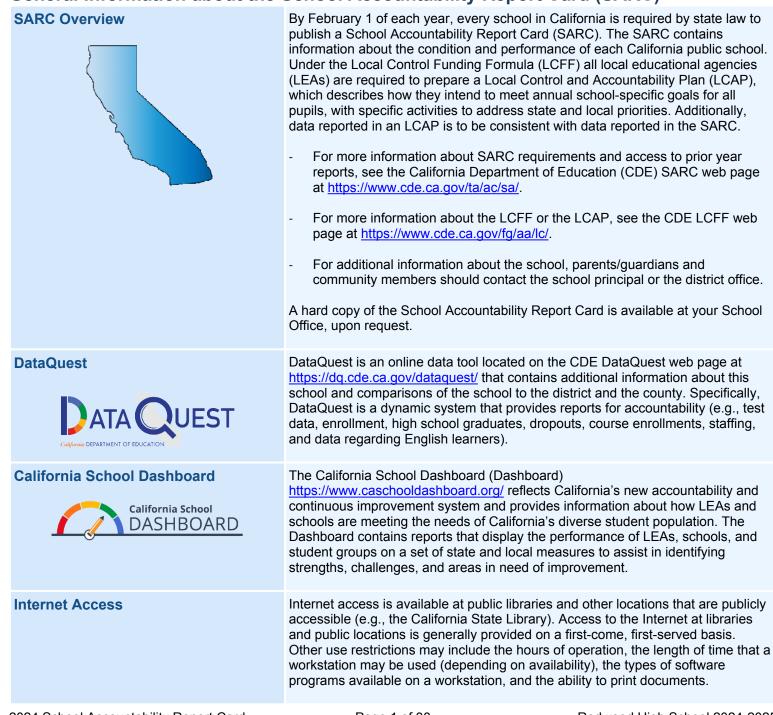# Redwood High School 2024-2025
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 High School 2024-2025
Street	1001 West Main Street
City, State, Zip	Visalia, California 93291
Phone Number	(559) 730-7367
Principal	Brandon Gridiron
Email Address	bgridiron@vusd.org
School Website	https://www.vusd.org/redwood
Grade Span	9-12
County-District-School (CDS) Code	54-72256-5434527

2024-25 District Contact Information

District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement

Description of School

Redwood High School served approximately 2,500 students in grades 9-12 in 2024-2025. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all student demographic groups.

2024-25 School Description and Mission Statement

School Mission Statement
Redwood High School offers an education that affords students limitless opportunities for the future through a focus on learning, achievement, character, and honor.

As a result, we will close achievement gaps and prepare our students to be well-rounded and engaged citizens who can:

- Communicate
- Collaborate
- Create
- Critically Think
- Be Civic-Minded

Redwood High School Goals:

1. Providing high-quality learning experiences that allow all students to reach their fullest potential
2. Equipping students and staff with the educational tools necessary for achievement and growth
3. Providing all students the academic and social supports needed to be successful.
4. Providing families and community members pathways of connectivity to the education system.
5. Facilitating timely and consistent communication to position families to participate in their students' learning experiences

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	701
Grade 10	687
Grade 11	535
Grade 12	545
Total Enrollment	2,468

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.6
Asian	4.5
Black or African American	1.2
Filipino	1.3
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.5
White	23.7
English Learners	6.6
Foster Youth	0.3
Homeless	1.3
Migrant	0.2
Socioeconomically Disadvantaged	43
Students with Disabilities	8.4

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)	83.80	83.31	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	0.99	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.40	6.41	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.70	5.71	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	3.50	3.57	25.30	1.86	18854.30	6.86
Total Teaching Positions	100.60	100.00	1366.30	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)	77.60	79.49	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	5.90	6.13	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.60	4.80	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.30	5.50	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	3.90	4.03	31.90	2.29	15831.90	5.67
Total Teaching Positions	97.60	100.00	1393.80	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)	80.10	77.35	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	7.40	7.15	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	4.83	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.20	6.05	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	4.70	4.60	45.50	3.33	14303.80	5.15
Total Teaching Positions	103.60	100.00	1365.30	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	4.00	1.90	1.9
Misassignments	2.40	2.70	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	6.40	4.60	5

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	0.50	0.00	0
Local Assignment Options	5.20	5.30	6.2
Total Out-of-Field Teachers	5.70	5.30	6.2

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)	1.60	1.9	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.70	4.9	4.6

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	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Core Program 6-11: Pearson (2016) My Perspectives ELD Companion CSU Expository Reading & Writing Grade 12 (CSU Task Force) Newcomer Academy: Read 180 & HMH Engligh 3D ELD: 9-12 HMH English ED Strategic/Supplement/Support: AP English Language Composition, Perfection Learning (2023)	Yes	0%
Mathematics	9-12 McGraw Hill/Glencoe Integrated Math 1,2,&3 11-12 Adv. Classes* - see course outline (*Math Adoption 2015)	Yes	0%
Science	9th G-W Publisher Essential Health (2021) Positive Prevention Plus (2018) 9-12 Biology: HMH Dimensions Biology (2022) Chemistry: HMH Dimensions Chemistry (2022) Earth Science: HMH Dimensions Earth & Space (2022) Physics: Holt Physics Conceptual Physics: Addison Wesley Publisher AP: see course outline	Yes	0%
History-Social Science	Grade 10: McGraw Hill World History, Culture, & Geography: The Modern World (2019)	Yes	0%

	Grade 11: McGraw Hill Impact! US History & Geography (2019) Grade 12: Pearson Civics: Magruder's American Government (2016) Grade 12: McGraw Hill Understanding Economics Grade 10-12 AP: see course outline Supplemental: DBQ/TCI DIgital Resources		
Foreign Language	9-12 Spanish: Vista Higher Learning Senderos Level 1, 2, 3 (2022) 9-12 Spanish for Spanish Speakers: Cengage 9-12 French: Carnegie Learning T'es braché (2022) 9-12 ASL: Sign Media Master ASL! (2021) AP: see course outline	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts	Grades 9-12 - Course: Foundations of Business Principles of Business Updated Precision Exams Edition, 9th Edition - 2019 - Brad Kleindl, James Burrow, and Les R. Dlabay - Cengage/NGL Grades 10-12 - Course Empowering Entrepreneurs Entrepreneurship: Ideas in Action - 2015 - Cynthia L. Greene - Cengage/NGL Grades 9-12 Introduction to Video Video: Digital Communication & Production, 4th Edition - 2018 - Jim Stinson - G-W Publishers Grades 10-12 - Advanced Broadcasting & Advanced Video Television Production & Broadcast Journalism, 3rd Edition - 2018 - Phillip L. Harris and Gil Garcia - G-W Publishers		

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

School Facility Conditions and Planned Improvements

Redwood High School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff workrooms. To assist our school in this effort, the district uses a 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. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

School Facility Conditions and Planned Improvements

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
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. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all class¬rooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements
During the summer & fall of 2020, improvements to school facilities included: concrete repair around both main and sierra vista campuses for student safety, new interior carpet for main office, new paint and flooring for our foyer to our gymnasium, new scoreboards for our gymnasium, replacement of old light fixtures around the gymnasium and library buildings for better lighting and safety, repair of turf field for student safety, and repairs, maintenance, and replacement of bathroom stalls in restrooms on sierra vista and main campuses.

During the Fall of 2023, additional security cameras were installed in various location throughout both Main and Vista Campus. In addition, during the summer of 2024 a new PA system was installed.

Year and month of the most recent FIT report	1/3/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 54: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS MISSING. RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. LIGHT DIFFUSER HAS A WATER STAIN. 55: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 56: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. 12. CRACKS IN WALL. 62: 2. DIRTY VENTS. 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED. 70: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CARPET HAS HOLES. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 7. LIGHT DIFFUSER IS BROKEN. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.

School Facility Conditions and Planned Improvements

				80: 2. VENT COVER IS MISSING. 4. PLASTER IS CHIPPING EXPOSING METAL (HALLWAY). WALL TILES HAVE WATER STAINS. 7. SWITCH PLATE IS MISSING IN HALLWAY STORAGE. 15. THRESHOLD IS MISSING AT INTERIOR DOOR. LADIES RESTROOM: 2. DIRTY VENT. OFFICE: 2. HVAC COVER IS MISSING. 4. CEILING TILE HAS A WATER STAIN. P-15: 2. VENT COVER IS MISSING. 4. RUBBER MOULDING IS LOOSE. 7. OUTLET COVER IS MISSING.
Interior: Interior Surfaces			X	1: 4. MULTIPLE CABINET HANDLES ARE MISSING. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON CABINETS. 102: 4. CEILING TILES HAVE WATER STAINS. 104: 4. CEILING TILE HAS A WATER STAIN. 15. DOOR DOESN'T SHUT PROPERLY. 14: 4. WALL TILE IS MISSING. 5. UNSECURED ITEMD ARE STORED TOO HIGH. 12. CRACK IN CEILING. 15. WINDOW IS BROKEN. 202: 4. CEILING TILES HAVE HOLES. 206: 4. CEILING TILE HAS A WATER STAIN. 208: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET AND COVER ARE LOOSE FROM WALL. 27: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED (STORAGE). ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. 29: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE T-BAR IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 31: 4. PENCIL SHARPENER COVER IS MISSING. 7. ETHERNET COVER IS MISSING. 35: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 36: 4. PENCIL SHARPENER COVER IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON INTERIOR WALL. 38: 4. CEILING TILE IS BROKEN. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 11. PAINT IS PEELING ON THE INTERIOR WALL. 40: 4. FLUID IS STREAKING DOWN INTERIOR WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL.

School Facility Conditions and Planned Improvements

41: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. 7. MULTIPLE LIGHTBULBS ARE OUT.

43: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON THE INTERIOR WALL.

45: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. CORDS ARE CREATING TRIP HAZARDS. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ETHERNET COVER IS MISSING.

46: 4. CEILING TILE HAS A HOLE. 10. BURNED CANDLE IS PRESENT. PLUG IN CANDLE WARMER IS PRESENT.

54: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS MISSING. RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. LIGHT DIFFUSER HAS A WATER STAIN.

55: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.

56: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. 12. CRACKS IN WALL.

61: 4. EPOXY FLOORING IS CHIPPING IN RR. 7. MULTIPLE LIGHT PANELS ARE OUT. 9. FAUCET HAS A CONSTANT DRIP. 15. WINDOWS ARE BROKEN.

62: 2. DIRTY VENTS. 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED.

70: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CARPET HAS HOLES. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 7. LIGHT DIFFUSER IS BROKEN. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.

71: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. HOLE IN WALL. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.

72: (NO ACCESS) 4. CARPET SQUARE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

80: 2. VENT COVER IS MISSING. 4. PLASTER IS CHIPPING EXPOSING METAL (HALLWAY). WALL TILES HAVE WATER STAINS. 7. SWITCH PLATE IS MISSING IN HALLWAY STORAGE. 15. THRESHOLD IS MISSING AT INTERIOR DOOR.

81: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND CABINETS. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

91: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 14. TRIP HAZARDS ON WALKWAY.

ADMIN: 4. CEILING TILE T-BAR IS LOOSE. WINDOW TRIM IS MISSING.

ASSISTANT PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN (ENTRYWAY). 7. SWITCH PLATE IS MISSING (ENTRYWAY). OUTLET COVER IS MISSING (ENTRYWAY). 10. PLUG IN AIR FRESHENER.

ASSISTANT PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS.

BOYS RESTROOM: 4. STALL VENT COVER IS RUSTED. 7. LIGHT DIFFUSER IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.

CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS CHIPPING ON PAY STATIONS.

COMPUTER LAB/ BOOK STORAGE (UPSTAIRS): 4. RUBBER IS CHIPPING ON STAIRS. CEILING TILES HAVE WATER STAINS. HOLE IN CEILING TILE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

COMPUTER TECH: (NO ACCESS) 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS MISSING.

CONFERENCE ROOM: 4. CARPET IS SEPERATING AT SEAM. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. FAUCET HAS A LOW FLOW.

CONFERENCE/ BREAK ROOM: 4. CEILING TILE IS MISSING IN OFFICE AREA. 9. FAUCET HAS A DRIP. 10. FIRE ALARM IS LOOSE FROM CEILING IN OFFICE AREA. 15. DOOR CLOSER IS BROKEN.

COUNSELOR: 4. CEILING TILE HAS A WATER STAIN.

DRESSING AREA: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT.

FILE ROOM: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN.

FINANCE: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL COVER IS MISSING.

GIRLS RESTROOM: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)

GIRLS RESTROOM: 4. FORMICA TRIM IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. SINK BASIN IS BROKEN AND RUSTED CREATING AN INJURY HAZARD.

MENS RESTROOM: 4. HOLE IN WALL. 11. PAINT IS PEELING ON CEILING.

NURSE: 4. WALL PAPER IS TORN. HOLES IN PATIENT BED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.

OFFICE: 2. HVAC COVER IS MISSING. 4. CEILING TILE HAS A WATER STAIN.

OFFICES: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

				P1: 4. CEILING TILES ARE LOOSE. CEILING TILE IS DAMAGED. 10. TEACHER HAS COVERED ROOM ID. P-10: 4. CEILING TILES ARE TORN. P2: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT PANELS ARE OUT. ETHERNET COVER IS BROKEN. P3: 4. CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE. P5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CARPET IS TORN. RUBBER MOULDING IS TORN. 15. WINDOW SCREENS ARE MISSING. P6: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 11. PAINT IS PEELING ON EXTERIOR WALL. P7: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CARPET IS WORN. P9: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 15. WINDOW SCREEN IS MISSING. SCRAMBLE ROOM: 4. FLOOR TILES ARE BROKEN. TEAM ROOM: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. TRAINING ROOM: 4. RUBBER MOULDING IS MISSING.(HALLWAY) 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. AEROSOL AIR FRESHENER. WEIGHT ROOM: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS BROKEN. WOMENS RESTROOM: 4. CEILING TILE IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET HAS A LOW FLOW.(RR IS SINGLE USE) WOMENS RESTROOM: 4. WALLTILE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) YSO: 4. CEILING TILE IS MISSING. 10. PLUGIN AIR FRESHENER IS PRESENT.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			14: 4. WALL TILE IS MISSING. 5. UNSECURED ITEMD ARE STORED TOO HIGH. 12. CRACK IN CEILING. 15. WINDOW IS BROKEN. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED (STORAGE). ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. 29: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE T-BAR IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW.

School Facility Conditions and Planned Improvements

			40: 4. FLUID IS STREAKING DOWN INTERIOR WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED. 56: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. 12. CRACKS IN WALL. 72: (NO ACCESS) 4. CARPET SQUARE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 81: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND CABINETS. 15. DOOR CLOSER COVER IS MISSING. COMPUTER LAB/ BOOK STORAGE (UPSTAIRS): 4. RUBBER IS CHIPPING ON STAIRS. CEILING TILES HAVE WATER STAINS. HOLE IN CEILING TILE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. DANCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. FACULTY DINING: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. DOOR IS NOT ALIGNED WITH DOORFRAME.(WILL NOT CLOSE) MENS RESTROOM (LIBRARY EXTERIOR): 6. BLACK WIDOW IS PRESENT. 7. LIGHT DIFFUSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE) OFFICES: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X	1: 4. MULTIPLE CABINET HANDLES ARE MISSING. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON CABINETS. 11B: 7. CORD IS CREATING A TRIP HAZARD. 10. TWO ROOMS ARE LABELED ROOM 11. 12: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR FRAME. 16: 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON INTERIOR WALL. 2: 7. ELECTRICAL COVER IS MISSING IN CEILING. 201: 7. OUTLET AND COVER ARE LOOSE FROM WALL. OUTLET COVER IS BROKEN. 204: 7. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 208: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET AND COVER ARE LOOSE FROM WALL. 27: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE

School Facility Conditions and Planned Improvements

LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.

28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED (STORAGE). ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT.

29: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE T-BAR IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW.

3: 7. ONE LIGHT PANEL IS OUT.

30: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. CORD IS CREATING A TRIP HAZARD.

31: 4. PENCIL SHARPENER COVER IS MISSING. 7. ETHERNET COVER IS MISSING.

33: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT/BAD.

34: 7. SURGE PROTECTORS ARE DAISY CHAINED. MULTIPLE LIGHT BULBS ARE OUT/BAD. EXTENSION CORD IS BEING PERMANENTLY USED.

36: 4. PENCIL SHARPENER COVER IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON INTERIOR WALL.

37: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL.

38: 4. CEILING TILE IS BROKEN. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 11. PAINT IS PEELING ON THE INTERIOR WALL.

39: 7. OUTLET COVER IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL.

40: 4. FLUID IS STREAKING DOWN INTERIOR WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL.

41: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. 7. MULTIPLE LIGHTBULBS ARE OUT.

42: 7. CORDS ARE CREATING TRIP HAZARDS. 10. TEACHER HAS COVERED ROOM ID. 11. PAINT IS PEELING ON THE INTERIOR WALL.

44: 7. ONE LIGHT PANEL IS BAD. EXTENSION CORD AND SURGE PROTECTERS ARE DAISY CHAINED. 11. PAINT IS PEELING ON THE INTERIOR WALL.

45: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. CORDS ARE CREATING TRIP HAZARDS. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ETHERNET COVER IS MISSING.

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47: 7.ONE LIGHT PANEL IS BAD. 11. PAINT IS PEELING ON THE INTERIOR WALL.

5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED.

54: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS MISSING. RUBBER MOULDING IS MISSING. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. LIGHT DIFFUSER HAS A WATER STAIN.

55: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.

56: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. 12. CRACKS IN WALL.

6: 7. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON CABINETS.

60: 7. OUTLET IS LOOSE. 15. DOOR IS SEPERATING AT BASE.

61: 4. EPOXY FLOORING IS CHIPPING IN RR. 7. MULTIPLE LIGHT PANELS ARE OUT. 9. FAUCET HAS A CONSTANT DRIP. 15. WINDOWS ARE BROKEN.

7: 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. CORDS ARE CREATING TRIP HAZARDS. 11. PAINT IS PEELING ON CABINETS.

70: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CARPET HAS HOLES. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 7. LIGHT DIFFUSER IS BROKEN. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.

71: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. HOLE IN WALL. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.

72: (NO ACCESS) 4. CARPET SQUARE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

8: 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON CABINET.

80: 2. VENT COVER IS MISSING. 4. PLASTER IS CHIPPING EXPOSING METAL (HALLWAY). WALL TILES HAVE WATER STAINS. 7. SWITCH PLATE IS MISSING IN HALLWAY STORAGE. 15. THRESHOLD IS MISSING AT INTERIOR DOOR.

ASSISTANT PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN (ENTRYWAY). 7. SWITCH PLATE IS MISSING (ENTRYWAY). OUTLET COVER IS MISSING (ENTRYWAY). 10. PLUG IN AIR FRESHENER.

School Facility Conditions and Planned Improvements

			BOYS RESTROOM: 4. STALL VENT COVER IS RUSTED. 7. LIGHT DIFFUSER IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. COPY ROOM: 7. LIGHT DIFFUSER IS MISSING (STORAGE). 11. PAINT IS PEELING ON WALL AND CEILING (STORAGE). COUNSELOR: 7. ELECTRICAL COVER IS MISSING. COUNSELOR: 7. ONE LIGHT PANELIS OUT. DRESSING AREA: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT. FACULTY DINING: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. DOOR IS NOT ALIGNED WITH DOORFRAME.(WILL NOT CLOSE) FINANCE: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL COVER IS MISSING. GIRLS RESTROOM: 7. EXTERIOR OUTLET COVER IS MISSING. 9. ONE FAUCET HAS HIGH PRESSURE. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. LIBRARY WORKROOM: 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS NO FLOW. MATH OFFICE: 7. CLOCK IS MISSING EXPOSING WIRES. 11. PAINT IS PEELING ON CEILING. MENS RESTROOM (LIBRARY EXTERIOR): 6. BLACK WIDOW IS PRESENT. 7. LIGHT DIFFUSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE) MENS RESTROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE) MENS RESTROOM: 9. FAUCET HAS A LOW FLOW. P-15: 2. VENT COVER IS MISSING. 4. RUBBER MOULDING IS LOOSE. 7. OUTLET COVER IS MISSING. P2: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT PANELS ARE OUT. ETHERNET COVER IS BROKEN. P8: 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. PSYCH: 7. TWO LIGHT PANELS ARE OUT. WEIGHT ROOM: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	29: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE T-BAR IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 61: 4. EPOXY FLOORING IS CHIPPING IN RR. 7. MULTIPLE LIGHT PANELS ARE OUT. 9. FAUCET HAS A CONSTANT DRIP. 15. WINDOWS ARE BROKEN.

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70: 2. VENT COVER IS MISSING. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CARPET HAS HOLES. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 7. LIGHT DIFFUSER IS BROKEN. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.

BOYS RESTROOM: 8. URINAL IS BROKEN. 9. SINK PORCELAIN IS CHIPPING.

CONFERENCE ROOM: 4. CARPET IS SEPERATING AT SEAM. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. FAUCET HAS A LOW FLOW.

CONFERENCE/ BREAK ROOM: 4. CEILING TILE IS MISSING IN OFFICE AREA. 9. FAUCET HAS A DRIP. 10. FIRE ALARM IS LOOSE FROM CEILING IN OFFICE AREA. 15. DOOR CLOSER IS BROKEN.

GIRLS RESTROOM: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)

GIRLS RESTROOM: 4. FORMICA TRIM IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. SINK BASIN IS BROKEN AND RUSTED CREATING AN INJURY HAZARD.

GIRLS RESTROOM: 7. EXTERIOR OUTLET COVER IS MISSING. 9. ONE FAUCET HAS HIGH PRESSURE. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.

GIRLS RESTROOM: 9. SINK CAP IS MISSING.

KITCHEN: 9. ONE FAUCET HAS A DRIP. ONE FAUCET HAS A LEAK/ DRIP AT FITTING.

LIBRARY WORKROOM: 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.

MENS RESTROOM (LIBRARY EXTERIOR): 6. BLACK WIDOW IS PRESENT. 7. LIGHT DIFFUSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)

MENS RESTROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)

MENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)

MENS RESTROOM: 8. URINAL DRAIN GUARDS ARE MISSING. 15. DOOR CLOSER COVER IS MISSING.

MENS RESTROOM: 9. FAUCET HAS A LOW FLOW.

NURSE: 4. WALL PAPER IS TORN. HOLES IN PATIENT BED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.

OFFICE: 9. FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON INTERIOR WALL.

STAFF MENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE)

			UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) UNISEX RESTROOM: 8. TOILET IS LOOSE AT THE BASE. WOMENS RESTROOM: 4. CEILING TILE IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET HAS A LOW FLOW.(RR IS SINGLE USE) WOMENS RESTROOM: 4. WALLTILE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET HAS A LOW FLOW. WOMENS RESTROOM: 9. FAUCET HANDLE IS MISSING.(NO MENSTRUAL NOTICE IS POSTED)
Safety: Fire Safety, Hazardous Materials		X	1: 4. MULTIPLE CABINET HANDLES ARE MISSING. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON CABINETS. 11B: 7. CORD IS CREATING A TRIP HAZARD. 10. TWO ROOMS ARE LABELED ROOM 11. 12: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR FRAME. 13: 11. PAINT IS PEELING ON THE INTERIOR WALL (REST ROOM ALSO). 14B: (NO ACCESS) 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 16: 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON INTERIOR WALL. 204: 7. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 27: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 35: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 36: 4. PENCIL SHARPENER COVER IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON INTERIOR WALL. 37: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL. 38: 4. CEILING TILE IS BROKEN. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 11. PAINT IS PEELING ON THE INTERIOR WALL. 39: 7. OUTLET COVER IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 4: 11. PAINT IS PEELING ON CABINETS.

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40: 4. FLUID IS STREAKING DOWN INTERIOR WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE INTERIOR WALL.

42: 7. CORDS ARE CREATING TRIP HAZARDS. 10. TEACHER HAS COVERED ROOM ID. 11. PAINT IS PEELING ON THE INTERIOR WALL.

43: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON THE INTERIOR WALL.

44: 7. ONE LIGHT PANEL IS BAD. EXTENSION CORD AND SURGE PROTECTERS ARE DAISY CHAINED. 11. PAINT IS PEELING ON THE INTERIOR WALL.

46: 4. CEILING TILE HAS A HOLE. 10. BURNED CANDLE IS PRESENT. PLUG IN CANDLE WARMER IS PRESENT.

47: 7.ONE LIGHT PANEL IS BAD. 11. PAINT IS PEELING ON THE INTERIOR WALL.

6: 7. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON CABINETS.

7: 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. CORDS ARE CREATING TRIP HAZARDS. 11. PAINT IS PEELING ON CABINETS.

8: 7. LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON CABINET.

81: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND CABINETS. 15. DOOR CLOSER COVER IS MISSING.

9: 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON CABINETS. 12. CRACK IN CEILING AND WALL.

90: (NO ACCESS KEY IS NOT FUNCTIONING) 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON DOORS.

91: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 14. TRIP HAZARDS ON WALKWAY.

93: (NO ACCESS KEY IS NOT FUNCTIONING) 10. EVACUATION MAP IS NOT POSTED.

ASSISTANT PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN (ENTRYWAY). 7. SWITCH PLATE IS MISSING (ENTRYWAY). OUTLET COVER IS MISSING (ENTRYWAY). 10. PLUG IN AIR FRESHENER.

CAMPUS SUPERVISOR: 11. PAINT IS PEELING ON CEILING.

CONFERENCE/ BREAK ROOM: 4. CEILING TILE IS MISSING IN OFFICE AREA. 9. FAUCET HAS A DRIP. 10. FIRE ALARM IS LOOSE FROM CEILING IN OFFICE AREA. 15. DOOR CLOSER IS BROKEN.

COPY ROOM: 7. LIGHT DIFFUSER IS MISSING (STORAGE). 11. PAINT IS PEELING ON WALL AND CEILING (STORAGE).

COUNSELOR: 10. PLUG IN CANDLE WARMER.

GIRLS RESTROOM: 11. PAINT IS PEELING ON THE CEILING AND INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

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			GIRLS RESTROOM: 7. EXTERIOR OUTLET COVER IS MISSING. 9. ONE FAUCET HAS HIGH PRESSURE. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. MENS RESTROOM: 4. HOLE IN WALL. 11. PAINT IS PEELING ON CEILING. NURSE: 4. WALL PAPER IS TORN. HOLES IN PATIENT BED. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. OFFICE: 9. FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON INTERIOR WALL. P1: 4. CEILING TILES ARE LOOSE. CEILING TILE IS DAMAGED. 10. TEACHER HAS COVERED ROOM ID. P6: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 11. PAINT IS PEELING ON EXTERIOR WALL. WEIGHT ROOM: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS BROKEN. WOMENS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL AND CEILING. YSO: 4. CEILING TILE IS MISSING. 10. PLUGIN AIR FRESHENER IS PRESENT.
Structural: Structural Damage, Roofs	X		14: 4. WALL TILE IS MISSING. 5. UNSECURED ITEMD ARE STORED TOO HIGH. 12. CRACK IN CEILING. 15. WINDOW IS BROKEN. 56: 2. DIRTY VENTS. 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. 12. CRACKS IN WALL. 9: 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON CABINETS. 12. CRACK IN CEILING AND WALL. DANCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. MATH OFFICE: 12. CRACKS IN CEILING. MATH OFFICE: 7. CLOCK IS MISSING EXPOSING WIRES. 11. PAINT IS PEELING ON CEILING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		104: 4. CEILING TILE HAS A WATER STAIN. 15. DOOR DOESN'T SHUT PROPERLY. 14: 4. WALL TILE IS MISSING. 5. UNSECURED ITEMD ARE STORED TOO HIGH. 12. CRACK IN CEILING. 15. WINDOW IS BROKEN. 60: 7. OUTLET IS LOOSE. 15. DOOR IS SEPERATING AT BASE. 61: 4. EPOXY FLOORING IS CHIPPING IN RR. 7. MULTIPLE LIGHT PANELS ARE OUT. 9. FAUCET HAS A CONSTANT DRIP. 15. WINDOWS ARE BROKEN. 80: 2. VENT COVER IS MISSING. 4. PLASTER IS CHIPPING EXPOSING METAL (HALLWAY). WALL TILES HAVE WATER STAINS. 7. SWITCH PLATE IS

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MISSING IN HALLWAY STORAGE. 15. THRESHOLD IS MISSING AT INTERIOR DOOR.

81: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND CABINETS. 15. DOOR CLOSER COVER IS MISSING.

91: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 14. TRIP HAZARDS ON WALKWAY.

94: 14. WATER COVER IS MISSING CREATING A TRIP HAZARD.

96: 14. TRIP HAZARD ON WALKWAY.

BOYS RESTROOM: 4. STALL VENT COVER IS RUSTED. 7. LIGHT DIFFUSER IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.

BREAKROOM: 15. DOOR HANDLE IS LOOSE.

CONFERENCE/ BREAK ROOM: 4. CEILING TILE IS MISSING IN OFFICE AREA. 9. FAUCET HAS A DRIP. 10. FIRE ALARM IS LOOSE FROM CEILING IN OFFICE AREA. 15. DOOR CLOSER IS BROKEN.

FACULTY DINING: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHTBULBS ARE OUT. 15. DOOR IS NOT ALIGNED WITH DOORFRAME.(WILL NOT CLOSE)

GIRLS RESTROOM: 11. PAINT IS PEELING ON THE CEILING AND INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

MENS RESTROOM: 8. URINAL DRAIN GUARDS ARE MISSING. 15. DOOR CLOSER COVER IS MISSING.

P5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CARPET IS TORN. RUBBER MOULDING IS TORN. 15. WINDOW SCREENS ARE MISSING.

P9: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 15. WINDOW SCREEN IS MISSING.

STAFF WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING (ENTRYWAY ALSO). (RR IS SINGLE USE)

WEIGHT ROOM: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS BROKEN.

WOMENS RESTROOM (LIBRARY EXTERIOR): (NO ACCESS) 15. DOOR HANDLE IS LOOSE.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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)	78	73	42	43	46	47
Mathematics (grades 3-8 and 11)	29	28	26	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	497	470	94.57	5.43	72.55
Female	279	265	94.98	5.02	75.47
Male	218	205	94.04	5.96	68.78
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	304	291	95.72	4.28	68.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91	9.09	80.00
White	137	126	91.97	8.03	80.16
English Learners	28	27	96.43	3.57	22.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	195	194	99.49	0.51	62.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	45	95.74	4.26	17.78

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	488	454	93.03	6.97	27.97
Female	273	256	93.77	6.23	25.39
Male	215	198	92.09	7.91	31.31
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	31.58
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	282	94.95	5.05	20.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	19	90.48	9.52	31.58
White	137	121	88.32	11.68	41.32
English Learners	28	26	92.86	7.14	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	189	98.95	1.05	15.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	44	93.62	6.38	4.55

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)	38.93	36.67	26.54	25.54	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	1038	991	95.47	4.53	36.63
Female	541	512	94.64	5.36	32.81
Male	497	479	96.38	3.62	40.71
American Indian or Alaska Native	--	--	--	--	--
Asian	46	44	95.65	4.35	38.64
Black or African American	--	--	--	--	--
Filipino	13	12	92.31	7.69	66.67
Hispanic or Latino	623	606	97.27	2.73	31.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	59	93.65	6.35	47.46
White	278	256	92.09	7.91	45.70
English Learners	54	52	96.30	3.70	1.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	423	419	99.05	0.95	29.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	85	82	96.47	3.53	3.66

2023-24 Career Technical Education Programs

Redwood High School offers a wide variety of opportunities for education in Career Technical Fields. Some courses are part of a 2+2 articulation agreement with COS, which, when taken advantage of, allows students to accelerate in that course of study, either by receiving COS credit for high school courses or by allowing students to take a more advanced course at COS. A number of ROP courses offer certification that allow students to qualify for certain jobs in our area. Nearly all pathways allow the opportunity for post-secondary study—either through a two-year certification program at a technical or junior college or through a four-year university experience.

Agriculture and Natural Resources--Agriculture Mechanics
Arts, Media and Entertainment--Media and Design Arts, Media
Public Service
Building Trades and Construction/Engineering and Design
Education, Child Development and Family Services
Engineering & Architecture
Finance and Business/Marketing Sales and Service
Hospitality, Tourism, and Recreation
Manufacturing and Product Development
Transportation

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1266
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.2
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.87
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	56.85

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 9	97%	98%	99%	98%	100%

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

Parent involvement and communication are essential to our school success. Redwood High School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in conferences, and chaperon school events. Drama, music, and athletics provide additional opportunities for parents to participate as volunteers or visitors. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), Redwood Assistance Foundation (RAF), and School Site Council (SSC). Additional opportunities for parental involvement also exist at the district level, which includes the district advisory committee and district English learners advisory committee. Counselors also invited parents to participate in annually scheduled student meetings for all 9th grade, 10th grade, 11th grade, 12th grade, and at-risk for failure students.

Parents who would like more information on how to become involved may contact Principal, Brandon Gridiron at (559) 730-7367.

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 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
Dropout Rate	0.7	3.4	3.4	2.3	7.0	5.3	7.8	8.2	8.9
Graduation Rate	98.0	96.6	96.4	92.2	90.4	92.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	561	541	96.4
Female	267	260	97.4
Male	294	281	95.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	26	26	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	334	322	96.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	28	28	100.0
White	143	138	96.5
English Learners	37	36	97.3
Foster Youth	--	--	--
Homeless	21	19	90.5
Socioeconomically Disadvantaged	323	309	95.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	50	44	88.0

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2611	2536	306	12.1
Female	1327	1285	171	13.3
Male	1284	1251	135	10.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	14	1	7.1
Asian	114	112	5	4.5
Black or African American	33	33	2	6.1
Filipino	33	33	1	3.0
Hispanic or Latino	1648	1598	233	14.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	92	88	9	10.2
White	613	598	50	8.4
English Learners	201	190	48	25.3
Foster Youth	15	12	5	41.7
Homeless	44	42	12	28.6
Socioeconomically Disadvantaged	1190	1138	201	17.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	227	221	48	21.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 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
5.18	4.2	4.06	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0.11	0.15	0.31	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0.31
Female	2.79	0.08
Male	5.37	0.55
Non-Binary	0.00	0.00
American Indian or Alaska Native	6.67	0.00
Asian	1.75	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.04	0.36
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.43	0.00
White	1.63	0.33
English Learners	5.97	0.50
Foster Youth	6.67	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	6.89	0.42
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.25	0.44

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

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Redwood High School SSC reviewed the CSSP on 9/23/24 & 11/4/24 and approved on 11/4/24. It was also reviewed with staff on 9/5/24 & 10/7/24.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation maps updated
- -Updated Incident Command System for each site and district
- -Training staff on our AED and Narcan and safety kits access
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

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	26	26	54	19
Mathematics	24	31	40	9
Science	31	8	9	28
Social Science	24	18	18	14

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	26	47	33
Mathematics	23	41	43	8
Science	26	14	24	16
Social Science	22	25	25	6

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	25	33	47	24
Mathematics	23	37	37	9
Science	29	7	18	19
Social Science	25	17	27	12

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	308.5

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)	8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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	7,087.78	313.83	6,773.95	89,224.69
District	N/A	N/A	3,972.1	$86,565
Percent Difference - School Site and District	N/A	N/A	52.1	3.0
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-45.6	-5.9

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs
Title I, Part A, School & District Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV Part A SSAE
ESSER I, II, & III
IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

The students at Redwood High School benefit from many other research-based interventions and support that are designated to address the individual needs of all our students as follows:
Tier II Intervention team who organize targeted interventions and supports to address students academic, behavioral, social-emotional and attendance challenges.
On site small group interventions targeted at supporting students academic, behavioral, social-emotional and attendance challenges.
Teacher on Special Assignment (TOSA) who serves as our Instructional Coach and provides teachers with support in the area Tier I pedagogical instructional practices.
School counselors who help to support students academic achievement and college and career readiness, by providing academic and social emotional services to students.
School social worker who helps to coordinate services for students and families that help to eliminate barriers to student success.
A school Behavior Intervention Technician who works full-time to coordinate and provide targeted behavioral intervention services to students and families.
A full-time school psychologist who coordinates and provides targeted and individualized services for students.
Professional Development for teacher has included Tier I schoolwide expectations, Tier 1 pedagogical instructional practices (teacher clarity, student engagement, check for understanding and Differentiation) as well as PLC development.

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	$60,666	$56,573
Mid-Range Teacher Salary	$87,672	$87,186
Highest Teacher Salary	$117,330	$119,665
Average Principal Salary (Elementary)	$158,625	$148,486
Average Principal Salary (Middle)	$151,260	$154,835
Average Principal Salary (High)	$169,694	$170,008
Superintendent Salary	$302,702	$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.8

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

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	0
Foreign Language	3
Mathematics	3
Science	6
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	28

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Tier 1, Pedagogical Instructional Practices (teacher clarity, student engagement, check for understanding and Differentiation), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), Career Technical Education (CTE) High-Quality pathway development, CTE Project-Based Learning (PBL), CTE Work-Based Learning (WBL), and effective math and literacy instruction and other areas as indicated by school data. Our district provides professional development based on data from both the district and school levels to ensure that areas of need are being addressed. Professional Development occurs at the district, school, and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment (TOSA) who serves as the site Instructional Coach to provide onsite coaching and support after professional development has occurred.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

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	8	8	8