Redwood High

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	395 Doherty Dr. Larkspur, CA , 94939-1536	**Principal:**	Mr. Barnaby Payne, Principal
Phone:	(415) 945-3610	**Grade Span:**	9-12

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.

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/.

About This School

Mr. Barnaby Payne, Principal

Principal, Redwood High

About Our School



Contact

Redwood High
395 Doherty Dr.
Larkspur, CA 94939-1536

Phone: (415) 945-3610
Email: cgoode@tamdistrict.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Tamalpais Union High
Phone Number	(415) 945-1000
Superintendent	Goode, Courtney
Email Address	cgoode@tamdistrict.org
Website	www.tamdistrict.org

School Contact Information (School Year 2025–26)

School Name	Redwood High
Street	395 Doherty Dr.
City, State, Zip	Larkspur, CA , 94939-1536
Phone Number	(415) 945-3610
Principal	Mr. Barnaby Payne, Principal
Email Address	bpayne@tamdistrict.org
Website	http://www.tamdistrict.org/domain/66
Grade Span	9-12
County-District-School (CDS) Code	21654822132587

School Description and Mission Statement (School Year 2025–26)

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

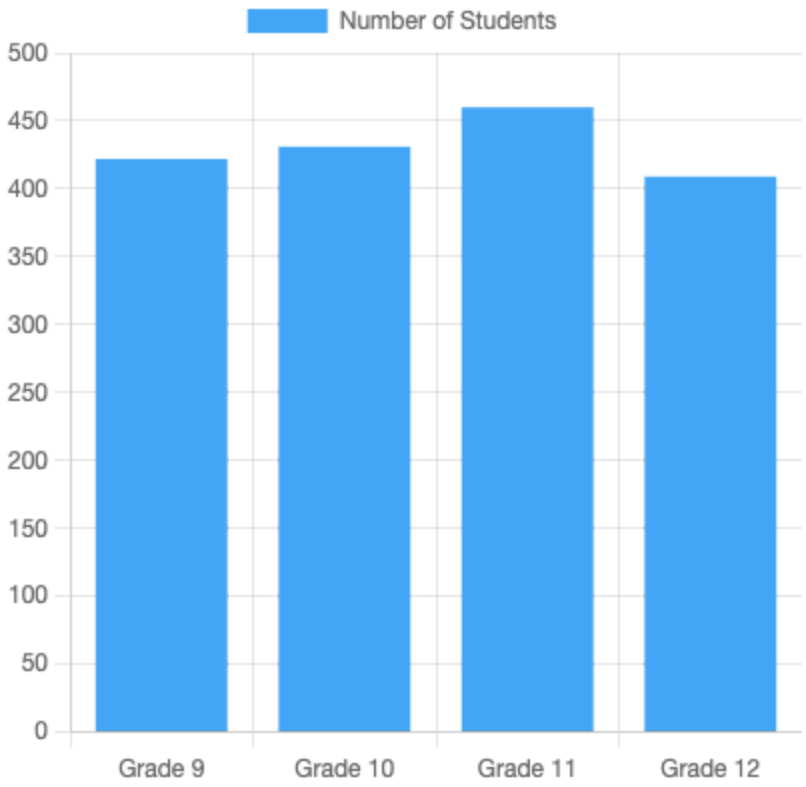
TUHSD MISSION: Tamalpais Union High School District is committed to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members. Our students will work to improve a diverse and dynamic society.

TUHSD VISION: Staff, students, and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status.

CAMPUS AND COMMUNITY: Redwood is located just 11 miles north of San Francisco in Marin County and serves the communities of Belvedere, Corte Madera, Greenbrae, Kentfield, Larkspur, Ross, and Tiburon. Redwood occupies 57 acres with scenic vistas of Mt. Tamalpais in the background. In 2022, Redwood received a six-year accreditation from the Western Association of Schools and Colleges (WASC). In 2015, Redwood was selected as a California Gold Ribbon School, and in 2008, it was chosen as a National Blue Ribbon School. In 2024, Redwood was recognized as an Advanced Placement Platinum Level School. The Redwood Foundation supports academics, music, athletics, and the arts. The PTSA offers parent education, campus beautification, school volunteers, and staff appreciation.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	422
Grade 10	431
Grade 11	460
Grade 12	409
Total Enrollment	1722



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.40%
Non-Binary	0.10%
American Indian or Alaska Native	0.00%
Asian	4.90%
Black or African American	1.00%
Filipino	0.60%
Hispanic or Latino	15.70%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	10.90%
White	66.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.80%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disavantaged	8.90%
Students with Disabilities	12.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	89.30	89.59%	229.60	87.60%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	0.75%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	3.79%	12.20	4.65%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	2.56%	10.70	4.09%	11953.10	4.28%
Unknown/Incomplete/NA	4.00	4.04%	7.60	2.90%	15831.90	5.67%
Total Teaching Positions	99.70	100.00%	262.10	100.00%	279044.80	100.00%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	79.50	87.04%	215.70	86.98%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	1.09%	2.50	1.01%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	3.64%	5.50	2.25%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.50	3.93%	11.80	4.78%	11746.90	4.23%
Unknown/Incomplete/NA	3.90	4.28%	12.30	4.97%	14303.80	5.15%
Total Teaching Positions	91.40	100.00%	248.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	74.60	84.77%	207.10	85.04%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.20	0.28%	1.00	0.41%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	3.64%	7.20	2.99%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.30	8.34%	20.40	8.41%	12112.80	4.34%
Unknown/Incomplete/NA	2.50	2.94%	7.60	3.14%	13705.80	4.91%
Total Teaching Positions	88.00	100.00%	243.50	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.00	0.2	1.10
Misassignments	2.70	3.1	2.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.70	3.3	3.20

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	2.50	3.5	7.30
Total Out-of-Field Teachers	2.50	3.5	7.30

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.7%	11.5%	5.90%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

The district uses a curriculum review and development process that ensures all district curriculum is compared to state content standards at least every five years. The selection and evaluation of the instructional materials is coordinated with the process for curriculum development. This curriculum cycle also provides an opportunity to update supplementary and electronic instructional materials. All students in the district are provided copies of and access to standards-aligned textbooks and other instructional resources, which have been adopted by the governing board of the Tamalpais Union High School District and curriculum frameworks are consistent with those adopted by the California State Board of Education in the core areas of English Language Arts, Mathematics, Science, Social Science, World Languages and Health. TUHSD has adopted materials in Science aligned to the Next Generation Science Standards. The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated to ensure that they are aligned with the state content and performance standards for that course. The district has also established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

Year and month in which the data were collected: 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
Reading/Language Arts	Adopted in Accordance with the Curriculum Cycle	0
Mathematics	Adopted in Accordance with the Curriculum Cycle	0
Science	Adopted in Accordance with the Curriculum Cycle	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
History-Social Science	Adopted in Accordance with the Curriculum Cycle	0
Foreign Language	Adopted in Accordance with the Curriculum Cycle	0
Health	Adopted in Accordance with the Curriculum Cycle	0
Visual and Performing Arts	Adopted in Accordance with the Curriculum Cycle	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. In 1998 and again in 2021, the district's Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, roofing, mechanical and plumbing systems, heating and cooling systems, electrical systems, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, athletic field,) teacher work areas, climate impact, food service, paving and drainage, landscape and irrigation. The results of this study are published in the District Facilities Master Plan. During the 2021-22 school year, the district completed a 10-month Facilities Master Plan (FMP) process, in which more than 775 stakeholders identified and prioritized projects that satisfied the mission and vision of the District. Stakeholders included students, staff, district leadership, parents and community members, and neighboring cities and towns where potential projects might have an impact. While many projects were identified as a high priority at all school sites, the following are the critical, urgent projects at Redwood being proposed as part of the TUHSD bond (Measure B) on the November 2024 ballot. Proposed Projects at RHS include Classroom Building Replacements & Multi-Purpose Eating Area, Roofs / HVAC Replacement, Information Technology Modernization, Ghilotti Field Turf Replacement, Kitchen & Serving Space Modernization, Track Resurfacing, Pool Replastering, Program Contingency, Bond Issuance, and Administrative Costs. The Senior Director of Maintenance and Operations has established a regular standard for cleaning and maintaining all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas regularly. Classrooms, offices, and restrooms are cleaned every day. An online maintenance Work Order system has been implemented to report and monitor the status of maintenance requests.

The District provides significant annual funding from the general fund, restricted to be used only for facilities maintenance (Fund 14) and capital facilities (Fund 40), in addition to restricted general fund custodial funding. Roofing, plumbing, paving, heating, painting, and athletic field maintenance are typically funded in this manner. The district's five-year deferred maintenance plan is available from the Senior Director of Maintenance and Operations. Campus assistants and an administrator supervise the campus before, during, and after school. They routinely monitor the entire campus, including surrounding streets. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	74%	70%	71%	69%	47%	48%
Mathematics (grades 3-8 and 11)	62%	57%	54%	54%	35%	37%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	455	444	97.58%	2.42%	69.98%
Female	197	192	97.46%	2.54%	75.52%
Male	258	252	97.67%	2.33%	65.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	19	100.00%	0.00%	78.95%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	78	98.73%	1.27%	48.72%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	46	46	100.00%	0.00%	78.26%
White	303	293	96.70%	3.30%	74.32%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	43	42	97.67%	2.33%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	67	62	92.54%	7.46%	16.39%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	456	450	98.68%	1.32%	57.33%
Female	197	195	98.98%	1.02%	48.72%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Male	259	255	98.46%	1.54%	63.92%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	19	100.00%	0.00%	73.68%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	79	100.00%	0.00%	39.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	46	46	100.00%	0.00%	67.39%
White	304	298	98.03%	1.97%	59.73%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	25.58%
Students Receiving Migrant Education	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Services					
Students with Disabilities	68	66	97.06%	2.94%	18.18%

Note: 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.

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.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	54.39%	57.11%	46.53%	51.54%	30.73%	32.33%

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

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	886	865	97.63%	2.37%	57.11%
Female	401	392	97.76%	2.24%	54.59%
Male	485	473	97.53%	2.47%	59.20%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	42	41	97.62%	2.38%	63.41%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	143	141	98.60%	1.40%	40.43%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	89	98.89%	1.11%	67.42%
White	596	580	97.32%	2.68%	59.31%
English Learners	13	11	84.62%	15.38%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	90	88	97.78%	2.22%	30.68%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	116	109	93.97%	6.03%	19.27%

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.

Career Technical Education (CTE) Programs (School Year 2024–25)

Number of Pupils Participating in CTE 23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education

The Applied Arts and Technology Department offers a variety of courses that prepare students for the expectations of college and the workplace.

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

The Journalism CTE program prepares students for careers in media and communication through a rigorous, real-world curriculum. Across three years, students develop skills in journalistic writing, ethical reporting, multimedia production, and leadership. Beginning with foundational journalism ethics, media literacy, and AP style writing, the program progresses to advanced editing, publication management, and collaborative partnerships with professional organizations like PBS Student Reporting Labs and The Marin Independent Journal. Students gain practical experience in print, digital, and social media platforms while honing their technical proficiency in Adobe InDesign, WordPress, and SNOFlow. Leadership roles such as Editor-in-Chief, Head Copy Editor, and Section Editor are integral, allowing students to mentor peers, make editorial decisions, 2024 School Accountability Report Card Page 13 of 21 Redwood High School 2023-24 Career Technical Education Programs, and oversee publication processes. The program culminates in the creation of a professional portfolio for national competitions, equipping graduates with career readiness and industry-recognized CTE certification. This inclusive program emphasizes diversity, media literacy, and critical thinking, empowering students to shape public discourse responsibly while preparing for higher education and careers in journalism, media, and related fields.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	300
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission 99.94
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission 82.94

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	89.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
9	93%	96%	96%	94%	95%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

Redwood High encourages parent/caregiver involvement, and parents are partners in all aspects of student support. Parent organizations include the Redwood Parent-Teacher-Student Association (PTSA) and the Redwood HS Foundation. Opportunities for Sports and Music boosters are included within the foundation. Parents are encouraged to volunteer at the school, helping with events such as new student orientation, assistance in the College and Career Center and library, parent education, and campus beautification. Parents also serve on the Redwood High School Site Council. If you have questions about how to get involved at Redwood High School, you can access the Redwood website at https://redwood.tamdistrict.org/ or call 415-945-3620.

State Priority: Pupil Engagement

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

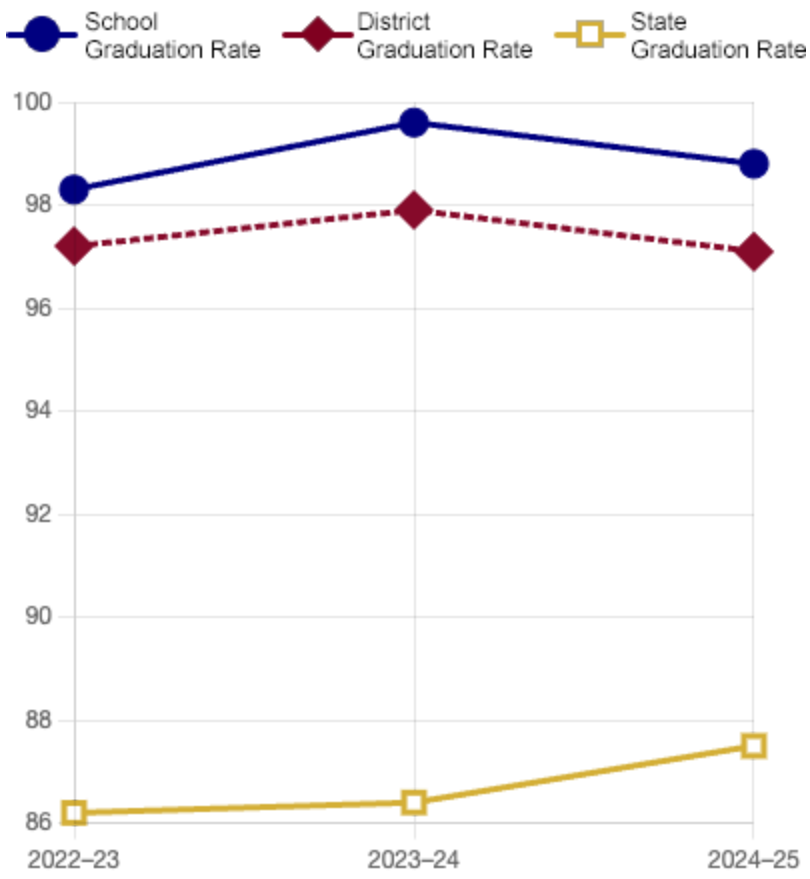
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

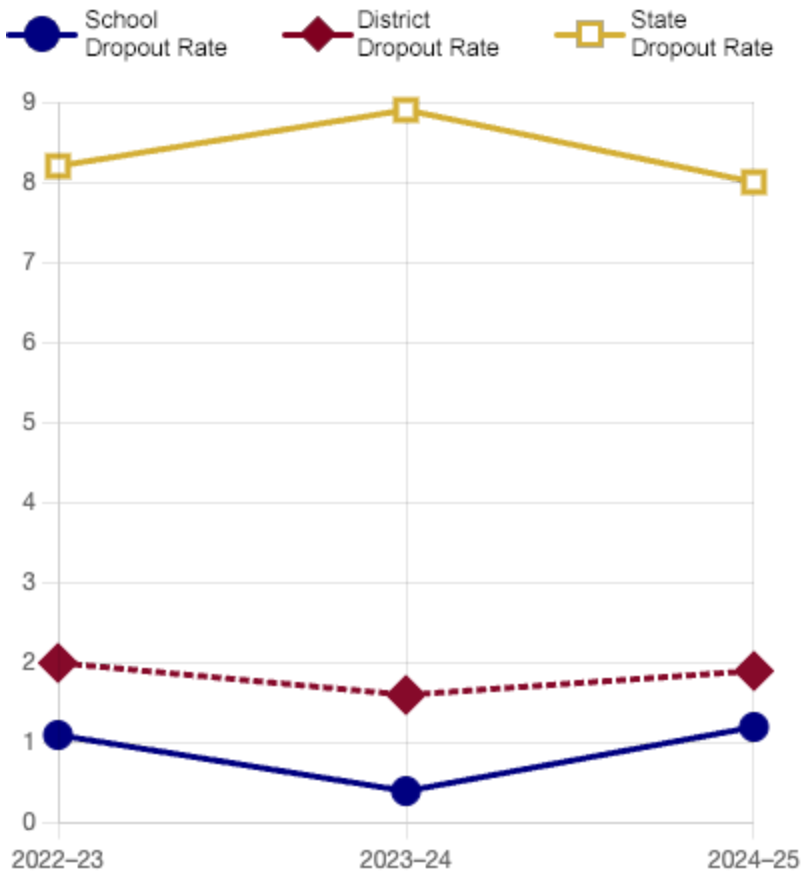
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	98.3%	99.6%	98.8%	97.2%	97.9%	97.1%	86.2%	86.4%	87.5%
Dropout Rate	1.1%	0.4%	1.2%	2.0%	1.6%	1.9%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	415	410	98.8%
Female	191	188	98.4%
Male	224	222	99.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	19	18	94.7%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	60	58	96.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	42	42	100.0%
White	289	288	99.7%
English Learners	14	12	85.7%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	56	54	96.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	45	45	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1754	1742	164	9.4%
Female	835	829	82	9.9%
Male	917	911	81	8.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	86	86	5	5.8%
Black or African American	19	19	6	31.6%
Filipino	--	--	--	--
Hispanic or Latino	274	273	29	10.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	188	188	18	9.6%
White	1171	1161	106	9.1%
English Learners	39	38	5	13.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	202	200	30	15.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	246	240	54	22.5%

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.

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

Rate	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
Suspensions	0.90%	1.92%	2.17%	1.49%	2.41%	2.37%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.04%	0.07%	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.17%	0.00%
Female	1.08%	0.00%
Male	3.16%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.33%	0.00%
Black or African American	15.79%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.47%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.06%	0.00%
White	1.37%	0.00%
English Learners	15.38%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	8.42%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.69%	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.

School Safety Plan (School Year 2025–26)

The school's Emergency Plan and Procedures are on file in the principal's office. Drills are held during both fall and spring semester to prepare staff and students for various kinds of emergency situations, including fire, earthquake, Intruder on Campus and Shelter in Place. These plans and procedures are kept in a red folder near the entrance of each classroom and 2024 School Accountability Report Card Page 18 of 21 Redwood High School 2024-25 School Safety Plan reviewed and updated at the start of each school year. Each classroom and office has been supplied with an emergency backpack that contains first aid supplies and equipment and emergency containers that are equipped with emergency food and water. Additionally, each classroom and office has been supplied with an emergency portable toilet. The school has a strong working relationship with local law enforcement and emergency services in both Larkspur and Corte Madera, including a School Resource Officer from the local police department. In partnership with our local law enforcement and emergency services, school administration reviews the school's Emergency Plan and Procedures each year. The
relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Redwood staff, including Wellness Center staff, and adjunct support services, such as Bay Area Community Resources. The school safety plan is reviewed and updated as necessary each fall and spring.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	14	40	23
Mathematics	26.00	10	52	9
Science	24.00	23	38	21
Social Science	28.00	8	37	27

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	16	35	24
Mathematics	25.00	19	29	24
Science	25.00	20	40	16
Social Science	26.00	14	45	16

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	14	63	
Mathematics	23.00	21	44	11
Science	23.00	17	53	
Social Science	26.00	13	52	9

* Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	330.56

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.80
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	3.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$124433.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$113595.00
Percent Difference – School Site and State	N/A	N/A	--	--

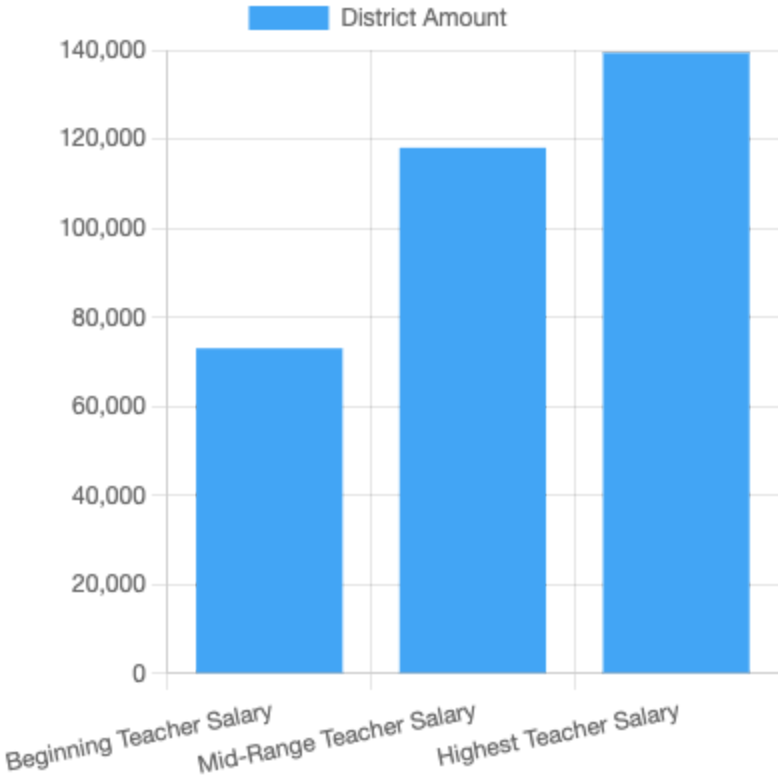
Note: Cells with N/A values do not require data.

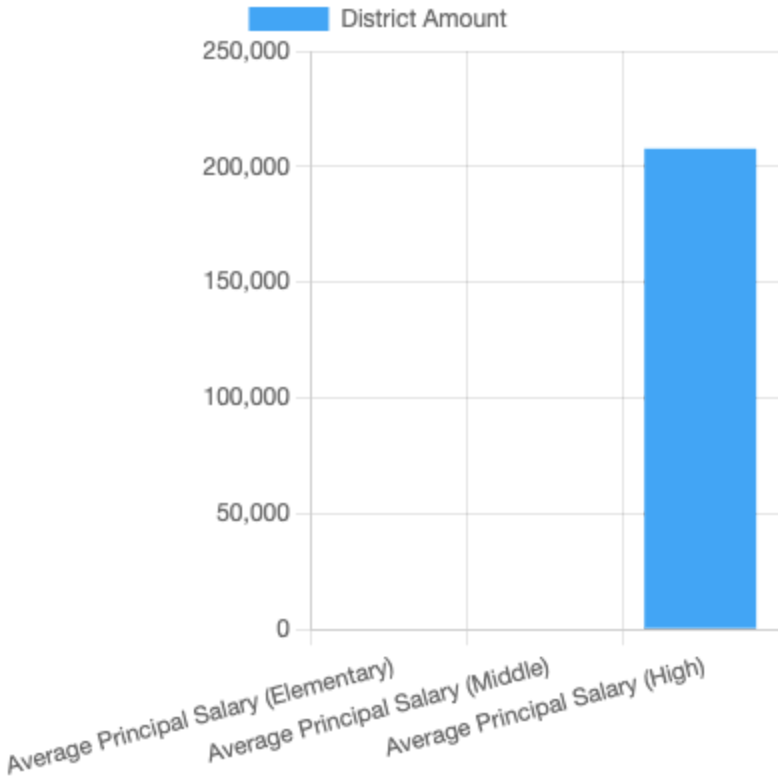
Types of Services Funded (Fiscal Year 2024–25)

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$73062.00	$67237.98
Mid-Range Teacher Salary	$118056.00	$106841.05
Highest Teacher Salary	$139394.00	$136880.99
Average Principal Salary (Elementary)	$0.00	--
Average Principal Salary (Middle)	$0.00	$167233.29
Average Principal Salary (High)	$207776.00	$193950.22
Superintendent Salary	$286633.00	$314303.88
Percent of Budget for Teacher Salaries	28.16%	29.51%
Percent of Budget for Administrative Salaries	4.64%	4.87%

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


District Amount
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
250,000
200,000
150,000
100,000
50,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 56.9 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	14
Fine and Performing Arts	12
Foreign Language	4
Mathematics	9
Science	9
Social Science	21
Total AP Courses Offered*	131

* Where there are student course enrollments of at least one student.

Professional Development

The Tamalpais Union High School District annually schedules two full-day and two minimum-day staff development days during each school year. The primary staff development focus has been on educational equity and instructional strategies. Teachers collaborate to share experiences and student learning data to inform student support decisions and teacher instructional decisions. Additionally, professional development time is used to review the course of study, select textbooks, develop new programs, and participate in staff development training. Administrators, counselors, and teachers participate in numerous other staff development opportunities each school year, including leadership skills development, technology integration, and equity training. The Redwood HS Foundation provides the school with a grant to support individual staff professional development opportunities through registration fees and travel costs, approved via the standard district conference application process.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4