

# Redwood Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 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>County-District-School (CDS) Code</b>	43696826049092

## 2022-23 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 Address</b>	www.saratogausd.org

## 2022-23 School Overview

We are proud to present Redwood Middle School's 2022-23 School Accountability Report Card, which 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 with an emphasis on individuality and innovation. As a testament to our dedication to student well-being, Redwood was the proud recipient of the Project Cornerstone 2018 Caring Middle School Award. Most notably, Redwood was honored with the prestigious 'National Blue Ribbon Schools Award' for 2018 bestowed on exemplary high performing schools across the United States.

### Redwood Mission Statement

The mission of Redwood Middle School is to create an environment that excites and inspires all students, creating a passion for learning now and in the future. We encourage and support students to reach for 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, yet comprehensive and 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. With 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. As a Project Cornerstone school, we recognize that our partnership with parents is a vital component in assisting students in building developmental assets.

### 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 hosts just under 750 students with a culturally diverse student body, rich in family strength and traditions.

### SUSD Mission and Vision Statement

The mission of SUSD is to create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner and instills leadership, responsibility, and global citizenship in a safe and nurturing environment

## 2022-23 School Overview

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

We define:

**INNOVATION** as a new way of doing things that is transformational, original, and creative so it inspires others to learn.

**STUDENT WELL-BEING** as fostering a positive physical, social, and emotional learning environment to allow students to thrive, flourish, and learn.

**PROFESSIONAL DEVELOPMENT** as engaging in learning opportunities to grow professionally so that it affects continuous improvement and refinement of learning, teaching, and processes.

**COMMUNITY** as engaging the community in building ongoing, permanent relationships so that a common vision is shared and implemented.

**ACADEMICS** as supporting differentiated instruction where students need it; teachers inspire change in curriculum and methods of delivery.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	193
Grade 7	243
Grade 8	239
<b>Total Enrollment</b>	<b>675</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.0
Asian	62.7
Black or African American	0.0
Filipino	1.0
Hispanic or Latino	4.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.9
White	20.3
English Learners	1.6
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	2.7
Students with Disabilities	12.0

### A. Conditions of Learning **State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.20	95.15	82.20	95.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.80	4.83	3.80	4.51	18854.30	6.86
<b>Total Teaching Positions</b>	<b>39.10</b>	<b>100.00</b>	<b>86.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials in the core curriculum of Saratoga Union School District are aligned with the California Content Standards and Frameworks. SUSD adheres to CA Education Code and AB 1246, which gives school districts freedom, decision-making, and choice in selecting instructional materials, and requires: implementing the California Common Core State Standards; equal access to current curriculum materials; change in the adoption cycle; local school districts can choose their adoption review process, and classroom teachers will be a major contributor in local adoption processes.

SUSD students have access to standards-based instructional materials, as per EC Section 60119(c)(1), which states that sufficient textbooks or instructional materials mean "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil." This specifically applies to four subject areas: reading/language arts, mathematics, science, and history-social science.

A Public Hearing for 2022-2023 Sufficiency or Insufficiency of Textbooks and Instructional Materials was opened on September 2022 and closed in October 2022, as required by Education Code 60119. The purpose of the public hearing is to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 452.9-17, which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK - 5: Units of Study for Reading/Writing (Heinemann/Houghton Mifflin Harcourt), Foundations (Wilson Language) 2022 6-8: myPerspectives (Pearson) 2016	Yes	0
<b>Mathematics</b>	TK - 5: Engage NY (Eureka) Mathematics (2015) 6-8: Big Ideas California (Houghton Mifflin) (2015 & 2016)	Yes	0
<b>Science</b>	Grades TK-5: Twig Science (2021). Grades 6-8: FOSS Next Generation (Delta Education) 2022	Yes	0
<b>History-Social Science</b>	Grades TK-5: CA Studies Weekly (American Legacy Publishing) Grades 6-8: TCI (McGraw Hill) 2017	Yes	0
<b>Foreign Language</b>	6-8: Descubre Spanish (Vista Higher Learning)	Yes	0
<b>Health</b>	Positive Prevention Plus (2018)	Yes	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)	Yes	0

**School Facility Conditions and Planned Improvements**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities 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 in the multi-purpose rooms, and all HVAC filters were changed to MERV 13 filters to address COVID19 safety measures. The roofs were replaced for the administrative office and the multipurpose room in the summer of 2022. Future improvements include replacement of remaining roofs by 2027 and repair and replacement of asphalt throughout the campus.

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 is 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. One Day custodian and one evening custodian are assigned to Redwood Middle School. The day custodian is responsible for general grounds maintenance, cleaning the restrooms, 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**

11/23/2022

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			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	87	N/A	87	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	86	N/A	88	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	689	676	98.11	1.89	86.69
<b>Female</b>	332	324	97.59	2.41	89.51
<b>Male</b>	357	352	98.60	1.40	84.09
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	435	432	99.31	0.69	91.44
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	30	29	96.67	3.33	58.62
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	79	77	97.47	2.53	84.42
<b>White</b>	138	131	94.93	5.07	79.39
<b>English Learners</b>	12	11	91.67	8.33	27.27
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	85	80	94.12	5.88	51.25

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	689	676	98.11	1.89	86.39
<b>Female</b>	332	324	97.59	2.41	85.49
<b>Male</b>	357	352	98.60	1.40	87.22
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	435	432	99.31	0.69	93.29
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	30	29	96.67	3.33	55.17
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	79	77	97.47	2.53	88.31
<b>White</b>	138	131	94.93	5.07	70.23
<b>English Learners</b>	12	11	91.67	8.33	54.55
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	85	80	94.12	5.88	45.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	76.11	81.42	76.21	81.6	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	236	226	95.76	4.24	81.42
<b>Female</b>	110	103	93.64	6.36	80.58
<b>Male</b>	126	123	97.62	2.38	82.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	149	148	99.33	0.67	86.49
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	12	11	91.67	8.33	63.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	23	92	8	86.96
<b>White</b>	48	42	87.5	12.5	69.05
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	24	88.89	11.11	41.67

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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%	95%	93%	95%	96%

## 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.

#### 2022-23 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 in order for our students to receive extraordinary experiences on campus. Offerings include noon-time sports, Robotics Club, FBLA, Speech and Debate, Science Olympiad Club, Leo Club, Garden Club, social/emotional (Acknowledge Alliance) activities and more. Families are provided information regarding upcoming events and school activities through the school marquee, the school website, weekly E-News, 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, School Advisory Committee, District English Language Advisory Committee, Graduation Committee, and the School Safety Plan 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	697	694	23	3.3
Female	335	333	10	3.0
Male	362	361	13	3.6
American Indian or Alaska Native	0	0	0	0.0
Asian	436	436	4	0.9
Black or African American	0	0	0	0.0
Filipino	7	7	1	14.3
Hispanic or Latino	32	30	4	13.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	41	41	1	2.4
White	141	140	12	8.6
English Learners	15	15	1	6.7
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	23	23	3	13.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	91	10	11.0

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.27	0.40	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.58	0.06	1.01	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.58	0.00
Female	0.30	0.00
Male	2.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.23	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.44	0.00
White	3.55	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.30	0.00

## 2022-23 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. The CSSPs were approved by the district's board of trustees before March 1st. Components of this plan include information assessing the current status of school crime committed on 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 school safety plan was reviewed, updated, and discussed with school staff and the School Site Council 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	6	19	
Mathematics	17	18	12	
Science	25	3	17	
Social Science	25	1	19	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	6	17	
Mathematics	18	15	12	
Science	26	2	17	
Social Science	27	1	17	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	11	13	
Mathematics	21	11	11	1
Science	27	1	16	1
Social Science	26	3	15	

## 2021-22 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	337.5

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.47
Psychologist	1.0
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,291.50	\$376.15	\$8,915.35	\$112,669.43
District	N/A	N/A	\$9,012.59	\$109,161
Percent Difference - School Site and District	N/A	N/A	-1.1	3.2
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	29.9	28.4

## 2021-22 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
- Other Local: Locally defined (Parcel Tax and Saratoga Education Foundation)
- Special Education
- Federal Funds (Title I, Title II, Title III English Learner)

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 staff, teacher training and support materials.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$65,276	\$51,591
Mid-Range Teacher Salary	\$99,787	\$79,620
Highest Teacher Salary	\$126,509	\$104,866
Average Principal Salary (Elementary)	\$153,670	\$131,473
Average Principal Salary (Middle)	\$160,335	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$249,000	\$205,661
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	7%	6%

## 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 2022-2023 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
- COVID-19 safety protocols

### Content Standards, Pedagogy, and Curriculum:

- Next Generation Science Standards implementation (RMS science teachers)
- ReadingWriting Workshop (Elementary)
- Foundations - phonics/phonemic awareness (elementary)
- Orton-Gillingham strategies
- MakerSpace and project-based learning(based on our EdTech Plan-ISTE Standards)
- Strategies to support English learners
- Trauma-informed care

### 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
- 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-level representatives and middle school department-level representatives on the DLT and Leadership meet to align professional development to content standards, assessed student performance and professional needs.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	3	3