Redwood Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Redwood Middle School
Street	3600 Oxford Street
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3410
Principal	Peter Hartnack
Email Address	phartnack@nvusd.org
School Website	https://redwood.nvusd.org/
Grade Span	6-8
County-District-School (CDS) Code	28662666058788

2024-25 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2024-25 School Description and Mission Statement

Redwood Middle School, built-in 1957, has an enrollment of approximately 880 students that incorporates the 6th, 7th and 8th grades. Redwood meets the needs of middle school-aged youth through the concept of teaming, a unique way that results in a school within a school setting. We have 6 teams: two at each grade level. Teams are where the core academic teachers share a group of students in common. Academic teams are named after colleges that are nearby. We have the Cal Bears, San Jose State Spartans, UC Davis Aggies, Sonoma State Seawolves, Sacramento State Hornets, and Stanford Cardinal team. This has been a strong structure that has been in place for the past thirty years.

2024-25 School Description and Mission Statement

We believe that it is our fundamental mission to provide an enthusiastic, safe and caring environment promoting academic excellence, social, emotional well-being, and independent thinking; a quality and challenging education to all our students to prepare them for a global society by focusing on career goals, appropriate technologies, tolerance towards and respect for diverse cultures, beliefs and lifestyles; opportunities to learn the skills using strategies that are individualized as needed, to enable students to respect themselves and others. Our Core Values are: "Be Respectful, Safe, Responsible, and most importantly, Be Kind."

Our school vision, "Redwood Middle School is a rigorous, academic learning community built on caring and personal relationships, where all adults and all students collaboratively and passionately achieve their highest potential allowing all students to realize their post-secondary dreams."

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	324
Grade 7	236
Grade 8	316
Total Enrollment	876

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	53.9
American Indian or Alaska Native	0.6
Asian	1.1
Black or African American	0.9
Filipino	0.8
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.1
White	35
English Learners	20.9
Foster Youth	0.1
Homeless	2.5
Migrant	4.1
Socioeconomically Disadvantaged	63.4
Students with Disabilities	16.9

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)	28.90	84.44	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.82	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	4.92	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.63	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	2.70	8.13	34.50	4.59	18854.30	6.86
Total Teaching Positions	34.30	100.00	753.20	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)	29.90	84.71	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.42	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	5.66	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	2.90	8.21	42.00	5.75	15831.90	5.67
Total Teaching Positions	35.30	100.00	731.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.00	92.70	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	4.39	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.82	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	0.70	2.03	28.00	3.98	14303.80	5.15
Total Teaching Positions	38.90	100.00	704.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.6
Misassignments	1.60	0.50	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.60	0.50	1.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.50	2.00	0.3
Total Out-of-Field Teachers	0.50	2.00	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.50	2.7	2.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: StudySync 2017 Grades 6-8 McGraw-Hill Scholastic Read 180 & Systems 44 - Grade 6-8 A: All students	Yes	0%
Mathematics	Q: Good C: Glencoe: Math Course 1 Glencoe: Math Course 2 Glencoe: Math Course 3 Glencoe: Accelerated Math a Pre Algebra Program 7 Carnegie Learning: Math1 A: All students	Yes	0%
Science	Q: Good C: Amplify Earth, Life and Physical Science (6-8) - 2021 A: All students	Yes	0%
History-Social Science	Q: Good C: Impact: California Social Studies (6-8) – 2019 A: All students	Yes	0%

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

School Facility Conditions and Planned Improvements

Redwood, constructed in 1957, has had classrooms modernized twice, a second gym built, an all-weather track and infield installed and the front of the school has been completely re-landscaped. The roof of the larger gym was replaced over the summer of 2022. Technology includes full connectivity from each classroom to 2 student servers, 1:1 student chromebooks, two mobile wireless laptop carts with 36 laptop computers for academic testing, presentations and ongoing technology training, a video lab for video production. School clubs and parent organizations continue to landscape and beautify the grounds. The school has two sets of bathrooms, in addition to the restrooms in the larger gym attached to the locker rooms. The cafeteria is designed to serve both as an auditorium as well as a cafeteria, with a divider that can split the room into two. The school is 5 different halls, A, B, C, D, E, and F, with the majority of classes in the A, B and C wing.

Year and month of the most recent FIT report	10/2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	36	42	40	46	47
Mathematics (grades 3-8 and 11)	21	24	27	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	885	872	98.53	1.47	35.89
Female	407	400	98.28	1.72	37.50
Male	477	471	98.74	1.26	34.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	526	521	99.05	0.95	24.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	61.11
White	308	301	97.73	2.27	51.83
English Learners	161	158	98.14	1.86	2.53
Foster Youth	--	--	--	--	--
Homeless	29	28	96.55	3.45	17.86
Military	47	47	100.00	0.00	29.79
Socioeconomically Disadvantaged	568	560	98.59	1.41	25.00
Students Receiving Migrant Education Services	40	39	97.50	2.50	17.95
Students with Disabilities	147	143	97.28	2.72	9.79

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	869	97.97	2.03	24.40
Female	407	397	97.54	2.46	21.66
Male	479	471	98.33	1.67	26.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	528	519	98.30	1.70	13.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	44.44
White	308	300	97.40	2.60	40.00
English Learners	161	157	97.52	2.48	0.00
Foster Youth	--	--	--	--	--
Homeless	29	28	96.55	3.45	7.14
Military	47	47	100.00	0.00	21.28
Socioeconomically Disadvantaged	570	557	97.72	2.28	12.21
Students Receiving Migrant Education Services	40	39	97.50	2.50	2.56
Students with Disabilities	148	144	97.30	2.70	7.64

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.16	21.27	25.38	23.70	30.29	30.73

2023-24 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	321	319	99.38	0.62	21.00
Female	152	150	98.68	1.32	20.00
Male	169	169	100.00	0.00	21.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	207	100.00	0.00	13.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	101	99	98.02	1.98	31.31
English Learners	61	61	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	30.43
Socioeconomically Disadvantaged	210	208	99.05	0.95	11.06
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	51	50	98.04	1.96	10.00

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.7	99.2	97	99.2	98.7

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.

2024-25 Opportunities for Parental Involvement

"Every Parent a Partner" describes our focus and goal of promoting a positive parent/community partnership. Parents are highly involved through the Parent Faculty Club, School Site Council, English Language Advisory Committee, and our Orientation Family nights. Countless volunteer hours are dedicated to running the student store, providing supervision on campus, at dances, for special events and on field trips, newsletter production, several fundraisers, library assistance, and technology, just to name a few. Opportunities are available for anyone at any time. For further information on parent involvement opportunities, please contact Peter Hartnack, Principal at 707-253-3415. We also have a Parent & Community Liaison, Vilma Ledesma who is bilingual. Her contact information is Vilma_Ledesma@nvusd.org; the Office number is 707.253.3410.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	919	909	180	19.8
Female	417	415	88	21.2
Male	500	493	91	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	543	539	117	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	3	15.0
White	322	317	53	16.7
English Learners	199	198	42	21.2
Foster Youth	--	--	--	--
Homeless	35	34	11	32.4
Socioeconomically Disadvantaged	597	591	136	23.0
Students Receiving Migrant Education Services	46	46	6	13.0
Students with Disabilities	159	157	43	27.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	5.24	7.83	5.01	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.00	0.21	0.00	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.01	0.00
Female	3.60	0.00
Male	6.20	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.76	0.00
White	3.73	0.00
English Learners	8.54	0.00
Foster Youth	0.00	0.00
Homeless	11.43	0.00
Socioeconomically Disadvantaged	6.20	0.00
Students Receiving Migrant Education Services	2.17	0.00
Students with Disabilities	6.92	0.00

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

2024-25 School Safety Plan

A focus on student well-being has created a positive and safe school campus. Inspections by the Napa Fire Department assure that facilities are safe for all. Our Comprehensive School Safety Plan (CSSP) addresses all components of SB187. The Site Safety Committee reviews the CSSP annually. The PBIS committee meets monthly to review student discipline data and make recommendations on restorative discipline procedures to foster a positive learning environment for all students. Emergency equipment and first aid kits are available to all, including on field trips. Evacuation drills are twice a year and school staff explains policies about safety, all behavior expectations, bullying, and harassment during the first week of school and frequently throughout the year. Discipline follows the NVUSD policy. Many staff members are first aid/CPR certified through the Red Cross. The staff ensures safe ingress and egress to the campus at all times. The Safety was approved by the School Site Council on October 23, 2024.

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	27	15	4	12
Mathematics	27	6	3	12
Science	26	5	6	11
Social Science	25	7	7	8

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	10	9	13
Mathematics	25	8	10	9
Science	26	6	8	12
Social Science	26	6	6	14

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	10	6
Mathematics	23	7	13	4
Science	24	7	10	6
Social Science	24	7	7	9

2023-24 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	350.4

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$7,545	$33	$7,512	$109,462
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	17.6	12.2
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-35.7	11.3

Fiscal Year 2023-24 Types of Services Funded

Single Plan for Student Achievement (SPSA), Local Control Federal Funding (LCFF, Resource (RSP), Speech and Language, Advanced Learner Program and Services (ALPS) , and Local Control Accountability Plan (LCAP) all define the expenditures and can be found on the school and district website.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional development is delivered through the use of staff meetings that occur twice a month for two hours. We also have daily PLC time for either content or team 5 days per week. The emphasis of professional development centers on the development of inquiry-based teaching and learning to align with the district goals and to support the California State Standards. Data analysis is also a current theme at staff meetings. High functioning Professional Learning Teams or Content Teams (as they are referred to at Redwood) exist in math, language arts, science and/or social studies, physical education, and visual and performing arts. These teams have time scheduled weekly on Wednesdays which are an Early Release for students at 1:30. Planning days during the school year are used for the content teams to align curriculum and implementation, design common, formative assessments, analyze data, plan an effective lesson, and design re-teaching opportunities when needed. Finally, staff members participate in workshops specific to their curricular area of expertise.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5