

Redwood High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|---------------------------|
| School Name | Redwood High School |
| Street | 395 Doherty Drive |
| City, State, Zip | Larkspur, CA 94939 |
| Phone Number | (415) 945-3620 |
| Principal | David Sondheim |
| E-mail Address | dsondheim@tamdistrict.org |
| Web Site | www.redwood.org |
| CDS Code | 21-65482-2132587 |

| District Contact Information | |
|------------------------------|--------------------------------------|
| District Name | Tamalpais Union High School District |
| Phone Number | (415) 945-1020 |
| Superintendent | Dr. Tara Taupier |
| E-mail Address | ttaupier@tamdistrict.org |
| Web Site | www.tamdistrict.org |

School Description and Mission Statement (School Year 2018-19)

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.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 510 |
| Grade 10 | 440 |
| Grade 11 | 468 |
| Grade 12 | 418 |
| Total Enrollment | 1,836 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 5.8 |
| Filipino | 0.9 |
| Hispanic or Latino | 12.6 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 73.2 |
| Socioeconomically Disadvantaged | 9.1 |
| English Learners | 2.2 |
| Students with Disabilities | 8.2 |
| Foster Youth | 0.0 |

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.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 114 | 116 | 113 | |
| Without Full Credential | 0 | 1 | 2 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 12/2017

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 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 also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------------|---|
| Reading/Language Arts | Adopted in accordance with Curriculum Cycle | Yes | NONE |
| Mathematics | Adopted in accordance with Curriculum Cycle | Yes | NONE |
| Science | Under review | Yes | NONE |
| History-Social Science | Adopted in accordance with Curriculum Cycle | Yes | NONE |
| Foreign Language | Adopted in accordance with Curriculum Cycle | Yes | NONE |
| Health | Adopted in accordance with Curriculum Cycle | Yes | NONE |
| Visual and Performing Arts | Adopted in accordance with Curriculum Cycle | Yes | NONE |
| Science Laboratory Equipment (grades 9-12) | Under review | Yes | NONE |

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

Redwood High School is a 63.88 acre campus which has 88 classrooms, a library, performing arts center, swimming pool, and athletics fields. The original campus was built in 1958. In 1998, the district’s Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, mechanical and plumbing systems, electrical system, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, and athletic fields) teacher work areas, food service, paving and drainage, landscape and irrigation. The results of this study are published in the District Facilities Master Plan.

Redwood High School underwent major modernization as part of a \$121 million dollar facilities bond measure approved by the Tam District voters. Approximately forty million dollars were spent to remodel classrooms, refurbish the gymnasium, swimming pool, tennis courts, and performing arts center, and install new athletics fields. During the 2012-13 school year, a new visual arts building was constructed and the music building was expanded and refurbished. In 2013-14, two existing classrooms were converted to science laboratory classrooms, a visual arts room was converted into a "black-box" theater/rehearsal classroom space and a soccer/lacrosse field was refurbished for year-round play using artificial turf. Modernization has included replacement of the major infrastructures (heating, lights, electrical, plumbing), painting, new floors, lockers, and furniture. Technology networking has been upgraded and is accessible in all instructional spaces. In 2015, a solar upgrade was completed in the west parking lot. During the summer of 2017, a new artificial turf was installed on the football field, additional Physical Education and Athletic lockers were added and three new portable classrooms were installed to support growth in student enrollment. In addition, improvements were made to the Counseling Office and Wellness Center. During the summer of 2018, in order to support the continued growth in student enrollment, four additional portable classrooms and two modular restrooms were added. In addition, the computer lab in the library underwent a major renovation.

The Director of Maintenance has established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An on-line Maintenance Work Order system is used to report and monitor the status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

Campus supervisors and administrators are on duty supervising 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 (Most Recent Year)

Using the **most recently collected** 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 overall rating

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/11/2018 | | |
|--|----------------------|--|
| System Inspected | Repair Status | 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 | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/11/2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 12/11/2018 | |
|--|------|
| 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, which 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); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 81.0 | 75.0 | 75.0 | 72.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 66.0 | 66.0 | 59.0 | 56.0 | 37.0 | 38.0 |

Note: 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 455 | 433 | 95.16 | 75.06 |
| Male | 237 | 221 | 93.25 | 67.42 |
| Female | 218 | 212 | 97.25 | 83.02 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 30 | 30 | 100.00 | 80.00 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 54 | 50 | 92.59 | 66.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 333 | 319 | 95.80 | 76.49 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 38 | 95.00 | 52.63 |
| English Learners | 18 | 17 | 94.44 | 35.29 |
| Students with Disabilities | 43 | 35 | 81.40 | 40.00 |

Note: 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.

Note: 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.

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
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 455 | 432 | 94.95 | 66.44 |
| Male | 237 | 221 | 93.25 | 64.71 |
| Female | 218 | 211 | 96.79 | 68.25 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 30 | 30 | 100 | 83.33 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 54 | 48 | 88.89 | 50 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 333 | 320 | 96.1 | 67.19 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 36 | 90 | 33.33 |
| English Learners | 18 | 16 | 88.89 | 18.75 |
| Students with Disabilities | 43 | 34 | 79.07 | 14.71 |

Note: 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.

Note: 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.

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 Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

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

Career Technical Education Participation (School Year 2017-18)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 391 |
| % of pupils completing a CTE program and earning a high school diploma | 47% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0% |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|--|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.7 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 65.2 |

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 11.3 | 32.4 | 51.6 |

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Redwood High encourages parent involvement. Parent organizations include Redwood Parent-Teacher-Student Association (PTSA), Redwood Foundation, and booster groups for athletics and music. Parents are encouraged to volunteer at the school helping with such things 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 www.redwood.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 dropout rates; and
- High school graduation rates.

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 0.6 | 2.2 | 1.3 | 2.1 | 2.6 | 2.3 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 99.4 | 97.0 | 97.5 | 96.4 | 96.1 | 95.2 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group | Graduating Class of 2017 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 97.3 | 96.8 | 88.7 |
| Black or African American | 100.0 | 80.8 | 82.2 |
| American Indian or Alaska Native | 100.0 | 100.0 | 82.8 |
| Asian | 89.3 | 92.9 | 94.9 |
| Filipino | 100.0 | 100.0 | 93.5 |
| Hispanic or Latino | 94.7 | 85.0 | 86.5 |
| Native Hawaiian/Pacific Islander | 100.0 | 100.0 | 88.6 |
| White | 98.1 | 98.9 | 92.1 |
| Two or More Races | 87.5 | 90.9 | 91.2 |
| Socioeconomically Disadvantaged | 100.0 | 100.0 | 88.6 |
| English Learners | 25.0 | 20.0 | 56.7 |
| Students with Disabilities | 95.1 | 87.3 | 67.1 |
| Foster Youth | 0.0 | 50.0 | 74.1 |

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 | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 1.4 | 2.1 | 1.9 | 2.2 | 2.5 | 2.5 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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 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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | Avg. Class Size | 2016-17 | | | Avg. Class Size | 2017-18 | | | | | |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | | |
| | | 1-22 | 23-32 | | | 33+ | 1-22 | | | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English | 20.0 | 38 | 56 | | 19.0 | 42 | 57 | | 22.0 | 25 | 67 | | | |
| Mathematics | 22.0 | 25 | 54 | 1 | 22.0 | 26 | 60 | | 22.0 | 27 | 59 | | | |
| Science | 24.0 | 19 | 68 | | 22.0 | 30 | 68 | | 24.0 | 25 | 67 | | | |
| Social Science | 23.0 | 19 | 66 | | 21.0 | 29 | 67 | | 23.0 | 21 | 69 | | | |

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 7.2 | 305 |
| Counselor (Social/Behavioral or Career Development) | 1 | N/A |
| Library Media Teacher (Librarian) | 1 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 2.6 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .4 | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 0 | N/A |

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 11954.97 | 1450.36 | 10504.61 | 101777 |
| District | N/A | N/A | 13076.25 | \$99,551 |
| Percent Difference: School Site and District | N/A | N/A | -21.8 | 2.2 |
| State | N/A | N/A | \$7,125 | \$85,815 |
| Percent Difference: School Site and State | N/A | N/A | 38.3 | 17.0 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The district provides certificated teachers and counselors, certificated administrators, and classified support staff. Support staff includes clerical, custodial, campus supervisory, and ground/maintenance personnel. Each comprehensive high school has a Health Technician, two Technology Support staff, and a Library/Media Teacher on site. English Language Learners have access to a full program of ELD. The AVID (Advancement via Individual Determination) program helps prepare motivated students in the academic middle for admission to a four-year college or university. An extensive array of supplemental instructional services is provided including short term workshops and independent study. The Wellness Center coordinates and provides health, mental health reproductive health and substance abuse services and programs for Redwood High School students. The district contracts with community agencies to provide extra drug/alcohol and mental health counseling. A full interscholastic athletic program is supported. Students have access to a wide variety of co- and extra-curricular activities including drama, music, journalism, clubs, and other activities. The per pupil allocation also covers the cost of all instructional materials and equipment, including technology.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$59,424 | \$50,747 |
| Mid-Range Teacher Salary | \$92,686 | \$86,127 |
| Highest Teacher Salary | \$113,373 | \$106,915 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$0 | \$136,636 |
| Average Principal Salary (High) | \$161,907 | \$150,286 |
| Superintendent Salary | \$231,750 | \$238,058 |
| Percent of Budget for Teacher Salaries | 35.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

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

Advanced Placement (AP) Courses (School Year 2017-18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 11 | N/A |
| Fine and Performing Arts | 6 | N/A |
| Foreign Language | 4 | N/A |
| Mathematics | 7 | N/A |
| Science | 12 | N/A |
| Social Science | 20 | N/A |
| All courses | 66 | 44.4 |

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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 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.