

## Redway Elementary

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Southern Humboldt Joint Unified
<b>Phone Number</b>	(707) 943-1789
<b>Superintendent</b>	Don Boyd
<b>E-mail Address</b>	<a href="mailto:donboyd@sohumusd.com">donboyd@sohumusd.com</a>
<b>Web Site</b>	<a href="http://apps.humboldt.k12.ca.us/sohumwp/">http://apps.humboldt.k12.ca.us/sohumwp/</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Redway Elementary
<b>Street</b>	344 Humboldt Ave.
<b>City, State, Zip</b>	Redway, Ca, 95560-0369
<b>Phone Number</b>	707-923-2526
<b>Principal</b>	Stephanie Steffano-Davis, Principal
<b>E-mail Address</b>	<a href="mailto:rochelleconnolly@sohumusd.com">rochelleconnolly@sohumusd.com</a>
<b>Web Site</b>	<a href="http://apps.humboldt.k12.ca.us/sohumwp/redway/">http://apps.humboldt.k12.ca.us/sohumwp/redway/</a>
<b>County-District-School (CDS) Code</b>	12630406008213

*Last updated: 1/23/2019*

### School Description and Mission Statement (School Year 2018—19)

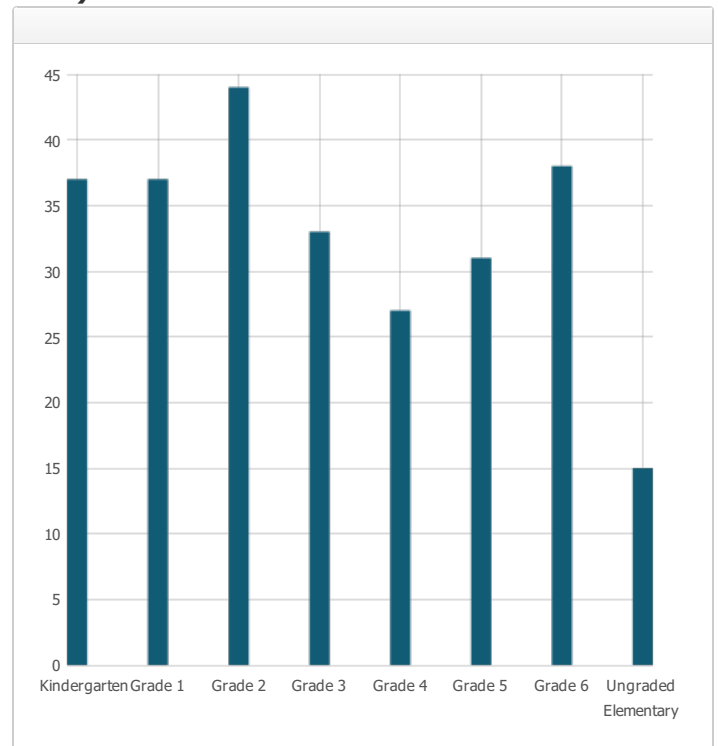
Redway Elementary School, a safe learning community that promotes healthy habits, is committed to the development of all of its students as confident learners, who think critically, make responsible choices, pursue goals, and become informed, active global citizens. In partnership with our broader community, we will provide an innovative, standards-based academic program that challenges students through a variety of learning experiences to meet the California state content standards in all core academic subjects and reach their highest potential.

The vision at Redway Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, compassion, and integrity.

*Last updated: 1/23/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	37
Grade 1	37
Grade 2	44
Grade 3	33
Grade 4	27
Grade 5	31
Grade 6	38
Ungraded Elementary	15
<b>Total Enrollment</b>	<b>262</b>



Last updated: 1/23/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.4 %
Asian	0.7 %
Filipino	%
Hispanic or Latino	20.6 %
Native Hawaiian or Pacific Islander	0.7 %
White	72.2 %
Two or More Races	4.3 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.4 %
English Learners	11.9 %
Students with Disabilities	6.5 %
Foster Youth	6.0 %

## A. Conditions of Learning

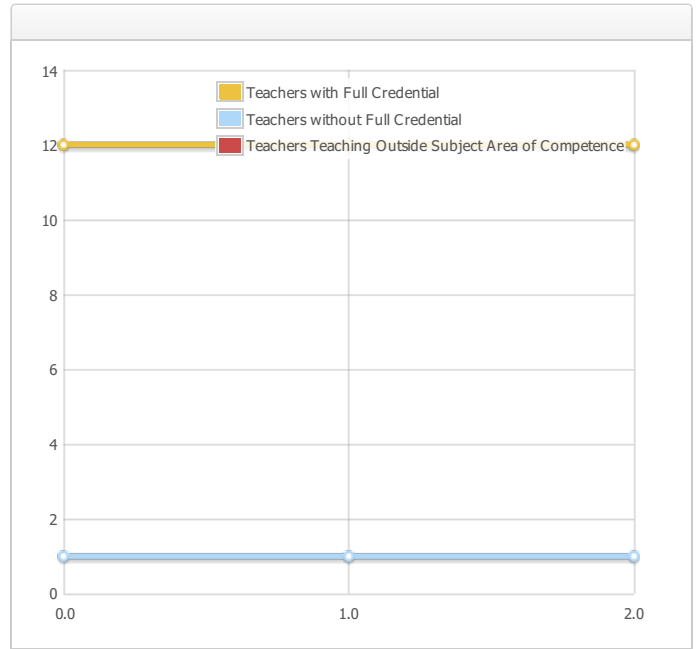
### State Priority: Basic

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 Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	12	12	39
Without Full Credential	1	1	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)				0



Last updated: 1/23/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2019

## School Facility Conditions and Planned Improvements

Redway School is just finishing up an extensive modernization. Our most recent FIT reflects the exemplary state of most of the school. Classrooms are freshly modernized. All of the classrooms are on the new heating and air conditioning system. New restrooms are in place for all of the students.

Playground modernization is being discussed at this time.

*Last updated: 1/23/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boiler needs to be updated.
<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	Office bathroom needs repairs
<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	Poor	Playground needs maintenance on border around gravel area.

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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*Last updated: 1/23/2019*

## 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, which 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); and
- 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 Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	36.0%	38.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	38.0%	31.0%	27.0%	37.0%	38.0%

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/23/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	130	96.30%	36.15%
Male	64	63	98.44%	25.40%
Female	71	67	94.37%	46.27%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	25	24	96.00%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	97	94	96.91%	38.30%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	75	72	96.00%	25.00%
English Learners	18	17	94.44%	11.76%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/23/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	130	96.30%	37.69%
Male	64	63	98.44%	39.68%
Female	71	67	94.37%	35.82%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	25	24	96.00%	29.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	97	94	96.91%	38.30%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	75	72	96.00%	31.94%
English Learners	18	17	94.44%	17.65%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/23/2019*



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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

*Last updated: 1/23/2019*

# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.8%	8.8%	52.9%

Note: Percentages are not calculated 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.

*Last updated: 1/23/2019*

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

There are many opportunities for parent involvement at Redway School. The Redway School Site Council (SSC) is the advisory group governing the Redway School funds for Title One and School-Based Coordinated Programs. It is responsible for helping plan, implement and evaluate programs. The school site council includes the school principal, the elected positions for teachers, other school personnel, and parents. All interested parents are invited to attend the monthly meetings, which are the first Thursday of each month starting at 3:00 PM in the school library. Redway also has an English Language Advisory Committee (ELAC) which advises the SSC on the needs of the English Learner (EL) students at Redway School. Parent members of the ELAC are elected by the parents of the EL students at Redway.

Redway has a very active and supportive Parent Teacher Student Association (PTSA). The PTSA helps raise necessary money for assemblies, field trips, the music program, and other activities/programs in the school. The PTSA meets once a month. All parents are welcome to join the PTSA.

Most teachers welcome volunteer help in the classroom. Volunteers must be able to pass a background check, and be otherwise qualified to help in the capacity offered. Your child's teacher will send home volunteer request letters within the first few weeks of school. It is a valuable message to your child that you feel his/her education is important when you volunteer in the classroom. If you would prefer to volunteer your time outside of the classroom in the office, library, computer lab, or the playground, please contact the school secretary and she will help you make a schedule.

# State Priority: Pupil Engagement

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

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

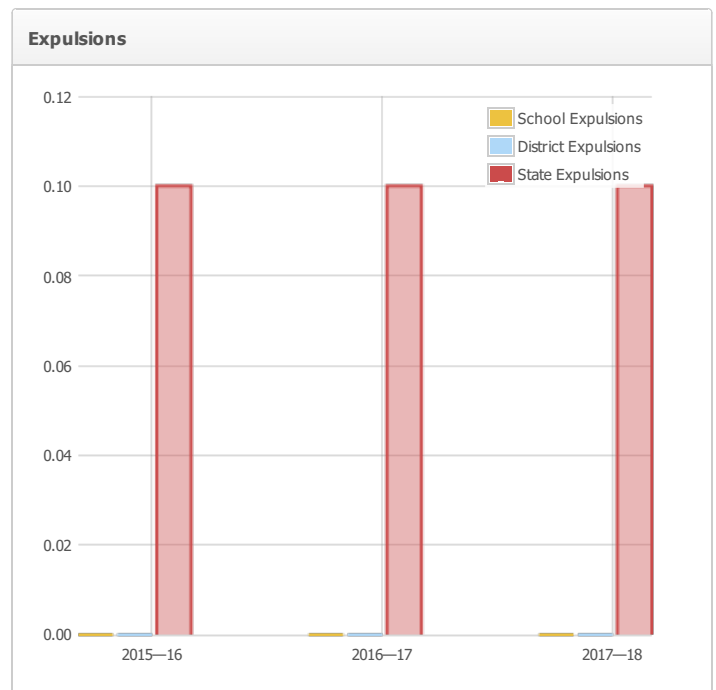
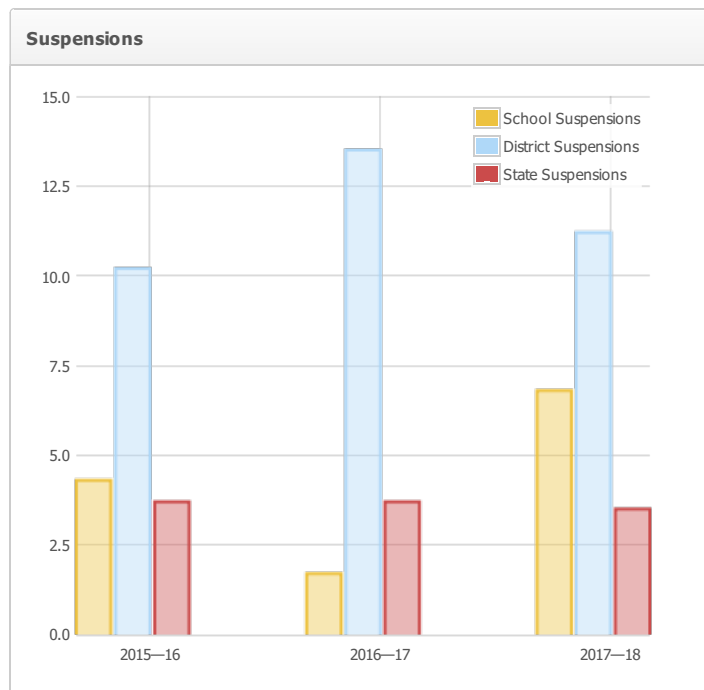
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.3%	1.7%	6.8%	10.2%	13.5%	11.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	2	1	
1	11.0	3		
2	21.0	1	1	
3	15.0	2	1	
4	13.0	2	1	
5	17.0	1	1	
6	13.0	2	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.0	3		
1	22.0		2	
2	11.0	2	1	
3	17.0	1	1	
4	14.0	3		
5	14.0	2	1	
6	19.0	1	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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	2	1	
1	19.0	2		
2	15.0	2	1	
3	12.0	2	1	
4	17.0	1		1
5	11.0	2	1	
6	14.0	2	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.

Last updated: 1/23/2019

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

	Expenditures Per Pupil	Expenditures Per Pupil
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Level	Total Expenditures Per Pupil	(Restricted)	(Unrestricted)	Average Teacher Salary
School Site	\$6871.0	\$1192.0	\$5679.0	\$56081.0
District	N/A	N/A	\$6058.0	\$54141.0
Percent Difference – School Site and District	N/A	N/A	94.0%	104.0%
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	80.0%	88.0%

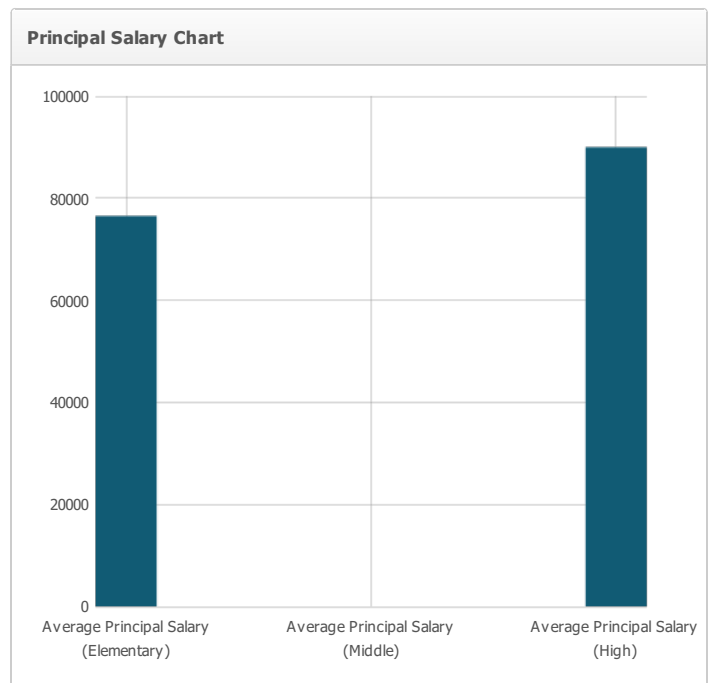
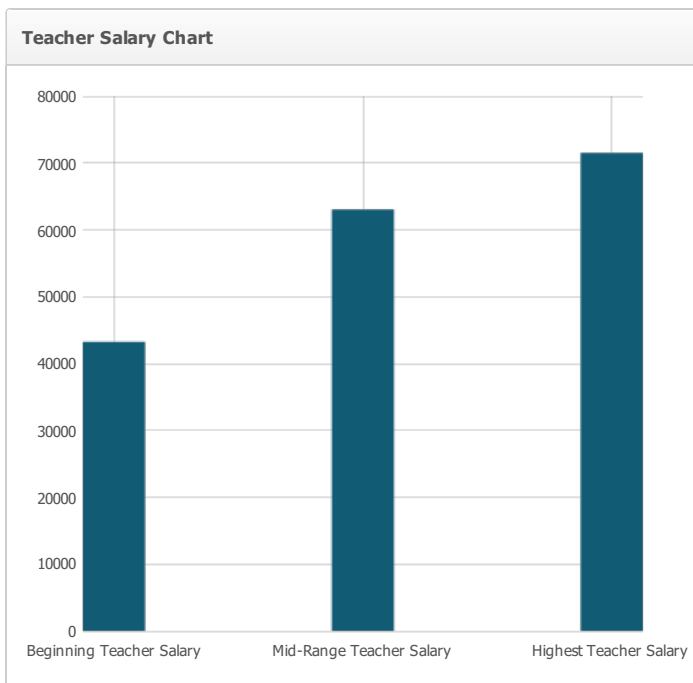
Note: Cells with N/A values do not require data.

Last updated: 1/23/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,240	\$42,990
Mid-Range Teacher Salary	\$63,040	\$61,614
Highest Teacher Salary	\$71,500	\$85,083
Average Principal Salary (Elementary)	\$76,523	\$100,802
Average Principal Salary (Middle)	\$	\$105,404
Average Principal Salary (High)	\$90,000	\$106,243
Superintendent Salary	\$111,353	\$132,653
Percent of Budget for Teacher Salaries	26.0%	30.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/23/2019