



## **Redwood Academy of Ukiah**

School Site Council

*Georgetown Classroom*

1059 N. State Street \* Ukiah, CA 95482

(707) 467-0500

October 4, 2023 \*2:00 p.m.

Welcome! The agenda is provided for this annual/organizational meeting of the School Site Council of *Redwood Academy*. Business of the Council is limited to these items and is conducted to adhere to legal mandates in conformance with Council By-laws. If you wish to speak or present written comments, please notify the chairperson. A copy of any items that are identified as “back-up” is available upon request.

### **I. Welcome and Training**

- a. Welcome to the School Site Council 2023-2024/Call to Order/Roll Call of Elected Representatives
- b. Adoption of Agenda
- c. Training by the Principal regarding actions required of the School Site Council

### **II. Annual/Organizational Meeting—Action Items**

- a. Election of Officers—The Council is requested to elect a chairperson and vice-chairperson/secretary to serve until the next organizational meeting.
- b. Adoption of Calendar 2023-24—The Council is requested to approve October 4, 2023 as the date of the annual and organizational meeting and December 6, 2023 and February 7, 2024 at 2:00 p.m. as meeting dates.
- c. Review and Adoption of Title I Parent Involvement Policy—The Council is requested to review the Charter Academy of the Redwoods board policy and revise as needed to adopt for the school.

### **III. Discussion and Reports**

- a. Review the *Redwood Academy* WASC Action Plan, CAASPP/CAST results, Student Survey results, and Parent Survey Results -- Based on a presentation of the 2022-23 achievement and survey data by the principal, the Council is requested to monitor implementation of the school plan for 2023-24 and consider improvement strategies for incorporation into revisions of the Action Plan.

### **IV. Public Comment for Items Not on the Agenda—The Council reserves 10 minutes for members of the public to address the Board on items not on the agenda and within its jurisdiction.**

### **V. Next Regular Meeting—Wednesday, December 6, 2023 @ 2:00 p.m. @ Georgetown Classroom** Agenda will include: Review of School Safety Plan, and recommended modifications to the WASC Action Plan.

### **VI. Adjournment**

## Charter Academy of the Redwoods

*CAR Board Policy 501.1 Charter Academy of the Redwoods recognizes that student success results when students, their families, the community, the staff, and the charter-granting agencies work in a concerted manner to ensure each student's achievement. The staff will strive to ensure that all parties have the information they need to support students and the school in meaningful ways.*

### Title I Parental Involvement Policy

#### **1. Statement of Purpose**

As stated in board policy 501.1, Charter Academy of the Redwoods (CAR) is committed to fostering the effort of all parties to fulfill the mission of preparing every student for a successful future in safe, challenging, well-managed charter schools. To accomplish this, we establish and enhance partnerships with student ~ families (including parents and guardians) and with the community. *Redwood Academy* student ~ families play a key role in supporting the activities of the school including attending events, participating in meetings, supervising at-home study, and monitoring academic progress. This Title I Parental Involvement Policy is designed to augment CAR Board Policy in adherence with Title I requirements.

Information about parent involvement expectations will be distributed to all parents in the *Student ~ Family Handbook* that is also posted on the school's web page at [www.caredwoods.org](http://www.caredwoods.org). We recognize that some students may need the extra assistance available through the Title I program to reach their goals. CAR will include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will help all students to prepare for future success.

#### **2. Parental Involvement in Developing the Policy**

The Parent Advisory Meetings, consisting of parents and involving teachers, paraprofessionals, and administrative staff, representing each of the School Site Councils and other volunteers have developed and will revise the CAR Parental Involvement Policy. Because both Academies are Title I school-wide program schools, all participants will be equally welcome.

#### **3. Annual Meeting for Title I Parents to be Held for Redwood Academy of Ukiah**

All students and a responsible adult will be required to attend an orientation or complete an orientation packet prior to enrollment and will be informed about the Academy's methods of communications. As posted on the school calendar, parents will be invited to attend an annual meeting for discussion of specifics concerning the instructional objectives and methods of the program. The parents will be given information about the Title I guidelines, program, and copies of the *Redwood Academy* Parental Involvement Policy. They will be offered a chance to become involved in revising the policies as needed. Parents will be encouraged to volunteer to attend Parent Advisory Meetings and/or serve on the School Site Council. The annual meeting will usually be held during quarter one. Translation (English-Spanish) will be available. Parents will be sent written notice about the meeting times.

#### **4. School-Parent Compact**

In keeping with CAR Board Policy 501.5 and Title I regulations, *Redwood Academy* shares responsibility with parents for high student performance by signing a school-parent-student compact. These compacts outline how parents, staff, and students share responsibility for promoting high student achievement. All parents may be involved in revising these compacts by participating on the School Site Council. Parents will receive the compact, in the home language whenever possible, following enrollment. Parents are urged to discuss the compact with their student.

## **5. Types of Parental Involvement**

Parent/guardians may become actively involved in their student's education in diverse ways. The Parent Advisory Meetings and School Site Council encourage five specific strategies:

- 1) planning and attending school-based events such as Showcase and Family Fun Night and participating in activities such as field trips;
- 2) participating in meetings such as Parent Advisory Meetings and School Site Council;
- 3) supervising at-home study using information about missing assignments;
- 4) monitoring academic progress by checking PowerSchool ® weekly and following up on missing work and low grades; and
- 5) assuring student preparedness and proper attendance.

## **6. Matching Programs to the Needs of Our Community**

Annually *Redwood Academy* will assess the needs of parents and children through a variety of measures including parent interviews and satisfaction surveys sent home to parents so that the Title I programs may be revised to support individual student achievement. A library of selected resources, PowerSchool ® training, and educational sessions may be provided for the Parent Advisory Meetings as requested.

## **7. Staff-Parent Communication**

Communication with parents will involve all students ~ families. Methods will include but not be limited to: required orientation information for new students; use of PowerSchool ®, e-mails, and a web page; maintenance of a timely school calendar of events, teacher conferences, student study team sessions, and calls home. Beginning at orientation, parents are requested to notify the staff in person or by e-mail of any concerns and to use the parent satisfaction survey to identify needs and suggestions.

## **8. Evaluation**

The School Site Council will be involved in the process of school review, planning, and improvement. The group will collect and review information about student achievement. There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program; parents will be asked for their suggestions. The evaluation will include an assessment of any changes in parental involvement and an identification of barriers to parental participation. *Redwood Academy* will revise its Parental Involvement Policy, if necessary, on the basis of this annual review. The site administrative staff will be responsible for adhering to all elements of the regulation and policy.

## **9. Barriers to Parent Participation**

Parent Advisory Meetings and the School Site Council will ensure that barriers to participation by *Redwood Academy* parents in school activities are identified and removed. Particular attention will be given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

## Action Plan 2021—2022

<p><b>Goal #1:</b> <i>Continue to graduate college prepared students as determined by the College/Career Dashboard Indicator—added/rev 2017 to reflect LCAP</i></p> <p><b>Rationale:</b> <i>Self-study findings indicate that in order to successfully maintain acceptable progress/ratings in the state accountability system it will be important to expand the focus on college readiness rates as it pertains to state testing to include a focus on successful A-G completion and successful college course/dual enrollment completion as well.</i></p> <p><b>SLOs Addressed:</b> <i>Language Heritage and the Future Mathematics/Science The Arts</i></p> <p><b>Growth Target:</b> <i>Increase college readiness rates as measured by the CCI.</i></p> <p><b>Measurable Outcomes:</b> <i>Students will be deemed college and career ready as measured by the state accountability system, the College/Career Dashboard Indicator.</i></p>			
Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline/ Resources	Responsible Person(s)	Assess Evidence of Progress/ Monitor and Report Progress
<b>A.</b> Continue to analyze state interim and summative testing results annually to assess/revise instructional needs	August 2012 and on-going annually/ Time for analyzing score reports	All English, history, math and science teachers	Evidence: State testing results in conjunction with continuum assessment results  Monitor: C. Cimmiyotti to assess test results and oversee course enrollment on a yearly basis.
<b>B.</b> Continue to implement consistent instructional strategies/language pertaining to key standards	August 2012 and ongoing/ Time allocated for teacher collaboration and professional development	All English, history, math and science teachers	Evidence: Student work/ assessments; observe use in classrooms  Monitor: Teachers to report on progress at monthly vertical team meetings
<b>C.</b> Continue to provide teachers/staff with Advanced Placement, state standards, and academic counseling trainings in order to facilitate deeper levels of student learning and higher levels of test performance.	Fall 2012 and ongoing	C. Cimmiyotti and all teachers	Evidence: Training materials/ LCAP  Monitor: Teachers will share contents of their trainings with the principal and other relevant staff members.

<p><b>D.</b> Continue to purchase CCSS and AP aligned curriculum and materials to support high performance on assessments and in classes.</p>	<p>Fall 2015 and ongoing</p>	<p>C. Cimmiyotti and all teachers</p>	<p>Evidence: Materials purchased/ LCAP Monitor: C. Cimmiyotti and J. Switzer to monitor purchases.</p>
<p><b>E.</b> Continue to expand course offerings/avenues for students to meet “prepared” according to the CCI indicator (College Program/dual enrollment course or AP Psych requirement).</p>	<p>Fall 2015/2017 and ongoing</p>	<p>C. Cimmiyotti, M. Decker, C. McClure, M. Anderson</p>	<p>Evidence: Course enrollments/ LCAP Monitor: The principal will monitor all course enrollment.</p>
<p><b>F.</b> Continue to subsidize AP Exam Costs for students who earn a B+ or higher in an AP class and all homeless, foster, and low-income students in an AP class in order to better utilize AP testing as an avenue by which to meet the CCI.</p>	<p>Fall 2017 and ongoing</p>	<p>C. Cimmiyotti</p>	<p>Evidence: Budget/ LCAP Monitor: C. Cimmiyotti and J. Switzer to monitor AP Exam costs</p>
<p><b>G.</b> Provide additional support programs (such as tutoring and additional academic counseling to struggling students).</p>	<p>Fall 2018 and ongoing</p>	<p>C. Cimmiyotti and C. McClure</p>	<p>Evidence: Budget/ LCAP Monitor: C. Cimmiyotti to monitor the addition of support programs</p>

**Goal #2: Successfully transition science instruction and assessment to align with the recently adopted science standards.— added 2018**

**Rationale:** Self-study findings indicate that Redwood Academy will have to invest resources into science trainings, materials, and possibly facilities in order to successfully transition to the new science standards and, thereby, allow students to be successful on the upcoming state science assessments.

**SLOs Addressed:** Mathematics/Science

**Growth Targets:** Demonstrate growth on the upcoming state science assessments.

**Measurable Outcomes:** Students will demonstrate year to year growth on the upcoming state science assessments.

Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline/ Resources	Responsible Person(s)	Assess Evidence of Progress/ Monitor and Report Progress
<b>A.</b> Purchase NGSS aligned curriculum to support transition to the new standards and testing.	Fall 2018 and ongoing	C. Cimmiyotti and all science teachers	Evidence: Materials purchased/LCAP Monitor: C. Cimmiyotti to monitor all purchases.
<b>B.</b> Increase lab equipment and materials needed for hands-on lab experiments.	Fall 2018 and ongoing	C. Cimmiyotti and all science teachers	Evidence: Lab equipment/ LCAP Monitor: C. Cimmiyotti to monitor lab equipment acquisitions
<b>C.</b> Provide science teachers with NGSS specific professional development opportunities.	Fall 2018 and ongoing	C. Cimmiyotti	Evidence: Training materials/ LCAP Monitor: Teachers will share contents of their trainings with the principal and other relevant staff members.
<b>D.</b> Retrofit a classroom for a dedicated science lab facility.	Fall 2022	C. Cimmiyotti and S. Sawyer	Evidence: lab facility Monitor: C. Cimmiyotti and J. Switzer to monitor retrofitting process.

**Goal #3:** *Create a positive school climate that promotes the values of integrity, compassion, and effort as important measures of personal success and college readiness—added/rev 2018, 2020*

**Rationale:** *Recent student survey and anecdotal data still shows students feel an increasing lack of confidence regarding their own personal success and college readiness. As a result, this goal serves as a revised continuation of the school’s previous action plan goal regarding this same data. In exploring why students’ positive feelings regarding their own learning and college readiness has decreased rather than increased despite the school’s best efforts, RA staff noted that students’ definitions of success may be too limited, focused largely on grades or other external measures from year to year. Additionally, staff noted that many students seem to increasingly suffer from feelings of stress and isolation—feelings that may be exacerbated by the school’s academically competitive culture as well as the sharp increase of social media use for teens in general. In discussing solutions to this ongoing issue, the staff proposed that the school focus more on the importance of character and thereby broaden the definition by which students’ view themselves as successful and ready for college.*

**SLOs Addressed:** *Independent Living*

**Growth Target:** *Increase students’ feelings of personal success and college readiness as measured by student surveys and interviews.*

**Measurable Outcomes:** *Students will express increased confidence in these areas assessed by student interviews and surveys.*

Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline/ Resources	Responsible Person(s)	Assess Evidence of Progress/ Monitor and Report Progress
<b>A</b> Continue to hire a Student Services Coordinator to provide additional college and career counseling services	Fall 2014 and ongoing	C. Cimmiyotti and C. McClure	Evidence: Position is filled by C. McClure; job description/LCAP Monitor: C. Cimmiyotti to review C. McClure’s duties and effectiveness annually
<b>B</b> Continue to implement Artward Bound, Outward Bound, and Career Bound Programs to increase enrichment education aimed at improving student feelings of personal success and college/career readiness	May 2016 and ongoing	C. Cimmiyotti, C. McClure, and all teachers	Evidence: Program operation schedules; Outward Bound contract/LCAP Monitor: C. Cimmiyotti to review student feedback from programs annually.
<b>C.</b> Continue fall college tours for all grades and expand college tours for juniors to include an extra tour in the junior year for qualifying students	Fall/Winter 2017 and ongoing	C. Cimmiyotti; C. McClure	Evidence: Permission Slips/LCAP Monitor: C. McClure to arrange and monitor tours

<p><b>D.</b> Continue to implement the Buddy Program to emphasize the values of compassion and inclusion</p>	<p>Winter 2013 and ongoing</p>	<p>C. Cimmiyotti, L. Keast, S. Esau, W. Chavez, and W. Consterdine</p>	<p>Evidence: Life and Leadership lesson plans/ Master Calendar  Monitor: Advisors of grades 7,8,11, and 12 to report to C. Cimmiyotti about Buddy program activities</p>
<p><b>E.</b> Formally recognize acts of compassion, inclusion, effort, and integrity as achievements by giving out character-based awards</p>	<p>Fall 2018 and ongoing</p>	<p>C. Cimmiyotti, L. Keast, and all teachers</p>	<p>Evidence: Awards lists  Monitor: C. Cimmiyotti to keep track of Demonstration Night and Promotion ceremony awards; L. Keast to keep track of student council awards.</p>
<p><b>F.</b> Research character education programs and findings and/or attend professional development on character-based education.</p>	<p>Fall 2018 and ongoing</p>	<p>C. Cimmiyotti and all teachers</p>	<p>Evidence: Training materials  Monitor: C. Cimmiyotti to monitor and distribute the I.L. Matrix assignments</p>



Home / Aggregate Reports (/aggregate-reports) / RA Test Results 2022-23

### RA Test Results 2022-23

Row count:

Column Order

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Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
<input type="button" value="District"/> Redwood Collegi...	7	2022-23	Overall	24		<b>2557 ± 22</b>	25%	16%	45%	12%
	8	2022-23	Overall	30		<b>2531 ± 22</b>	46%	16%	13%	23%
	11	2022-23	Overall	16		<b>2637 ± 31</b>	18%	31%	18%	31%

Column Order

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Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
<input type="button" value="District"/> Redwood Collegi...	7	2022-23	Overall	24		<b>2582 ± 16</b>	4%	33%	50%	12%
	8	2022-23	Overall	30		<b>2561 ± 21</b>	26%	23%	30%	20%
	11	2022-23	Overall	16		<b>2685 ± 26</b>	6%	6%	43%	43%

Column Order

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Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
<input type="button" value="District"/> Redwood Collegi...	8	2022-23	Overall	30		<b>402 ± 4</b>	20%	50%	20%	10%
	10	2022-23	Overall	0		-	-	-	-	-
	11	2022-23	Overall	16		<b>615 ± 5</b>	0%	56%	18%	25%
	12	2022-23	Overall	0		-	-	-	-	-

Home / Aggregate Reports (/aggregate-reports) / RA Test Results 2022-23

### RA Test Results 2022-23

< Create New Query

Row count: 10 Show

Summative Math Export

Column Order

0 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Subgroup

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	7	2022-23	Overall	24		2557 ± 22	6	4	11	3
	8	2022-23	Overall	30		2531 ± 22	14	5	4	7
	11	2022-23	Overall	16		2637 ± 31	3	5	3	5

Summative ELA Export

Column Order

0 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Subgroup

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	7	2022-23	Overall	24		2582 ± 16	1	8	12	3
	8	2022-23	Overall	30		2561 ± 21	8	7	9	6
	11	2022-23	Overall	16		2685 ± 26	1	1	7	7

Summative CAST Export

Column Order

2 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Subgroup

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	8	2022-23	Overall	30		402 ± 4	6	15	6	3
	10	2022-23	Overall	0		-	-	-	-	-
	11	2022-23	Overall	16		615 ± 5	0	9	3	4
	12	2022-23	Overall	0		-	-	-	-	-

# Redwood Academy - Parent Survey 2022-23

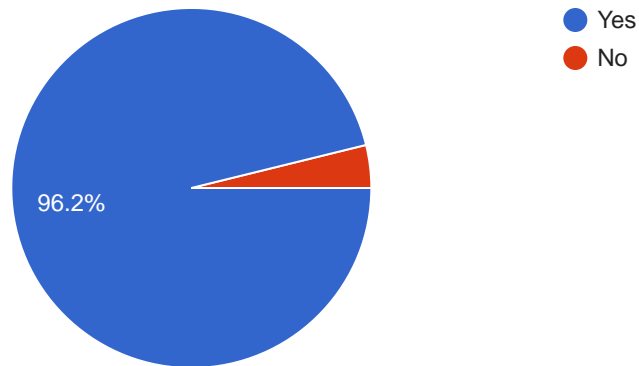
27 responses

[Publish analytics](#)

Has your student felt successful at school this year?

 Copy

26 responses



If you answered no to the previous question, do you have any ideas about how we can help your student feel successful?

3 responses

It's about mental stamina and resiliency. It's him feeling like he doesn't measure up to peers. I'm not sure if there are SEL lessons built in around those topics

My child has felt pretty successful with academics, a bit less with behavioral. As far as suggestions I think continuing to have open discussions about what's expected and why is good.

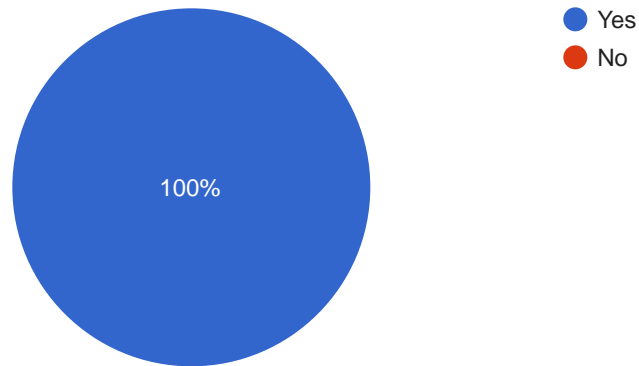
Spanish was challenging because of the lack of communication. It would have been nice if the teacher made himself available for conference and attend IEP meetings.



Do you feel like your student's classes are adequately preparing them for college?

 Copy

26 responses



If you answered no to the previous question, do you have any suggestions about how we could adjust instruction to better prepare students for college?

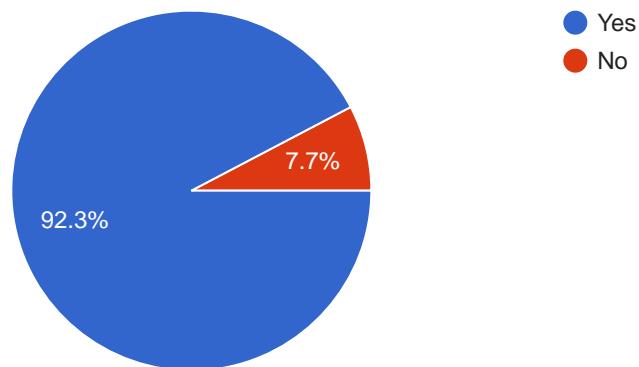
1 response

I think so. I would like to see his end of year test results to have a better idea. I do have some concerns about the ELA class, though I know it switched teachers a lot. I'm hoping next year will be more stable with high level of instruction.

Does your student feel like their effort is valued when in class or at school?

 Copy

26 responses



If you answered no to the previous question, do you have any suggestions about how we can ensure that students' efforts are valued?

2 responses

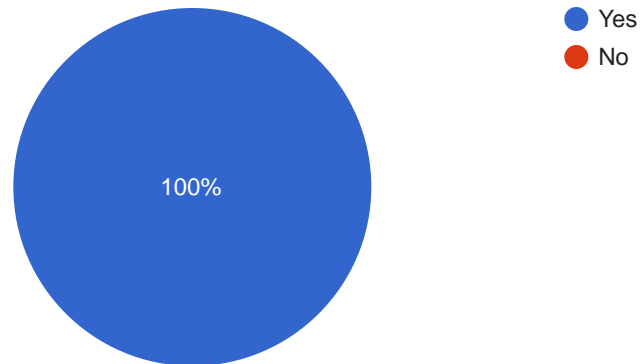
Unknown

My child feels only one teacher sees his effort. He believes more positive recognition may help.

Do you feel that you can talk to staff about your student's needs when needed?

 Copy

27 responses



What do you think are the most important areas of focus as we plan for next year?  
What, in your opinion, are the best ways to help our students feel excited about coming back to school and learning in the fall?

14 responses

Communication was great, the addition to sports was beneficial. I think in general, my student seemed eager to be at school.

I think a positive area of focus would be simplifying and clarifying rules and expectations for students. The current discipline system is somewhat opaque and lacks simplicity.

Keep doing what you are doing

I think that it would be better if the students could work in a more isolated area with not as many distractions as us parents can see are usually the major

reason our children have bad grades

Friendly people and places

Get a science teacher (I know you have 😊)

Teaching them to manage their tasks

Continue to support social activities, clubs, trips. These kids need more away from phone time, the arts, public speaking. Thanks for all you do.

Dear Redwood Academy

As you plan for the upcoming year, I think the most important areas of focus should be to provide challenging high level academics, with a focus on English Language Arts as well as a continued focus on creating a positive, safe and fun learning environment.

To foster excitement about returning to school in the fall, I suggest continuing to expand the range of electives and enriching field trips. I personally would love to see the addition of music as an elective, such as a student band or music club. I also believe continued campus improvements are a great way to show school pride and make for a more enjoyable school experience. Moreover, I believe incorporating more rigorous exercise into PE classes could have multiple benefits, including improved behavior and overall well-being.

On a related note, I've been wondering if we are meeting our state required minutes in Physical Education. To the best of my knowledge, the state mandates 400 minutes every 10 school days (2 weeks), while our current PE schedule appears to offer around 270 minutes.



Thank you for considering these ideas and striving to create an exciting and fulfilling educational experience for the students.

Focus on academics. Have field trips. Increase the club options (gardening? Music?) Maybe improve the look of the campus to get kids excited about returning as well as more clubs.

Keeping learning fun and more field trips please.

The social dynamics, SELS for all, more interpersonal skills

I know science has been a challenge...

Meeting student individual learning styles to meet all student needs.

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# RCA Student Survey 2023

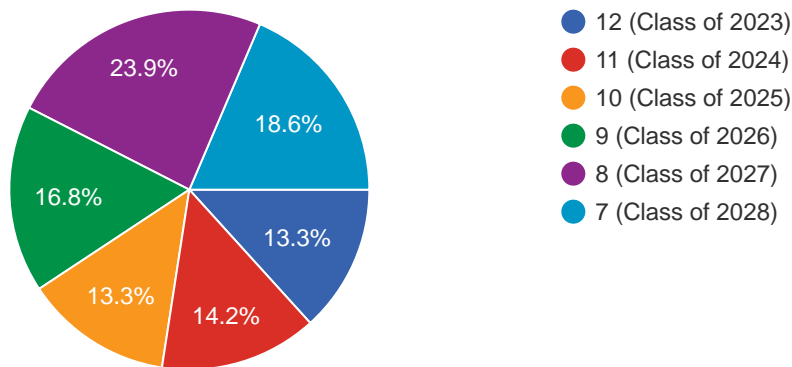
113 responses

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## What is your current grade?

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113 responses

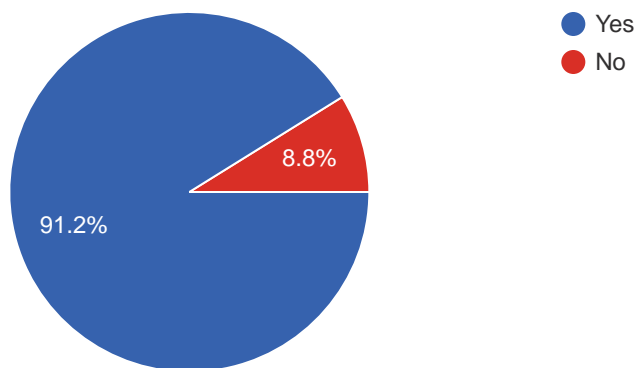


## Required Section 1

## Do you feel like the school staff supports and values you for who you are?

 Copy

113 responses





If you answered "no," please write a sentence or two telling the staff what they could do to better support and value you.

113 responses

NA

na

N/A

Na

no

I get my hat token from me when it's on my hand

1

They assume i do bad things

yes

too much assumptions

The teachers dont do anything there really nice but the staff pay attention to other problems and someone could be getting pushed around and they would't even notice

For the most part yes, however, I think that some of the staff are often passive aggressive which I have seen confuse a lot of students and also greatly upset others. I think being more direct is better.

I'm good at writing sentences and you guys go crazy for that stuff.

I think that there is school staff that does support me, but a lot of them don't. I find that some of the school staff are rude. I think that I shouldn't get dress coded or told that I can't wear something if I am wearing it to express myself. They could be nicer.

only my friend groupe can handle what i can say without being treated biased

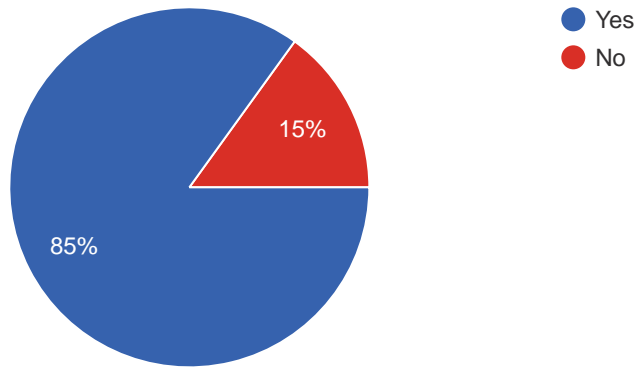
because they hear you but don't really actually listen to what you need to say .



Do you feel like your fellow students support and value you for who you are?

 Copy

113 responses



If you answered "no," please describe how you could be better supported and valued with a sentence or two.

113 responses

NA

na

N/A

Na

no

1

yes

just my friends.

The students just call eachother names thats it

I don't feel like answering.

Younger students need to be more respectful to each other.

NA

i stay in my space

[REDACTED]

Some of them do, and they might try to make me feel supported and valued, but there are a lot of people as well who are just really not the best. They can make me feel stressed and want to get away from them. Some also anger me because of how they talk down about others, and how they make me feel less than I know I am.

It really depends on the person, some people don't really agree with some of who I am, but that cant really be helped



For the most part yes, but a lot of students often don't listen to their peers (even the seniors). Like for example if someone says something mean, and someone calls them out for it they double down and continue to be mean or defend their mean statement.

I think that some of my classmates do like my friends. But thanks to someone in my class that made awful rumors about me at the beginning of the year, people have always had a different perspective on me even if they haven't tried to get to know me.

i dont know

they r rude tbh nd idrc

only my friend group was there for the problems that where there and the rest put face face and nodded

I feel like I could be better supported by being understood by my other classmates - such as when I get irritated or mad they always just get super rude and start making comments about how I'm always mad and rude.

there are really only like a few groups in my classroom and other classrooms that support me and value me but for the most part other classmates dont really support me very much

everyone fights each other and none of the teachers do anything about it. if teachers would give them actual consequences it'd probably get better but it feels like they ignore everything.

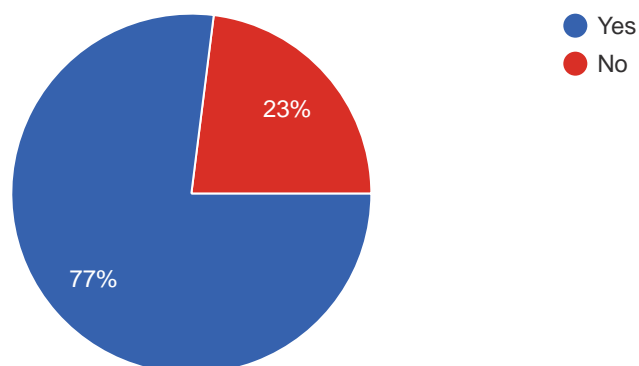
i would rather not.

The students can be very disrespectful and makes comments that can be very hurtful to some people. Some students also threaten others in different ways that can be harmful.

Do you feel like kindness and honesty are encouraged at this school?

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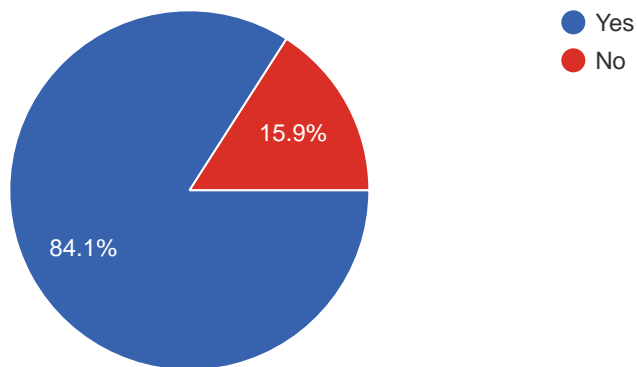
113 responses



Do you feel like the school staff respects differences at this school?

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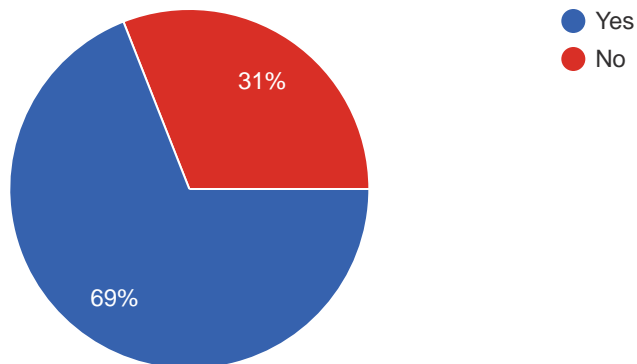
113 responses



Do you feel like your fellow students respect differences at this school?

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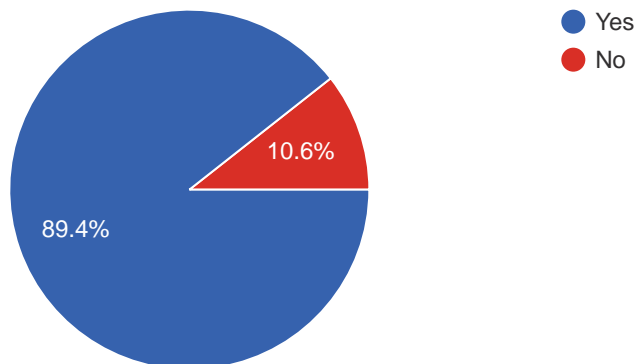
113 responses



Do you feel safe while at school?

 Copy

113 responses



If you answered "no" to any of the above questions, please explain your choice with a sentence or two.

113 responses

NA

na

Na

N/A

no

1

peoples differences aren't really accepted by everyone.

.

[REDACTED]

I personally have seen some fellow students be awfully rude to one another on some occasions and have done some unsafe actions that may cause harm to others.

i put no for the do you feel like your fellow students respect differences at this school because i have had some problems with some of the kids and they are not nice

[REDACTED]

Students make fun of each other if they're seen as different and I've seen little consequences to it.

There's people who dont and do respect differences

i feel safe cus nothing good happens no tea

I feel like students make fun of eachother for differences between us.

Kindness and honesty are not encouraged but they are supported.



Some students are very respectful and some are not. This is due to the personality of some students, but teachers provide mediation and resolve for any bad situation caused by these characteristics.

[Redacted]

There are some students that I feel are gifted special privileges, and those people don't act as though they are deserving of said privileges. However, it is left to stay as it is. There are many students who do accept and respect differences at this school, but there are some that are not very respectful towards differences, or towards people being individuals.

Most troubles with "kindness", "honesty", and "respect of differences" are person to person and again cant really be helped with respect to the staff and environment

[Redacted]

cops being here over little things

There are some students who don't respect differences. I don't feel safe at any school because anything could go wrong.

Some kids at school make fun of the smart kids because they talk a lot. And my friends would get bullied for what they wear or how they speak as well as what they talk about or like to do which is annoying to deal with every school day.

[Redacted]

[Redacted]

i feel safe most of the time but it kinda scares me how there is like 3 guns stores within like half a mile of here.

no im good



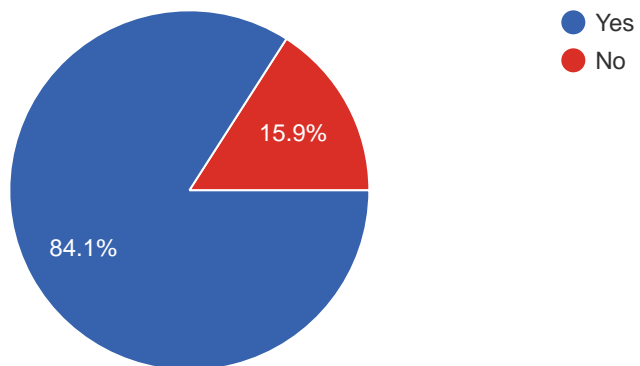
There's a lot of racism going on in this class

Required Section 2

Is there an area of your life in which you have felt successful this year?

 Copy

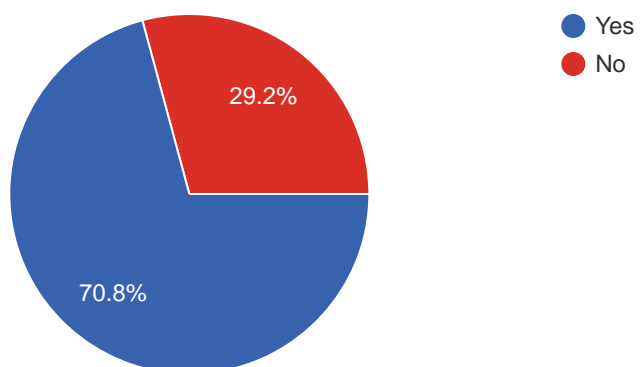
113 responses



Do you feel that you can talk to staff about your needs?

 Copy

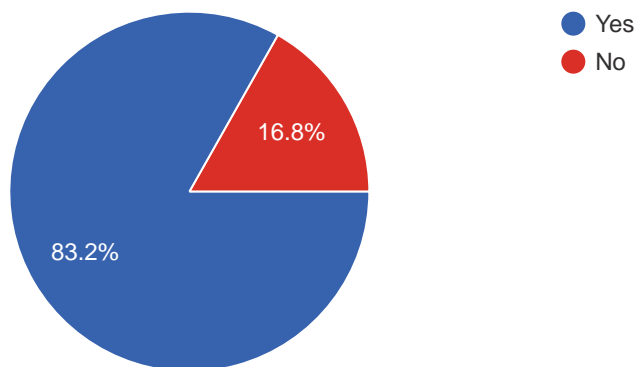
113 responses



Do you feel like most of your classes are helping you learn and prepare for college?

 Copy

113 responses





If you answered "no," please write a sentence or two describing which classes you feel are not helping you learn or prepare for college and why.

113 responses

NA

na

Na

N/A

1

no

I only find average english and basic math to be useful in the future, i would include spanish if i didn't speak it already.

I am not sure

.

NA

science wasnt good this year and now im failing because i fell back a lot since we had to do edunuity

college is a very homework heavy environment, this schools model is "no homework" very counterintuitive to me, but i do enjoy having guided study,.

I wouldn't really talk to a teacher about my feelings, because i have a therapist.

useless

I can not talk to the staff about it.

everything when to fast.



I don't feel that I can talk to the staff about my needs because it would be burdening them, and they are also very busy people. While I enjoy being company for most all of the staff, there is only one or two of them that I feel I could really go to about my needs because I feel heard by them. I feel guilty talking to people about my needs, too, though.

I don't feel like most of the classes prepare me, only a few, and even then I don't really feel prepared enough.

They help i just don't feel prepared for college i don't have any info about it.

NA. But I don't think that PE is helping me prepare for college. The PE is unnecessary here especially with all the written tests we have to do.

theres no kinda button

i dont want to go to collage

none of them because we dont have a teacher. None of the subs know whats going on.

because im not learning what i want to im not even gonna try till next year and i would like to be a architect

In biology this year i feel like I didn't really learn anything important or that I would remember.

Science is one because it is just watching videos, copying, and then checking quizzes. I learn better from in person teaching not videos.

just didnt do anything that i find succesful

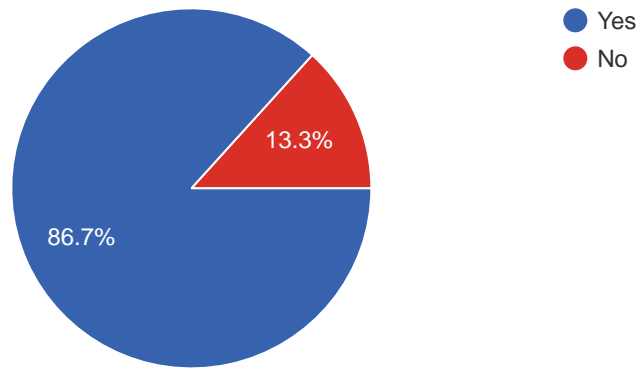
I feel as though my classes do not align with any college courses. We rarely have discussions about college and we have not gone to a single college for a field trip.



### Have you used PowerSchool to help improve your grades?

 Copy

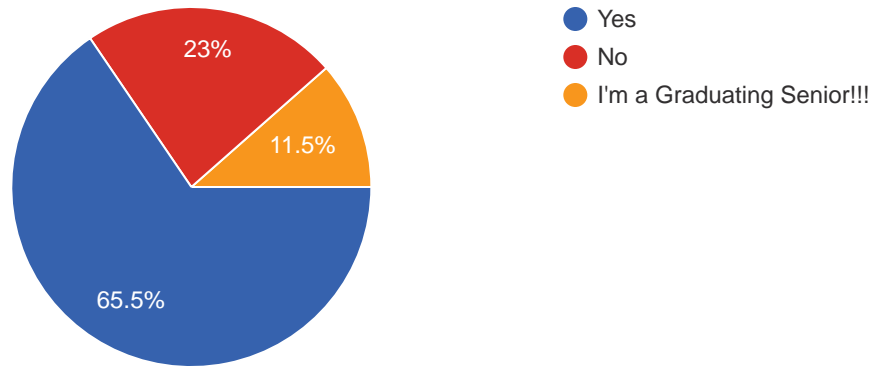
113 responses



### Do you expect to attend Redwood Collegiate Academy next year?

 Copy

113 responses



If you answered "no," please type in the name of the school you plan to attend next year.

If you are a graduating senior, tell us about your plans for next year. (Name of the college(s) or other post-secondary training you plan to take part in.)

113 responses

NA

na

Ukiah High

N/A

Na

Mendocino College

I don't know

1

no

im unsure of which school currently but it is in L.A

Ukiah High

Ukiah High School

TEXAS

The ukiah high school

I'm continuing high school at Ukiah high for 11th grade

CSU Cal Poly Humboldt

UC DAVIS

im going to college at Reed College



i really want to move back to my old school because it was an amazing school but i know that im not going to because of my parents so i will be attending this same school

eagle peak

I plan to go to Mendo and work at costco

I'm going to be going to Mendocino College to get my general education done, and then I am also going to be getting my CNA training done. I hope to aspire to become a Registered Nurse in the future.

My Plans for next year are to take a gap year and work as much as I can and save

I am going to cal poly humboldt for computer science, and I plan to be active in the local film community there.

Rift valley academy (kenya)

I hope to go to River Oak. I have lots of friends there but if I don't make it in then I will have to come here.

It honestly depends on where my mind ends up.

Beachtel Groove in Willits

i'm not sure yet sorry i might or might not

Optional Section

