

# Redwood Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Redwood Middle School
<b>Street</b>	13925 Fruitvale Avenue
<b>City, State, Zip</b>	Saratoga, CA 95070
<b>Phone Number</b>	(408) 867-3042
<b>Principal</b>	Steve Hamm
<b>Email Address</b>	shamm@saratogausd.org
<b>School Website</b>	<a href="https://www.saratogausd.org/redwood">https://www.saratogausd.org/redwood</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	43696826049092

## 2025-26 District Contact Information

<b>District Name</b>	Saratoga Union Elementary School District
<b>Phone Number</b>	(408) 867-3424
<b>Superintendent</b>	Dr. Kenneth Geisick
<b>Email Address</b>	kgeisick@saratogausd.org
<b>District Website</b>	<a href="http://www.saratogausd.org">www.saratogausd.org</a>

## 2025-26 School Description and Mission Statement

Redwood Middle School's 2025-26 School Accountability Report Card fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievements, staff, instructional programs and materials, safety procedures, classroom environment, and condition of facilities. Redwood Middle School students are actively involved in positive social activities, and a rigorous, standards-based curriculum emphasizes individuality and innovation. As a testament to our dedication to student well-being, students are afforded SEL lessons via Acknowledge Alliance and receive additional support through SUSD's District Social Worker.

### Redwood Mission Statement

The mission of Redwood Middle School is to create an environment that excites and inspires all students, building a passion for learning now and in the future. We encourage and support students to reach their highest potential. Our focus includes promoting academic success for all students, providing a balanced curriculum, and fostering caring, responsible citizens.

### Redwood Vision Statement

At Redwood Middle School, parents and staff work together to ensure that each student receives a balanced, comprehensive, rigorous educational program in a safe and caring environment. All students have the opportunity to develop their ability to think critically, communicate effectively, work both independently and collaboratively, and be creative and innovative. Students, as our number one priority, staff will continuously reflect on our teaching practices, use data to guide instruction, share ideas and concerns, and communicate regularly with all stakeholders.

### School Profile

Redwood Middle School is located at the base of the beautiful mountains in Saratoga and serves students in grades six through eight following a traditional calendar. Redwood is a culturally diverse school with a population of approximately 660 students. Redwood students aspire for academic success, reflected in their high test scores for local and state assessments.

### SUSD Mission and Vision Statement

The mission of SUSD is to create an innovative public school system that stimulates intellectual curiosity, provides academic rigor for every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners thrive. We accomplish this with a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, inspires creativity, and fosters students' well-being. We measure

## 2025-26 School Description and Mission Statement

success in student outcomes and achievement, professional growth, and a commitment to continuous improvement.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	244
Grade 7	224
Grade 8	241
Total Enrollment	709

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.1
Asian	65.2
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	3.8
Two or More Races	4.4
White	18.5
English Learners	3
Foster Youth	0.1
Homeless	0.1
Migrant	0.1
Socioeconomically Disadvantaged	2.7
Students with Disabilities	7.8

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.3	91.69	82	96.17	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3	8.29	3.2	3.82	15831.9	5.67
<b>Total Teaching Positions</b>	36.3	100	85.3	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.4	91.84	79.9	95.74	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	2.67	1.2	1.5	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2	5.47	2.3	2.75	14303.8	5.15
<b>Total Teaching Positions</b>	37.5	100	83.5	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.6	86.23	79.9	93.51	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	2.82	1	1.17	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.8	10.93	4.5	5.32	13705.8	4.91
<b>Total Teaching Positions</b>	35.5	100	85.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	1	0
<b>Total Out-of-Field Teachers</b>	0.00	1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials in the core curriculum of Saratoga Union School District (SUSD) are aligned with the California Content Standards and Frameworks. SUSD adheres to the California Education Code (EC) and AB 1246, which affirms local control over materials selection and requires the implementation of the California Common Core State Standards (CCSS), equal access to current curriculum materials, and the active involvement of classroom teachers in the local adoption process. Sufficiency of Instructional Materials: SUSD ensures that all students, including English Learners (ELs), have access to sufficient, standards-aligned instructional materials, as defined by EC Section 60119(c)(1). Sufficiency means "each pupil... has a standards-aligned textbook or instructional materials, or both, to use in class and to take home." This sufficiency applies to the four core subject areas: English Language Arts (ELA), Mathematics, Science, History-Social Science Hearing and Certification (2025-2026) as required by Education Code § 60119, a Public Hearing for the 2025-2026 Sufficiency of Textbooks and Instructional Materials was held, opening in September 2025 and closing in October 2025. Following the hearing, the SUSD Board of Trustees adopted Resolution 452.9-17, certifying that sufficient textbooks and instructional materials were provided to all students, including English Learners, for use in class and for take-home use. These materials align with the academic content standards and curriculum frameworks in English Language Arts, mathematics, science, and history-social science.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync (McGraw Hill) (2024)	0
<b>Mathematics</b>	Big Ideas California (Houghton Mifflin Harcourt) (2015 & 2016)	0
<b>Science</b>	FOSS Next Generation (Delta Education) 2022	0
<b>History-Social Science</b>	6: The Ancient World 7: The Medieval World and Beyond 8: The United States Through Industrialism (TCI + McGraw Hill) 2017	0
<b>Foreign Language</b>	6-8: Descubre Spanish (Vista Higher Learning)	0
<b>Health</b>	Positive Prevention Plus (2023)	0
<b>Visual and Performing Arts</b>	TK - 5 Music: Spotlight on Music published (McGraw Hill) 6-8 Band: Measures of Success Band Method Book (The FJH Music Company) 6-8 Orchestra: Essential Elements/Essential Techniques for Strings (Hal Leonard)	0

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

## School Facility Conditions and Planned Improvements

The district makes great efforts to ensure that all schools are clean, safe, and functional through proper facility maintenance and campus supervision. Redwood Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Various improvements are needed throughout the year as identified. The exterior of the school was repainted in the summer of 2018. One-touch faucets were installed in all bathrooms in 2020, hand sanitizers in all classrooms, the school office, and multi-purpose rooms, and all HVAC filters were changed to MERV 13 filters to address COVID-19 safety measures. The roofs were replaced for the administrative office and the multipurpose room in the summer of 2022. The remaining roofs and repair and replacement of asphalt throughout the campus were completed in the summer of 2024. The cafeteria servery was remodeled and completed in December 2024 to address a 50% increase in meal participation with the implementation of the Universal Free Meals Program.

Annual inspections and tests were completed for the fire alarm/sprinkler/hydrant, fire extinguishers, post indicator valve and backflow, elevator and stage lifts, kitchen hoods and fire systems, bathroom hardware, and preventative maintenance on sewers. Weed abatement and pest control are monitored and performed. Every room receives deep cleaning in the summer. Preventative maintenance is performed on all HVAC units.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The site has one day custodian and one evening custodian assigned to Redwood Middle School. The day custodian is responsible for general grounds maintenance, cleaning the restrooms, and multi-purpose room, trash removal, and preparing the school for opening. The evening custodian is responsible for cleaning the classrooms and trash removal.

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

**Year and month of the most recent FIT report**

10/24/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	85	88	86	86	47	48
<b>Mathematics</b> (grades 3-8 and 11)	88	90	89	89	35	37

## 2024-25 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	715	711	99.44	0.56	88.47
Female	350	348	99.43	0.57	91.38
Male	365	363	99.45	0.55	85.67
American Indian or Alaska Native	--	--	--	--	--
Asian	465	463	99.57	0.43	91.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	80.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	86	86	100.00	0.00	89.53
White	132	132	100.00	0.00	78.03
English Learners	18	18	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	18	90.00	10.00	77.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	53	98.15	1.85	45.28

## 2024-25 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	715	710	99.30	0.70	90.28
Female	350	347	99.14	0.86	89.34
Male	365	363	99.45	0.55	91.18
American Indian or Alaska Native	--	--	--	--	--
Asian	465	463	99.57	0.43	94.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	72.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	86	85	98.84	1.16	92.94
White	132	132	100.00	0.00	78.79
English Learners	18	18	100.00	0.00	44.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	18	90.00	10.00	77.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	53	98.15	1.85	41.51

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	73.33	81.4	80.81	79.91	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	243	99.59	0.41	81.07
Female	117	117	100.00	0.00	82.91
Male	127	126	99.21	0.79	79.37
American Indian or Alaska Native	0	0	0	0	0
Asian	156	156	100.00	0.00	86.54
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	81.82
White	52	52	100.00	0.00	71.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	47.06

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	97%	98%	98%	97%	98%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Redwood Middle School has a dedicated and active parent community. Many parents generously contribute their valuable time, energy, and financial resources for our students to receive extraordinary experiences on campus. Offerings include inter-mural sports, Robotics Club, FBLA, Speech and Debate, Science Olympiad Club, Science Bowl, Quiz Bowl, Rainbow Alliance, Garden Club, Club 47, social/emotional (Acknowledge Alliance) activities, and more. Families are provided information regarding upcoming events and school activities through the school website, weekly ParentSquare updates, and Griffin News Network.

Parents are encouraged to stay involved in the learning environment by volunteering in decision-making groups and attending school events. There are numerous ongoing committees that rely on the valuable input from parents such as the Parent-Teacher Association and Principal Advisory Committee.

Contact the principal or administrative assistant at (408) 867-3042 for more information on how to become involved in your child's learning environment.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	720	718	30	4.2
Female	352	352	15	4.3
Male	368	366	15	4.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	469	467	13	2.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	3	11.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	0	0.0
White	132	132	10	7.6
English Learners	23	23	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	23	23	3	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	59	9	15.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.01	0.45	0	0.96	0.48	0.12	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

## 2025-26 School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) was developed for each school in SUSD in collaboration with the School Site Councils, the SUSD Emergency Planning Committee, local agencies (sheriff, fire department, and city government), and the district office to fulfill Senate Bill 187 requirements. Components of this plan include information assessing the current status of school crime committed on the school campus and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, procedures for complying with existing laws related to school safety, including child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy.

The school's most recent safety plan was reviewed, updated, and discussed with staff annually at the beginning of the school year. The most current copy of the school plan is available in the school office for public review. For additional information on school safety programs, policies, procedures, and how you may become involved, please contact the school principal.

Focus areas:

Areas of Pride and Strength: (Components 1 & 2)

Redwood Middle School's areas of pride and strength are safe egress and ingress of pedestrian traffic, as well as two separate drop-off/pick-up areas to expedite the process. Staff uses a Multi-Tiered System of Support (MTSS) and the COST process to help students succeed in our school. Acknowledge Alliance offers seven (7) lessons to address students' social/emotional needs. These lessons are taught to all grade levels in the Social Studies classrooms. Staff are currently being trained in Restorative Justice practices to more skillfully navigate student needs and improve communication as well as receiving Inclusive Practices training too.

Areas to Change: (Components 1 & 2)

Redwood Middle School would like to increase parent participation, especially regarding attendance for PAC and PTA meetings and other parent volunteer opportunities. Redwood has received numerous physical improvements: a new food service area, blacktop resurfacing, exterior painting, new lighting, roofs, and fans in the MPR, as well as an updated garden area and shed. Additional measures are being reviewed to increase the safety and security of Redwood's physical plant.

Generalized statement of goals for 2025-2026- (EC 35294.2(a)(2)(H):

1. Parent participation – develop/promote a school PAC to ensure a continuous communication cycle.
2. Community service – integrate more school-wide and community-wide events to increase participation and communication.
3. Campus security – Work with the district and sheriff's office to ensure the campus is safe

## 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	19	12	13	0
Mathematics	21	9	13	0
Science	24	7	12	0
Social Science	25	5	14	0

## 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	22	5	15	
Mathematics	20	13	9	
Science	24	5	13	
Social Science	26	2	15	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	16	
Mathematics	22	10	11	
Science	26	6	12	
Social Science	29		16	

## 2024-25 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	647

## 2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0.5
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12,400.50	\$756.01	\$11,644.49	\$131,661.13
District	N/A	N/A	\$11,700.48	\$119,079.19
Percent Difference - School Site and District	N/A	N/A	-0.5	10.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	4.4	27.2

## Fiscal Year 2024-25 Types of Services Funded

Supplemental financial support for our students comes from:

- Each school site's Parent-Teacher Association
- One-Time Discretionary Funds
- Education Protection Account
- Lottery: Instructional Materials
- Proposition 28: Arts Education Grant
- Other Local: Locally defined (Parcel Tax and Saratoga Education Foundation)
- Special Education
- Federal Funds (Title I, Title II, Title III English Learner, Title IV)

These funds are used to supplement our general education, early literacy, technology, visual and performing arts, elementary physical education programs, as well as support for students with social, emotional or academic difficulties. We have counseling support to assist with social and behavioral counseling intervention. We also use supplemental funds for additional

## Fiscal Year 2024-25 Types of Services Funded

staff, teacher training and support materials.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$74,444	\$61,516
<b>Mid-Range Teacher Salary</b>	\$113,805	\$95,479
<b>Highest Teacher Salary</b>	\$144,279	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$187,738	\$152,668
<b>Average Principal Salary (Middle)</b>	\$195,882	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$292,496	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	32.55%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	6.73%	5.74%

## Professional Development

Saratoga Union School District's major areas of focus for staff development were selected based on student achievement data, teacher leadership information, curriculum adoption, and alignment with state curriculum initiatives. SUSD has developed a comprehensive curriculum framework to align professional development and curriculum implementation.

Professional learning focus areas in 2025-2026 are:

Health and Safety:

- \* Mandatory health and safety training (Bullying: Recognition and Response; Bloodborne Pathogen Exposure Prevention; Sexual Misconduct; Sexual Harassment; Mandated Reporter: Child Abuse and Neglect)
- \* Annual mandatory AED (automated external defibrillator) and EpiPen training for all SUSD staff
- \* First Aid and CPR training (two-year certification; training is provided annually)
- \* Suicide awareness and prevention, gender equity and inclusivity, and comprehensive sexuality education
- \* Seizure protocol

Content Standards, Pedagogy, and Curriculum:

- \* Classroom Supports & Strategies for ADHD
- \* Strategies to support English learners
- \*K, 1, 2, Science of Reading, DIBELS
- \*3-5, Reading/Writing Strategies
- \*6-8 ELA, Step-Up-To-Writing
- \*Trauma-informed care and Restorative Practice

Special Education:

- \*Specialized training in a curriculum designed to meet the needs of students with disabilities, including students with dyslexia (Orton-Gillingham)
- \*Assistive technology and tools for universal access
- \*Classified training to support students with independence and advocacy
- \*Supporting parent engagement in the IEP process
- \*Mental health training, including strategies for students needing support

## Professional Development

\*Guidance on legal issues and compliance training

The SUSD District Leadership Team's (DLT) purpose is to provide a vehicle for teacher input on district decisions, specifically to 1) ensure and facilitate articulation among school sites, grade levels, departments, etc., and 2) Establish long- and short-term professional development goals (content and timelines), based upon district goals and administrator, teacher and/or student need. Elementary grade and middle school department-level representatives on the DLT and Leadership meet to align professional development to content standards and assess student performance and professional needs.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3