certain rooms exclusive to AR on the schedule, including in the new Creative Arts Complex. A new PE Complex will begin construction in 2024 and will feature large format classrooms that AR can utilize.

Year and month of the most recent FIT report	12/15/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 Facility Rate

Exemplary	Good	Fair	Poor
X			

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	78	81	40	47	47	48
Mathematics (grades 3-8 and 11)	58	70	23	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	37	100.00	0.00	81.08
Female	16	16	100.00	0.00	93.75
Male	21	21	100.00	0.00	71.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	89.29
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	80.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	37	100.00	0.00	70.27
Female	16	16	100.00	0.00	68.75
Male	21	21	100.00	0.00	71.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	75.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	65.57	64.29	35.39	29.38	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	84	96.55	3.45	64.29
Female	42	40	95.24	4.76	57.50
Male	44	43	97.73	2.27	69.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	57	96.61	3.39	68.42
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	56.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

AR supports each student with an individualized academic plan to meet their personal academic goals. This includes students intending to transfer to a 4-year university and those seeking to learn a trade or skill in order to procure a living wage job upon high school graduation. In their first year, AR students explore academic and career pathways broadening their exposure to college and career options. Our program's tiered system gradually increases student responsibility as they demonstrate professional skills related to communication, timeliness, and personal accountability. Students are required to send professional communications for all missed classes or to schedule/reschedule meetings. Through this process, students develop an instilled sense of responsibility and accountability for obligations and commitments. Additionally, all 4th-year students are required to take a Senior Seminar class which includes students completing a resume, taking job interests surveys, and practicing job interview skills. Several AR students pursue CTE courses through College of the Redwoods as concurrently enrolled students. After completing the appropriate course work, AR students earn college vocational certificates two weeks prior to high school graduation. CR career technical programs that AR students regularly access include Construction Technology, Early Childhood Education, Computer Information Systems, Welding, Solar Installation, Automotive Technology, and more. Students can also take pre-requisite courses with CR while concurrently enrolled in high school to prepare for the Dental Assisting, Nursing, and Police Academy programs which would begin post high school graduation.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	83.77
Graduates Who Completed All Courses Required for UC/CSU Admission	76.74

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2025-26 Opportunities for Parental Involvement

Parent/guardians are full partners at the Academy of the Redwoods, and the school is continuously looking into more effective ways to increase parental involvement. We hold family meetings during which parents/guardians discuss and inform school policy. Daily announcements with upcoming opportunities for parent/guardian participation are posted daily on our social media page, Parent Square, website and a monthly principal's newsletter that is emailed and text messaged to all parents. Every September or October AR hosts "Advising Night" for families (which serves as a de facto "Back to School Night"), the Principal

2025-26 Opportunities for Parental Involvement

hosts monthly "Coffee With the Principal" opportunities for parents, and each semester the Principal offers Principal's Communication Week, giving parent/guardians an opportunity to sign up for scheduled slots to meet and discuss their student's educational goals and needs. Parents/guardians are involved with traditional fundraising, special projects, and events. AR has an established Site Council that includes parent/guardians, classified and certified staff, administration, and student representatives. These are open meetings and all stakeholders are invited to attend. In the Fall of 2022 AR introduced an AR Parent Advisory Committee (ARPAC), a group of volunteer parents who discuss ways to contribute to school events and help support AR's Alive Richard Scholarship Fund. Additionally, each year we offer evening Gallery of Learning events, providing parent/guardians an opportunity to view student academic work on display. Parent/guardians are also involved with supporting four dances, including our All School Prom after graduation. Parents work with students and staff to operate ticket booths, act as door monitors, provide food, and serve as event chaperones.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.3	5.7	6.5	4.8	6.9	7.1	8.2	8.9	8
Graduation Rate	96.7	94.3	93.5	94	93.1	92.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	46	43	93.5
Female	25	23	92.0
Male	21	20	95.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	30	29	96.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	26	25	96.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	161	154	21	13.6
Female	68	62	6	9.7
Male	90	89	15	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	24	3	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	4	25.0
White	110	105	12	11.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	72	68	10	14.7
Students Receiving Migrant Education Services	--	--	--	--
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.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.27	0.58	1.86	9.87	9.37	7.78	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.36	0.18	0.18	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.86	0.00
Female	0.00	0.00
Male	3.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.91	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 School Safety Plan

AR's school safety plan is updated annually and in consultation with the campus police department. The Principal, teachers, other staff, and the college police department monitor the campus to ensure the safety of all students. At the beginning of each semester, we present guidelines about areas of use and non-use, provide a tour of campus evacuation sites and location of emergency services on campus. We also share the School Site Security Plan that is already in effect on campus and provide safety reminders through daily announcements on a regular basis. AR operates its own earthquake drill in October, and runs a lockdown/student location accounting drill every September. Additionally, AR participates in any drills run by College of the Redwoods. Security and safety issues are reported to campus police promptly. To encourage a culture of safety and support the "See something, say something" mentality, AR also utilizes a Safety Complaint process allowing students to submit anonymous tips of concern directly to AR staff.

Each AR staff member carries a campus radio and is able to contact campus police directly if needed. Most classrooms are also outfitted with a phone which has a panic button if necessary. We have additional safety measures for bus transportation and the pick-up and drop-off of students by parents. All students must sign in and out at the office whenever they arrive late or leave early to ensure their whereabouts at all times. We maintain a current emergency information binder, and we keep an extra copy for field trips off-campus. Days and hours are posted for the college campus Health Center for medical needs, and supplies are available in the school office for minor medical needs.

Students or parents interested in the Academy of the Redwoods must contact the Principal in advance for permission to visit the school. Students who request a visit are paired with a current AR student and the Principal or a designated staff member meets the visiting student’s parent/guardian.

All AR students are certified in American Red Cross first aid and CPR in their first year and emergency supplies are stored in a safety trailer near our primary building. Principal Arnold King serves on the CR Campus Life Safety Committee, Behavior Intervention Team (BIT) and campus Emergency Operation Committee (EOC). Principal King also trained as a member of the campus California Emergency Response Team (CERT). All staff completes Conflict Prevention Institute training yearly. Every year the school participates in the Great Shakeout earthquake preparedness drill in October, as well as the subsequent World Tsunami Day awareness event.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	10	0	0
Mathematics	14	7	3	0
Science	25	0	4	0
Social Science	25	3	1	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	9	1	
Mathematics	19	6	1	
Science	23	1	3	
Social Science	25	2	1	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	8		
Mathematics	12	10		
Science	18	4		
Social Science	27	1	2	1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	165

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,656	2,162	6,494	71,749
District	N/A	N/A	12,953	79,415
Percent Difference - School Site and District	N/A	N/A	-66.4	16.8
State	N/A	N/A	$11,146	$84,462
Percent Difference - School Site and State	N/A	N/A	-49.5	-12.4

Fiscal Year 2024-25 Types of Services Funded

Academy of the Redwoods was started through a $230,000 grant from the Bill & Melinda Gates Foundation. The school has received an $8,000 grant from the McLean Foundation and a $5,000 grant from the W.K. Kellogg Foundation. The school receives the majority of its funding through state and federal sources as a component of the Fortuna Union High School District. We lease space from the Redwoods Community College District for $1.00 as part of our agreement to be hosted on the College of the Redwoods campus. The school Site Council and district advisory committee helps allocate LCAP monies, and our business office manages other state and federal funds that are used for specific purposes. We have also made efforts to include representatives from the community in the development of our school's Local Control and Accountability Plan (LCAP) and help disperse the supplemental grant monies provided by the Local Control Funding Formula (LCFF). AR was recently awarded $250,000 through the state's Middle and Early College Expansion Grant and AR is using those funds to provide support in math and college credit acquisition for all students. Additional funds have been raised through student dances, clubs, donations, and other events.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,114	$54,938
Mid-Range Teacher Salary	$74,652	$77,181
Highest Teacher Salary	$100,134	$105,502
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$128,010	$149,893
Superintendent Salary	$153,000	$173,469
Percent of Budget for Teacher Salaries	26.01%	25.33%
Percent of Budget for Administrative Salaries	5.17%	6.27%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

This year, staff spent time during the two professional development days mapping out the year with a focus on long term visioning and goal setting at a district level retreat and a separate site level retreat. Staff completed mandatory training prior to the start of school – Integrated Pest Management, Sexual Harassment, Suicide Prevention, and Mandated Reporter Training. Weekly staff meetings throughout the year allow time for problem resolution, planning, completion of progress reporting, assessing student needs, and guest presenters. The staff has reviewed the Local Control and Accountability Plan (LCAP) and remains focused on Western Association of Schools and Colleges (WASC) goals and action plan, continuing to improve our

Professional Development

instructional program. Specifically targeted is the development of a long-term staff development plan and increasing vertical articulation with the College of the Redwoods. There is value in teachers being able to observe another instructor and reflect on their own practices. Furthermore, it has been beneficial for AR teachers to have a better understanding of college faculty expectations and their instructional practices. AR teachers are also encouraged to and often do, observe their fellow AR and Fortuna High teachers in the classroom and are provided sub time to accommodate the observation. The AR Math/Science Department regularly attends a local annual conference and is provided with all necessary supports. Additionally, one or two representatives attend the Asilomar math conference in Monterey, California, every year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2