

Redwood High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Redwood High School
Street	395 Doherty Drive
City, State, Zip	Larkspur, CA 94939
Phone Number	(415) 945-3620
Principal	Barnaby Payne
Email Address	bpayne@tamdistrict.org
School Website	www.redwood.org
County-District-School (CDS) Code	21-65482-2132587

2023-24 District Contact Information

District Name	Tamalpais Union High School District
Phone Number	(415) 945-1020
Superintendent	Dr. Tara Taupier
Email Address	ttaupier@tamdistrict.org
District Website	www.tamdistrict.org

2023-24 School Description and Mission Statement

The staff at Redwood High School believes that students are the focus for all endeavors in the school. We believe we have an obligation to educate the "whole person" academically, socially, emotionally, and ethically. Redwood High School is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through a variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	452
Grade 10	443
Grade 11	499
Grade 12	468
Total Enrollment	1,862

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.5%
American Indian or Alaska Native	0.3%
Asian	5.5%
Black or African American	0.9%
Filipino	0.4%
Hispanic or Latino	16.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	8%
White	68.1%
English Learners	2.3%
Homeless	0.3%
Socioeconomically Disadvantaged	8.8%
Students with Disabilities	12.2%

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.

2020-21 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)	88.50	88.57	231.10	86.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.30	5.36	13.50	5.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.20	1.22	12115.80	4.41
Unknown	6.00	6.06	16.70	6.28	18854.30	6.86
Total Teaching Positions	100.00	100.00	267.30	100.00	274759.10	100.00

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

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)	89.30	89.59	229.60	87.60	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	3.79	12.20	4.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	2.56	10.70	4.09	11953.10	4.28
Unknown	4.00	4.04	7.60	2.90	15831.90	5.67
Total Teaching Positions	99.70	100.00	262.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	5.30	2.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.30	3.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	2.50
Total Out-of-Field Teachers	0.00	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.7	5.7
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district uses a curriculum review and development process that ensures all district curriculum is compared to state content standards at least every five years. The selection and evaluation of the instructional materials is coordinated with the process for curriculum development. This curriculum cycle also provides opportunity to update supplementary and electronic instructional materials. All students in the district are provided copies of and access to standards-aligned textbooks and other instructional resources, which have been adopted by the governing board of the Tamalpais Union High School District and curriculum frameworks are consistent with those adopted by the California State Board of Education in the core areas of English Language Arts, Mathematics, Science, Social Science, World Languages and Health. TUHSD has adopted materials in Science aligned to the Next Generation Science Standards.

The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated, to ensure that they are aligned with the state content and performance standards for that course. The district also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

Year and month in which the data were collected

12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted in accordance with Curriculum Cycle	Yes	NONE
Mathematics	Adopted in accordance with Curriculum Cycle	Yes	NONE
Science	Adopted in accordance with Curriculum Cycle	Yes	NONE
History-Social Science	Adopted in accordance with Curriculum Cycle	Yes	NONE
Foreign Language	Adopted in accordance with Curriculum Cycle	Yes	NONE
Health	Adopted in accordance with Curriculum Cycle	Yes	NONE
Visual and Performing Arts	Adopted in accordance with Curriculum Cycle	Yes	NONE
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NONE

School Facility Conditions and Planned Improvements

The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office.

Redwood High School is a 63.88 acre campus which has 88 classrooms, a library, performing arts center, swimming pool, and athletics fields. The original campus was built in 1958. In 1998, the district's Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, mechanical and plumbing systems, electrical system, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, and athletic fields) teacher work areas, food service, paving and drainage, landscape and irrigation. The results of this study are published in the District Facilities Master Plan.

Redwood High School underwent major modernization as part of a \$121 million dollar facilities bond measure approved by the Tam District voters. Approximately forty million dollars were spent to remodel classrooms, refurbish the gymnasium, swimming pool, tennis courts, and performing arts center, and install new athletics fields. During the 2012-13 school year, a new visual arts building was constructed and the music building was expanded and refurbished. In 2013-14, two existing classrooms were converted to science laboratory classrooms, a visual arts room was converted into a "black-box" theater/rehearsal classroom space and a soccer/lacrosse field was refurbished for year-round play using artificial turf. Modernization has included replacement of the major infrastructures (heating, lights, electrical, plumbing), painting, new floors, lockers, and furniture.

Technology networking has been upgraded and is accessible in all instructional spaces. In 2015, a solar upgrade was completed in the west parking lot. During the summer of 2017, a new artificial turf was installed on the football field, additional Physical Education and Athletic lockers were added and three new portable classrooms were installed to support growth in student enrollment. In addition, improvements were made to the Counseling Office and Wellness Center. Gymnasium lights were converted into LED lights in the summer of 2018. During the summer of 2018, in order to support the continued growth in student enrollment, four additional portable classrooms and two modular restrooms were added. In addition, the computer lab in the library underwent a major renovation. In the summer of 2020, two additional rooms were converted into science rooms. The Director of Maintenance has established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An on-line Maintenance Work Order system is used to report and monitor the status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

Campus supervisors and administrators are on duty supervising the campus before, during, and after school. They routinely monitor the entire campus, including surrounding streets. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day.

Year and month of the most recent FIT report

01/16/2024

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			Ceiling tiles stained in Classroo 303. Ceiling tiles missing in Classroom 501 machine room.
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	400 Block roof leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X	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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	83	80	76	77	47	46
Mathematics (grades 3-8 and 11)	67	65	59	58	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	489	385	78.73	21.27	79.63
Female	247	184	74.49	25.51	84.62
Male	242	201	83.06	16.94	75.12
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	80.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	58	80.56	19.44	60.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	19	73.08	26.92	84.21
White	355	278	78.31	21.69	83.70
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	29	78.38	21.62	58.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	35	54.69	45.31	40.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	487	336	68.99	31.01	64.88
Female	246	164	66.67	33.33	63.41
Male	241	172	71.37	28.63	66.28
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	80.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	48	67.61	32.39	45.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	17	65.38	34.62	76.47
White	354	243	68.64	31.36	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	23	62.16	37.84	34.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	32	50.00	50.00	15.63

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	69.32	63.46	61.04	53.79	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	950	574	60.42	39.58	63.46
Female	485	269	55.46	44.54	66.67
Male	465	305	65.59	34.41	60.66
American Indian or Alaska Native	--	--	--	--	--
Asian	53	35	66.04	33.96	68.57
Black or African American	11	7	63.64	36.36	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	101	64.74	35.26	48.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	34	61.82	38.18	85.29
White	666	393	59.01	40.99	65.47
English Learners	24	13	54.17	45.83	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	46	58.97	41.03	31.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	52	45.22	54.78	17.65

2022-23 Career Technical Education Programs

The Applied Technology Department offers a variety of courses that prepare students for the expectations of college and the workplace. The department offers computer courses in computer programming, including AP Computer Science, and computer graphics courses. Additionally, the department offers courses in Construction Technology, Architectural Design, Engineering Design and Engineering Projects. These courses are offered as electives for all students and incorporate academic core competencies from multiple subjects including reading, writing, mathematics, chemistry and physics. The career/work preparation needs of all students are addressed as each of these courses includes course-specific and general career preparation skills as part of the established curriculum. Success in these programs is measured using a variety of projects and assignments showing student proficiency in the course and program outcomes. Students overwhelmingly succeed in these courses.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
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	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.89
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	73.6

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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
Grade 9	92%	94%	95%	93%	94%

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.

2023-24 Opportunities for Parental Involvement

Redwood High encourages parent involvement. Parent organizations include Redwood Parent-Teacher-Student Association (PTSA), Redwood Foundation, and booster groups for athletics and music. Parents are encouraged to volunteer at the school helping with such things as new student orientation, assistance in the College and Career Center and library, parent education, and campus beautification. Parents also serve on the Redwood High School Site Council. If you have questions about how to get involved at Redwood High School, you can access the Redwood website at <https://ca01000875.schoolwires.net/Domain/66> or call 415-945-3620.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.4	0.8	1.1	1.4	0.9	2	9.4	7.8	8.2
Graduation Rate	99.1	99.2	98.3	97.6	98.1	97.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	474	466	98.3
Female	242	238	98.3
Male	232	228	98.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	30	30	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	87	85	97.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	29	29	100.0
White	320	315	98.4
English Learners	16	15	93.8
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	71	67	94.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	57	56	98.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1894	1881	218	11.6
Female	936	930	106	11.4
Male	957	950	112	11.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	102	102	10	9.8
Black or African American	18	17	3	17.6
Filipino	8	8	1	12.5
Hispanic or Latino	318	318	46	14.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	152	150	21	14.0
White	1289	1279	136	10.6
English Learners	47	47	10	21.3
Foster Youth	1	1	1	100.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	209	207	39	18.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	247	246	67	27.2

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.15	0.91	0.90	0.19	0.81	1.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.9	0
Female	0.32	0
Male	1.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.96	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.66	0
White	0.62	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.81	0

2023-24 School Safety Plan

The school's Emergency Plan and Procedures are on file in the principal's office. Drills are held during both fall and spring semester to prepare staff and students for various kinds of emergency situations, including fire, earthquake, Intruder on Campus and Shelter in Place. These plans and procedures are kept in a red folder near the entrance of each classroom and reviewed and updated at the start of each school year. Each classroom and office has been supplied with an emergency backpack that contains first aid supplies and equipment and emergency containers that are equipped with emergency food and water. Additionally, each classroom and office has been supplied with an emergency portable toilet.

The school has a strong working relationship with local law enforcement and emergency services in both Larkspur and Corte Madera, including a School Resource Officer from the local police department. In partnership with our local law enforcement and emergency services, school administration reviews the school's Emergency Plan and Procedures each year. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Redwood staff, including Wellness Center staff, and adjunct support services, such as Bay Area Community Resources. The school safety plan is reviewed and updated as necessary each fall and spring.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	24	18	71	
Mathematics	24	25	46	15
Science	25	19	64	15
Social Science	24	20	57	15

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24	19	68	
Mathematics	22	26	56	6
Science	23	24	61	10
Social Science	24	25	55	12

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	26	14	40	23
Mathematics	26	10	52	9
Science	24	23	38	21
Social Science	28	8	37	27

2022-23 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	332.5

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	18,039.46	5,287.07	12,752.39	113367
District	N/A	N/A	12,958.30	\$110,925
Percent Difference - School Site and District	N/A	N/A	-1.6	2.2
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	50.5	14.7

Fiscal Year 2022-23 Types of Services Funded

The district provides certificated teachers and counselors, certificated administrators, and classified support staff. Support staff includes clerical, custodial, campus supervisory, and ground/maintenance personnel. Each comprehensive high school has a Health Specialist, one Technology Support staff, and a Library/Media Specialist on site. English Language Learners have access to a full program of ELD. The AVID (Advancement via Individual Determination) program helps prepare motivated students in the academic middle for admission to a four-year college or university. An extensive array of supplemental instructional services is provided including short term workshops and independent study. The Wellness Center coordinates and provides health, mental health, reproductive health and substance abuse services and programs for Redwood High School students. The District contracts with community agencies to provide extra drug/alcohol and mental health counseling. A full interscholastic athletic program is supported. Students have access to a wide variety of co- and extra-curricular activities including drama, music, journalism, clubs, and other activities. The per pupil allocation also covers the cost of all instructional materials and equipment, including technology.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$65,607	\$57,234
Mid-Range Teacher Salary	\$102,327	\$95,467
Highest Teacher Salary	\$125,169	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$180,357	\$173,198
Superintendent Salary	\$255,103	\$277,572
Percent of Budget for Teacher Salaries	29.8%	31.17%
Percent of Budget for Administrative Salaries	4.14%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	53.3
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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	1
English	13
Fine and Performing Arts	9
Foreign Language	4
Mathematics	8
Science	11
Social Science	18
Total AP Courses Offered Where there are student course enrollments of at least one student.	71

Professional Development

The Tamalpais Union High School District annually schedules two full-day and two minimum day staff development days during each school year. The primary staff development focus has been on educational equity and instructional strategies. Teachers collaborate to share experiences and student learning data to inform student support decisions and teacher instructional decisions. Additionally, professional development time is used to review the course of study, select textbooks, develop new programs, and participate in staff development training. Administrators, counselors, and teachers participate in numerous other staff development opportunities each school year including leadership skills development, technology integration and equity training.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3		4