

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

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

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

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

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	269
Grade 7	337
Grade 8	262
Total Enrollment	868

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44.6
Male	55.2
Non-Binary	0.2
American Indian or Alaska Native	0.7
Asian	1.5
Black or African American	0.9
Filipino	0.5
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.9
White	37.2
English Learners	18.7
Foster Youth	0.8
Homeless	2.9
Migrant	5.5
Socioeconomically Disadvantaged	64.4
Students with Disabilities	16.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.9	84.71	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.42	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	5.66	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	2.9	8.21	42	5.75	15831.9	5.67
Total Teaching Positions	35.3	100	731.4	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36	92.7	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	4.39	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.82	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0.7	2.03	28	3.98	14303.8	5.15
Total Teaching Positions	38.9	100	704.3	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.9	84.31	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	7.91	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.87	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	1.8	4.88	23.4	3.26	13705.8	4.91
Total Teaching Positions	37.9	100	719.9	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
Permits and Waivers	0.00	0.6	0.5
Misassignments	0.50	1	2.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	1.7	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.00	0.3	1
Total Out-of-Field Teachers	2.00	0.3	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7	2.5	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

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	Q: Good C: StudySync 2017 Grades 6-8 McGraw-Hill A: All students	0%
Mathematics	Q: Good C: Glencoe: Math Course 1 Glencoe: Math Course 2 Glencoe: Math Course 3 Glencoe: Accelerated Math a Pre Algebra Program 7 Carnegie Learning: Math1 A: All students	0%
Science	Q: Good C: Amplify Earth, Life and Physical Science (6-8) - 2021 A: All students	0%
History-Social Science	Q: Good C: Impact: California Social Studies (6-8) – 2019 A: All students	0%

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

School Facility Conditions and Planned Improvements

Redwood, constructed in 1957, has had classrooms modernized twice, a second gym built, an all-weather track and infield installed and the front of the school has been completely re-landscaped. The roof of the larger gym was replaced over the summer of 2022. Technology includes full connectivity from each classroom to 2 student servers, 1:1 student chromebooks, two mobile wireless laptop carts with 36 laptop computers for academic testing, presentations and ongoing technology training, a video lab for video production. School clubs and parent organizations continue to landscape and beautify the grounds. The school has two sets of bathrooms, in addition to the restrooms in the larger gym attached to the locker rooms. The cafeteria is

School Facility Conditions and Planned Improvements

designed to serve both as an auditorium as well as a cafeteria, with a divider that can split the room into two. The school is 5 different halls, A, B, C, D, E, and F, with the majority of classes in the A, B and C wing.

Year and month of the most recent FIT report	9/27/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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
English Language Arts/Literacy (grades 3-8 and 11)	36	40	40	44	47	48
Mathematics (grades 3-8 and 11)	24	28	28	29	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	864	853	98.73	1.27	40.12
Female	382	379	99.21	0.79	43.92
Male	480	472	98.33	1.67	37.02
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	489	486	99.39	0.61	27.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	58.33
White	317	312	98.42	1.58	57.88
English Learners	139	135	97.12	2.88	2.22
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	25.00
Military	53	53	100.00	0.00	26.42
Socioeconomically Disadvantaged	563	556	98.76	1.24	27.98
Students Receiving Migrant Education Services	45	43	95.56	4.44	6.98
Students with Disabilities	147	140	95.24	4.76	11.43

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	863	851	98.61	1.39	28.44
Female	381	378	99.21	0.79	24.87
Male	480	471	98.13	1.87	31.21
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	488	484	99.18	0.82	14.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	44.00
White	317	312	98.42	1.58	47.44
English Learners	139	136	97.84	2.16	0.74
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	12.50
Military	53	53	100.00	0.00	18.87
Socioeconomically Disadvantaged	563	555	98.58	1.42	15.68
Students Receiving Migrant Education Services	45	43	95.56	4.44	2.33
Students with Disabilities	147	140	95.24	4.76	8.57

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
Science (grades 5, 8 and high school)	21.27	30	23.7	24.5	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	257	255	99.22	0.78	29.41
Female	109	108	99.08	0.92	21.30
Male	148	147	99.32	0.68	35.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	151	100.00	0.00	17.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	86	85	98.84	1.16	48.24
English Learners	34	34	100.00	0.00	2.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	0.62	17.39
Students Receiving Migrant Education Services	18	18	100.00	0.00	16.67
Students with Disabilities	36	35	97.22	2.78	11.43

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	95.81	97.01	96.71	99.70	97.60

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	900	887	189	21.3
Female	404	397	83	20.9
Male	493	488	105	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	3	23.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	510	500	115	23.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	5	19.2
White	328	326	58	17.8
English Learners	174	169	39	23.1
Foster Youth	--	--	--	--
Homeless	41	39	15	38.5
Socioeconomically Disadvantaged	588	580	149	25.7
Students Receiving Migrant Education Services	54	51	11	21.6
Students with Disabilities	156	154	40	26.0

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.

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
7.83	5.01	8	3.96	4.05	3.9	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
0.21	0	0	0.06	0.07	0.14	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	8.00	0.00
Female	5.20	0.00
Male	10.34	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	8.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.08	0.00
White	5.18	0.00
English Learners	12.07	0.00
Foster Youth	0.00	0.00
Homeless	19.51	0.00
Socioeconomically Disadvantaged	10.37	0.00
Students Receiving Migrant Education Services	9.26	0.00
Students with Disabilities	14.10	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

A focus on student well-being has created a positive and safe school campus. Inspections by the Napa Fire Department assure that facilities are safe for all. Our Comprehensive School Safety Plan (CSSP) addresses all components of SB187. The Site Safety Committee reviews the CSSP annually. The PBIS committee meets monthly to review student discipline data and make recommendations on restorative discipline procedures to foster a positive learning environment for all students. Emergency equipment and first aid kits are available to all, including on field trips. Evacuation drills are twice a year and school staff explains policies about safety, all behavior expectations, bullying, and harassment during the first week of school and frequently throughout the year. Discipline follows the NVUSD policy. Many staff members are first aid/CPR certified through the Red Cross. The staff ensures safe ingress and egress to the campus at all times. The Safety was approved by the School Site Council on October 14, 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	9	13
Mathematics	25	8	10	9
Science	26	6	8	12
Social Science	26	6	6	14

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

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	21	17	7	9
Mathematics	23	9	10	7
Science	30	3	4	13
Social Science	28	4	6	11

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	350.4

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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$8,401	\$341	\$8,060	\$115,002
District	N/A	N/A	\$6,297	\$104,358
Percent Difference - School Site and District	N/A	N/A	-22	17.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-28.8	16.2

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 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
Beginning Teacher Salary	\$68,233	\$62,783
Mid-Range Teacher Salary	\$95,658	\$97,783
Highest Teacher Salary	\$124,487	\$128,020
Average Principal Salary (Elementary)	\$159,954	\$160,224
Average Principal Salary (Middle)	\$168,226	\$166,992
Average Principal Salary (High)	\$176,731	\$180,971
Superintendent Salary	\$378,644	\$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

Professional Development

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5