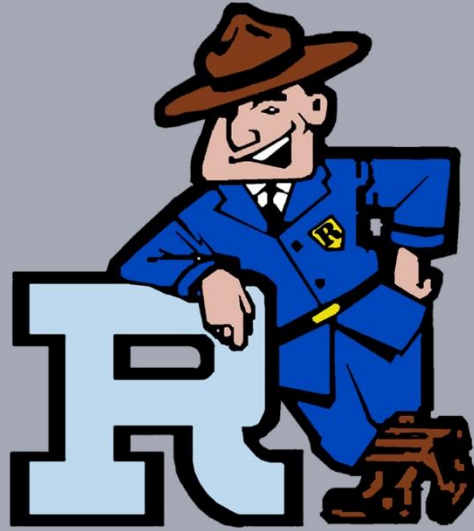


FOCUS ON LEARNING SELF-STUDY REPORT



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REDWOOD HIGH SCHOOL

VISALIA UNIFIED SCHOOL DISTRICT

MARCH 19-22, 2023

SUBMITTED TO THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

VISALIA UNIFIED SCHOOL DISTRICT

5000 West Cypress Avenue

Visalia, CA 93277

559-730-7300

www.vusd.org

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REDWOOD HIGH SCHOOL

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Eric Rodriguez, Curriculum and Instruction

Alexa Barba-Tepper, Student Services and Counseling

Eric Paolinelli, Student Services and Activities

Roy Orosco, Student Supervision and Engagement

Chris Frankland, Student Supervision and Activities

Ross Eddings, Student Supervision and Interventions

Hailey Aston, Activities Director

Michael Wright, Athletic Director

WASC SELF-STUDY LEADERSHIP TEAM

Ashley Jurica, Co-Chair

Brenda Milligan, Co-Chair

John Coon

Stacy Gonzales

Tina Moran

Jason Vieira

Melissa Link

Sergio Dussan

Kelli Feehan

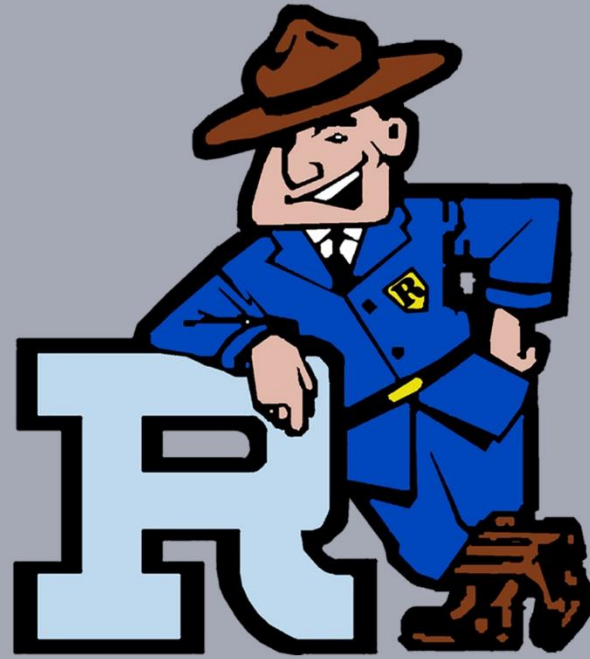
Aubrey Buchanan

Nicole Vieira

Nick Miller

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PREFACE

WASC FOCUS GROUPS

A: Organization, Leadership and Governance	B: Curriculum	C: Learning & Teaching	D: Assessment & Accountability	E: School Culture and Support
Team Lead	Team Lead	Team Lead	Team Lead	Team Lead
Coon, John * 1/22	Feehan, Kelli *4	Gonzales, Stacy *4/28	Dussan, Sergio *7	Buchanan, Aubrey *17
Moran, Tina *4/13/22	Link, Melissa *4	Vieira, Nicole * 4	Vieira, Jason *11/22	Miller, Nick *4
Avila, Jacob 2/22	Adalian, Melissa 4	Rodriguez, Ambar 11	Rojas, Xicotenaatl 10	Aston, Hailey 19
Bardonnex, Lisa 12/22	Blair, Natalie 7	Freeborn, Paul 4	Brown, Russ 7	Adams, Zachary 11
Benson, Kendra 34	Buenafe, John 7	Blair, Ryan 7/22/31	Cabrera, Maria 17	Licon, Derek 9
Sedillo, Evan 9	Feehan, Calvin 5/22	Buldo, Pam 3/22	Calixtro-Lopez, Jesus 7	Barba-Tepper, Alexa 24
Bettencourt, Lizel 10/22	Henshaw, Bill 2	Carrillo, Mel 12	Del Villar, Erika 9	Cain, Jason 4/13
Browning, Lizbeth 5	Hinojosa-Saleh, Celina 11	Cole, Calvin 17	Frankland, Chris 24	Cazarez, Sal 11/30
Baffo, Briana 4	Jurica, Ashley 4	Eddings, Ross 9	Garcia, Diana 3	Chica, Joey 9
Mendoza, Nancy 7	Lapp, Michele 12	Fariss, Amanda 4	Guerrero, Daniel 5	Clements, David 4
Eastman, Jeff 6	Laufer, Mary 10	Hydash, Dan 9	Hardwick, Darryl 8	Cox, Ken 6
Eskridge, Ross 11	Loera, Martha 5	Huerta, Jacob 11	Harris, Steve 12	Duerre, Natalie 5
Forsythe, Elizabeth 4	McFadden, Jennifer 11	Johnson, Adam 4	Hawthorne, Joe 10	Galvan, Stacy 12
Hutchings, Bryan 7	Oliveira, Rachel 9/22	Kasun, Leanora 7	Howell, Mieke 4	Garica, Jessica 16
James, Rich 7	Rodriguez, Eric 24	Latimer, Kari 12	Johnson, Stevi 11	Jordan, Patricia 7
Jauregui, Angelica 17	Romo, Ana 4/13	Matta, Luis 17	Martinho, Brianne 7	Loftis, Brianna 7
Medina, Luz 5	Rooney, Robert 6/22	Duerksen, Alex 7	McNitt, Mike 4	Lashin, Madisson 17
Paolinelli, Eric 24	Arruda, Austin 10	Milligan, Brenda 7	Orosco, Roy 24	MacDonald, Brian 8
Pendergast, Brad 9	Schieferle, Cole 11	Perez-Montes, Rosalba 5	Prins, Melissa 10	Mariscal, Roberto 17
Ray, Jordan 12	Spalding, Cindy 7	Phelps, Bill 7	Ramirez, Veronica 4	Newman, Jean 5
Sanchez, Michaela 10	Sprague, Cole 8	Quezada, Javier 7	Rendon, Linda 9	Wall, Victoria 8/27
Scharton, Kevin 8	Knauer, Jaime 4	Roebuck, Travis 8	Sanchez, Victoria 5	White, Michael 10
Watts, David 8/22	Torres, Sonia 17	Richard, Amanda 25	Sandoval, David 5	Wright, Michael 20
Wright II, Michael 11	Woodbury, Jonathan 10	Stuller, Samantha 10	Smith, Jeany 17	Yokota, Rodney 12
Leppke, Isaac 34				
Support	Support	Support	Support	Support
Austin, Brian 32	Board, Hanna 12	Contreras, Lina 21	Casillas, Margie 18	Araujo, Christian 26
Cisneros, Christina 18	Mejia, Lupe 18	Gonzalez, Dena 18	Fernandez, Jacob 18	Calloway, Paulette 9
Forsyth, Christopher 9	Melvin, Tyree 9	Melendez, Myra 18	Morales, Daniel 23	Garcia, Fernando 18
Gonzalez, Adriana 18	Saldivar, Raedawn 29	Mendoza, Bobby 23	Rodrigues, Kathleen 9	Ketchie, Bertha 18
Hernandez, Adrian 23	Silvas, Marty 32	Moreno, Irma 32	Sosaya, Judy 32	Madruza, Virgil 23
Marcha, Savanna 9	White, Brandon 23	Padilla, Lea 9	Tomola, Mani 18	Raygoza, Diana 9
				Souza, Andrew 32

WASC FOCUS GROUPS LEGEND

1-Agriculture	8-PE	15-EL	22-Department Chair	29-Cafeteria
2-Business	9- SPED	16-Social Worker	23-Custodian/Grounds	30-Law & Justice Academy
3-Consumer/family	10-Science	17-Counseling/Psych	24-Assistant Principal	31-ACE Academy
4-English	11-Social Science	18-Office Staff	25-Principal	32-Campus Safety
5-World Languages	12-VAPA	19-Activities Director	26-XL Program	33- Nurse
6-Industrial Tech	13-AVID	20-Athletics	27-Link Crew	34 - OCI
7-Math	14-PLC Lead	21-Library	28-TOSA	

Parent Group	Student Group	
Nicole Anderson Trisha Backlund Catalina Blair Liz Harris Jamie Hickey Jodi Houser Alejandro Jimenez Linda Johnson Jennifer Kirkman Delores Lanteri Taylor Nick Mascia Jorge Noricumbo Blanca Robles Kristina Ross Allison Weaver	Mateo Alonzo Ava Amundson Trey Amundson Sterling Beutler Kalee Borges Mira Daya Sophia Diaz Lexi Ellis Isabella Garza Liliana Gonzales Alex Hernandez Jaden Hydash Shymari Jackson Taylor Langford Alison Lee Alexis N. Lopez Anahi Lua Jason MacDonald Marissa Mendoza Abigail Ogletree Audrey Orosco Edgar Pincon Haley Reece	Reagan Richard Ryan Rodriguez Miranda Rojas Perez Chloe Seals Jacob Shin Brenya Soto Alyssa Sozinho Sara Sozinho Elijah Stahl Savannah Torres Julianna Torres Jocelyn Trevino Journey Vela Noe Viveros-Calzada Mia Waite Riley Yagle

DESCRIPTION OF PROCESS

The Redwood staff has dedicated a significant amount of time to the development of our WASC Self-Study report. Throughout the process, the focus has been strategic in identifying our areas of growth and strength and developing an action plan to support the continued growth and success of Redwood High School. We have ensured that our self-study process included input from all stakeholders: students, parents, classified staff, certificated staff, and administration.

In anticipation of a Spring 2023 visit, Principal Matt Shin informed the staff about the upcoming four-day Western Association of Schools and Colleges (WASC) visit and outlined staff roles, responsibilities, and expectations as recommended by WASC. A survey was sent out in late February to all certificated staff soliciting interest in the following areas: co-chair, and team lead. Staff members who were interested in volunteering for a position were given the opportunity to rank the five focus groups in order of personal preference.

A WASC chair, co-chair, and team leads were assigned in early March. Once the positions were established, preparation for the upcoming school year began by reviewing the previous self-studies (2016-2017 Self Study & 2020 Mid-Cycle Review) and participating in a webinar training. The criteria used to determine members of the focus groups were: balanced groups, area of expertise, and staff preference. Focus groups were established by early March 2022. In August 2022, incoming principal, Dr. Amanda Richard began familiarizing herself with our self-study process and began collaborating with our co-chairs and focus group leads.

The involvement and collaboration of school staff and stakeholders were critical to the success of the Redwood High School self-study process. Focus groups met during staff development days where feedback and input were collected and shared from all stakeholders.

Parents and families of students were encouraged to participate in the self-study process through the following: School Site Council and English Language Advisory Committee (ELAC), Title 1 meetings, and parent surveys.

Student input was gathered through School Site Council meetings, Student School Board Representative, and Associated Student Body (ASB) and Leadership students. RHS students participated in student surveys and have presented findings and suggestions on how to improve equitable outcomes for students.

RHS staff has maintained the same Student (Schoolwide) Learner Outcomes:

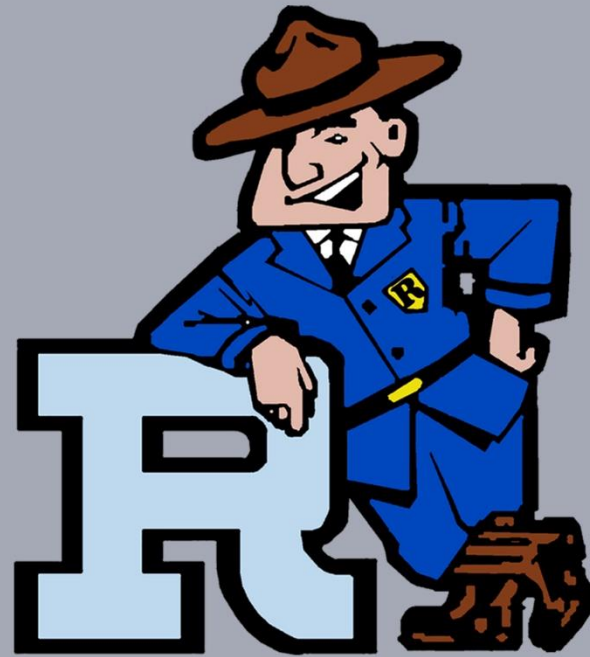
As a result, Redwood Graduates will:

- Communicate
- Collaborate
- Create
- Critically Think
- Be Civic Minded

Students develop skills and knowledge through a district-adopted curriculum aligned to the Common Core State Standards in academic courses.

The California Dashboard indicators have been at the forefront of all decision-making since its inception in 2017. Professional development, strategic student placement, multi-tiered intervention supports, and the addition of Dual Enrollment have all contributed to student success on college and career readiness indicators. Redwood HS students continue to excel academically. According to the US News Best High Schools, Redwood has been ranked in the top three (3) schools in Tulare County since we began tracking this data in 2018. US News determines ranking based on students who took at least one AP exam, passed at least one AP exam, mathematics proficiency, reading proficiency, science proficiency, and graduation rate.

In 2014, Visalia Unified School District required each school site to align its SPSA goals with the district's LCAP goals. This alignment ensured RHS maintained focus on the district's priorities and developed goals that met these priorities and addressed RHS student learner needs. After a thorough review of our data and our focus group work, we concluded that our 2021-2022 SPSA goals closely align with the Visalia Unified School District LCAP goals and our student learner outcomes.



CHAPTER 1

PROGRESS REPORT

SIGNIFICANT DEVELOPMENTS

There have been significant developments that have had a major impact on Redwood High School since our last full self-study (2017) and mid-cycle visit (2020). Some of the changes that occurred within our instruction were improvement of the school climate and culture, technological changes, personnel changes, and changes that occurred due to the new state accountability measures of the California School Dashboard.

INSTRUCTIONAL DEVELOPMENT

The new state accountability measure, the California School Dashboard, measures the alignment of school goals with the Local Control and Accountability Plan (LCAP). The California School Dashboard provides all stakeholders a view of how Redwood High School is meeting all student needs in college and career readiness, suspension rates, graduation rates, English Learner progress, English Language Arts proficiency, and Mathematics proficiency. The use of a schoolwide instructional focus and Professional Learning Communities (PLC's) has allowed Redwood High School to focus on improving teacher efficacy, student achievement, and align its instruction to the school's Schoolwide Learner Outcomes (SLOs) and School Plan for Student Achievement (SPSA).

Redwood High School has added an online credit recovery program, Edgenuity, as an option for students who need additional support to recover credits. The addition of Ethnic Studies, History and Film, Sports Stats and Analysis, Personal Finance, ASL, and Dual Enrollment in English have provided students with additional course offerings and opportunities.

SCHOOL CULTURE AND CLIMATE

Redwood High School works diligently to maintain a positive school culture and climate. Despite setbacks from the COVID-19 Pandemic, various intentional steps have been taken to maintain an engaging and welcoming environment for students, staff, parents, and the community. Upon return to school, after the COVID-19 pandemic, Redwood High School saw an uptick in school fights, tardies, and behavioral issues/concerns. The Climate and Culture Team has worked hard to decrease behavior incidents through the implementation of Positive Behavior Interventions and Supports. The Tier 1 Intervention Team (Climate and Culture) has implemented Ranger of the Month to recognize both staff and students who exemplify the qualities of a "TRUE" Ranger (Trustworthy, Respectful, Understanding, and Effort). Tier II and Tier III Intervention Teams focus on at-risk students to provide them the necessary support and resources. Through platforms such as Schoology and the newly purchased Minga for the 22-23 school year; incentives, school events, challenges, and school news are broadcast to promote school spirit and student connectedness.

TECHNOLOGY

Since the last WASC visit, each student at Redwood High School has improved its technology access to become a one-to-one ratio. Each student has been given a Chromebook that they take to and from school. Students are expected to bring the devices to school daily and are responsible for their care. Students who do not have access to the internet at home are able to check out a mobile hotspot from the library. The use of Chromebooks has greatly improved student instruction through the implementation of our new learning model system, Schoology, which is used to streamline coursework and lesson distribution and collection. The expansion of Chromebooks was made possible by improvements to the high-speed wireless infrastructure on campus. Teachers have also implemented the use of various technology tools such as Jamboard, Peardeck, ScreenCastify, Kahoot, and Edpuzzle to enhance curriculum, instruction, and communication. Chromebook monitoring systems Lightspeed and GoGuardian have been implemented to increase student safety and engagement. TVs were purchased and have been installed in classrooms, however, the TVs purchased for Ranger Hall have not been installed due to site/district logistics and have remained in storage for several years.

SCHOOL PERSONNEL

Since our Self-Study in 2017, Redwood High School has had a high transiency rate in certificated staff. The high transiency rate is due to various factors such as retirement, relocation, moving positions within the school or district, accepting full-time positions (classified), and change of careers. Redwood High School has had significant changes in administration, including a new principal for the start of the 2022-2023 school year. Changes include four new assistant principals (including the growth of one position), over 24 new teachers, a new athletic director, nurse, Youth Service Officer (YSO), and the addition of a full-time school psychologist, one intervention counselor, full-time social worker, two Safe Student Intervention Program counselors (SSIP), Behavior Intervention Technician (BIT) and a growth position in the counseling department. Due to school personnel transiency plus COVID-19, we are focusing on the basics and rebuilding school culture, focusing on PLCs, focusing on instructional engagement, and school safety. Systems and policies for day to day operation have been evaluated and Administration is working to reestablish clear protocols and communication.

SCHOOLWIDE CRITICAL AREAS OF CONTINUOUS IMPROVEMENT

The staff at Redwood High School has taken steps to address any negative effects of major changes on student learning and engagement. The school continues to use the School Plan for Student Achievement (SPSA) and LCAP goals to plan for ongoing improvement. The leadership team has been working to develop leadership among staff and give teachers more autonomy in identifying areas for improvement through the PLC process. This effort is still ongoing and the school leadership will continue to improve it with input from stakeholders.

Redwood High School has a thorough process in place for monitoring and revising our School Wide Action Plan. We have aligned our Strategic Academic Plan with areas of concern identified in our mid-cycle WASC report, LCAP, and SPSA. Our School Site Council, which includes input from parents, students, and staff, meets regularly to review our SPSA and ensure it aligns with our LCAP goals. Additionally, we have implemented measures to involve multiple stakeholders in LCAP meetings.

PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP IDENTIFIED IN MID-CYCLE VISIT:

CRITICAL AREA OF FOLLOW-UP #1: Continue to support the success of students in special populations, including English Language Learners, Special Education, and socioeconomically disadvantaged students by linking data analysis to instructional and curriculum decisions.

Redwood staff works together and in collaboration with colleagues across the district to analyze data such as CAASPP, and current educational research to assist with the implementation of district policies, and common instructional practices. Through these teams, instructional decisions are made. Participation in district-level committees has allowed staff to further their involvement in reflecting on-site data, defining student needs, and aligning instructional practice to address those needs. PLCs (Professional Learning Community) are responsible for analyzing data from common summative assessments to help guide instruction. Teachers have access to testing data pertinent to their students through Illuminate. Data analysis has led to the continuation of Reading Improvement, Math Assist, English Language Development classes, and online classes through Edgenuity.

In order to improve the success of our EL learners, teachers and administrators have participated in EL Rise Training in order to create an environment in the classroom that includes immersion in the ELD standards, understanding integration of language development and content knowledge, planning responsive Designated ELD, and learning high-leverage instructional strategies that build comprehension, support active engagement, intentionally build language, that focuses on all four domains of language (oracy, listening/comprehension, reading and writing). (See Appendices)

In order to improve first instruction as well as identify targeted interventions, the work of PLCs is a priority as we move forward. District administration as well as all VUSD Principals have begun formal training in the areas of PLCs with Solution Tree. At Redwood High School PLC meetings are held weekly and PLC teams are asked to identify goals and outcomes based on content standards and pacing guides. At Redwood High School we are committed to embrace high levels of learning for all students, to work collaboratively for continuous improvement, using data to guide efforts. We realize that this work is an ongoing process involving collective inquiry and action research to achieve better results for the students we serve. (See Appendices)

Concerning our need to increase student performance in the area of Mathematics we have adopted CVNIC (Central Valley Networked Improvement Community) and created

a site improvement team. CVNIC is a theory of practice improvement that identifies the key levels, where these will occur in our systems, and specific change ideas that we believe will be necessary to reach our aim of improving mathematical mindsets and increasing achievement outcomes for our students. (See Appendices)

CRITICAL AREA OF FOLLOW-UP #2: Continue to explore ways to increase A-G completion rates for all subgroups to assure equity of educational choices.

In order to promote A-G completion along with college and career readiness, Redwood counselors are in classrooms during the fall and spring semesters to inform students regarding A-G requirements. Student surveys and academic reviews are completed during each presentation to gather student feedback. Each student has a californiacolleges.edu account as Redwood is a partner of the California College Guidance Initiative (CCGI). Through their account, each student can monitor their progress and clearly see if they are on track to meet their A-G requirements. (See Appendices)

The Redwood Master Schedule reflects additional college prep courses each year, including Dual Enrollment courses with College of the Sequoias. Additional AP Courses and an additional CTE pathway with college prep courses is included in the 2023-2024 Course Registration sheets and Program Planning Site. Redwood Administration collaborates frequently with the VUSD Curriculum department to update the UC Portal and look for opportunities to rewrite course outline for college prep approval. (See Appendices)

The Redwood Counseling Department offers college application workshops hosted with partners from COS, Fresno State, and UC Merced. College representatives and Redwood alumni present to all interested students in the Fall to promote college readiness. Staff is encouraged to dress for College and Career Readiness by wearing college gear on Wednesdays to promote college application season as well as to incite conversations around college options. (See Appendices)

In collaboration with the VUSD College and Career Readiness department, [College and Career lessons](#) are provided and shared with students via Schoology and in their classes. They have also created [College and Career Readiness posters](#) to promote A-G requirements, College and Career Indicators, and Map your Path to College. This collaboration has helped inform and educate all members on campus regarding College and Career Readiness. (See Appendices)

Redwood administrators, counselors, and a team of math teachers are members of the Central Valley Networked Improvement Communities (CVNIC) along with 13 other schools in the Central Valley. Through the work with CVNIC, the focus is to increase the number of Black, LatinX, and low-income students who are College-Ready. The targeted focus for the Redwood CVNIC team is on Mathematics as a means of increasing our A-G rate. Redwood has added additional higher-level math courses as well as a remedial math course to support this goal. (See Appendices)

The impact of our goal shows that 61% of our Class of 2022 graduates satisfied the A-G requirements. According to NSC data, 55% of the Redwood graduates from the Class of 2021 were A-G compliant. When focusing on sub-groups, the Hispanic student population had an A-G rate of 46.8% in 2019-20, a 47.5% in 2020-21, and a 54.1% in 2021-22. The goal is to continue increasing that percentage.

CRITICAL AREA OF FOLLOW-UP #3: Continue to seek ways to involve more parents in school governance and increase overall parent participation in students' educational goals including dissemination of student learning and grade reports to parents and students in a timely manner.

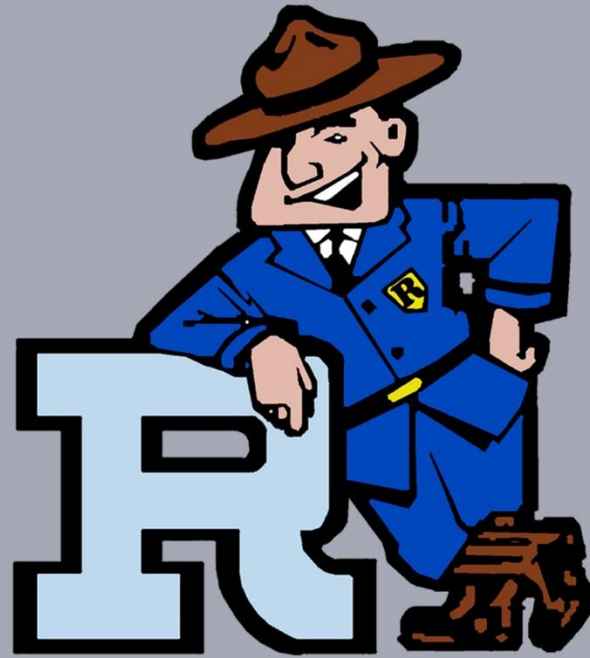
At Redwood High School, teachers and staff are required to regularly update student grades in PowerSchool every two weeks, to keep parents and students informed of their progress. Both parents and students have access to grades and course information in Schoology and PowerSchool and are encouraged to check them frequently. Additionally, teachers are encouraged to use our Blackboard reporting system to communicate important course information with parents, and to reach out to parents via email and phone to keep them informed about student progress and expectations.

The Redwood Counseling Department hosts Parent Nights during the Fall and Spring semesters to keep parents informed as well as to give them a preview of the in-class student presentations. Senior parents are especially targeted to attend Financial Aid Nights, and Senior information nights. Parents are notified via Blackboard phone calls, texts, and emails each time the Redwood website is updated with new information. Presentations and flyers are emailed directly to parents. (See appendices)

The Redwood student support services that have been added that include two SSIP counselors, a BIT, a full-time school psychologist, a full-time SSW, a part-time College and Career Readiness counselor have created more opportunities for timely communication and collaboration with parents. Attendance contracts, behavior contracts, credit recovery plans include parent input. (See appendices)

Ninth grade parents are invited to attend parent/student/counselor meetings to establish a 4-year plan and to discuss class registration. Parents are encouraged to contact teachers, administrators, and counselors for meetings to discuss student progress especially if a student is deemed at risk. Attendance contracts, behavior contracts, and at-risk notices are completed along with parent input. Back to School and Open House Nights provide parents with another opportunity to visit with teachers, counselors, and administrators in person. (See appendices)

PTSA information is sent to families each year to increase PTSA membership. School Site Council and ELAC meetings provide opportunities for parents to help oversee school programs. Redwood parent booster groups for athletics teams as well as VAPA programs. (See appendices)



CHAPTER 2

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

BACKGROUND AND HISTORY OF REDWOOD HIGH SCHOOL

The City of Visalia consists of 65,860 people within the larger County of Tulare which consists of 155,433 people. The City of Visalia is located in the heart of the San Joaquin Valley where agriculture is the largest industry in the county accounting for 26.5% of employment. Visalia is the fifth-largest city in the San Joaquin Valley, the 42nd most populous in California, and 192nd in the United States. As the county seat of Tulare County, Visalia serves as the economic and governmental center of one of the most productive agricultural counties in the country. Yosemite, Sequoia, and Kings Canyon National Parks are located in the nearby Sierra Nevada mountains, the highest mountain range within the contiguous United States. Visalia is 36 mi (58 km) west of Sequoia National Park and 43 mi (69 km) south of Fresno. According to 2020 Census data, the median family income is \$69,252 compared to the state average of \$61,094. The majority of the population of Tulare is Hispanic and Caucasian. There is a significant immigrant population, with the majority of these immigrants coming from Mexico and Central America to work in agriculture and farm labor. According to the U.S. Census, 13.5% of the population in the City of Visalia is foreign-born (2016-2020).

In 1910, Redwood High School, designed along the lines of Spanish mission architecture, was initially established as Visalia Union High School and is Visalia's oldest high school. In 1952, the school served as a junior high school for two years when a new high school, Mt. Whitney, was opened a few blocks to the south. Two years after Mt. Whitney High School opened the school was reopened as a high school and renamed Redwood High School. Mt. Whitney High School retained the original school colors of Visalia Union High School, maroon and white, while the newly renamed Redwood High School took the colors of royal blue and white. The school mascot is known as the "Redwood Ranger."

Redwood High School is currently one of four traditional, comprehensive high schools in the Visalia Unified School District and serves students from the northern, northwestern, and western sections of the city.

RHS student enrollment at the time of the October CBEDs date was 2,414: 63% Hispanic, 24% Caucasian, 1% African American, and 5% Asian. The school serves 184 students who receive Special Education services, 100 students who have 504 plans, 154 English Language Learners, 14 students in foster care, and 33 students identified as homeless. The data also indicates that 8% of parents report they do not have a high school diploma. Of the student households, 25% speak other primary languages in the home, which represents 25% of the student population. 44.3% of Redwood High School families are socially-economically disadvantaged. 59% of our students are A-G compliant, 44.2% are pathway completers, 19.2% complete Dual Enrollment courses. 35.8% of students are Golden State Merit Seal Recipients, 5.9% receive biliteracy seals and we have a graduation rate of 98%. Additionally, 28% of students directly attend a four-year university after high school, 43% of students attend community college, 1% of students enter the military, and 5% of students begin vocational training.

Redwood High School is located in the center of the city, covering six city blocks and 27 acres of land from Conyer Street on the east to Dollner Street on the west, and from Mineral King Street on the south to Main Street on the north. As a result of having absorbed the Sierra Vista school building, a former elementary school built in 1939 located west of Giddings Avenue, a major thoroughfare bisects the campus. A bridge built in 1997 provides access for students over the thoroughfare between the main campus and the former elementary campus. The school also encompasses an athletic stadium, tennis courts, a community swimming pool, a major theater arts center, and a recently renovated dramatic arts theater, each utilized by Redwood and other schools in the Visalia Unified School District. Redwood's athletic facilities are limited to approximately ten acres of usable field facilities compared to thirty-five acres of facilities at the other comprehensive schools in Visalia. However, Redwood is able to utilize surrounding elementary school facilities for baseball, softball, and soccer.

Redwood High School includes a wide range of CTE pathway programs and 2 linked learning academies. Redwood hosts the Academy of Construction and Engineering and the Academy of Law and Justice. Students can become CTE pathway completers in business and entrepreneurship, agricultural mechanics, automotive, wood production, welding, media arts, child development, and food service and hospitality. In addition to the CTE pathway program, Redwood High School offers a number of Dual Enrollment and AP courses as well (see chart below).

STUDENT/COMMUNITY PROFILE DATA

AP COURSES AND DUAL ENROLLMENT

COURSE	SECTIONS
AP Biology	2
AP Calculus	2
AP Chemistry	2
AP Environmental Science	1
AP English Language	6
AP English Literature	4
AP European History	2
AP Government	2
AP Physics	1
AP Spanish Language	2
AP Spanish Literature	1
AP Statistics	2
AP U.S. History	4
DE COS English 1	2
DE COS English 2	2

Over the years, we have expanded the number of Dual Enrollment and AP courses available to students. Students are preparing for more rigor, while also becoming more competitive college applicants. Students have various options throughout high school to earn college credit, which will help them save money and time in the future. We have held parent information night to inform families about AP course availability, AP course rigor, AP exam costs, and strategies for success.

We offer a variety of extracurricular activities, clubs, student organizations, and athletic programs at RHS. Our students have the option to enroll in a course during zero period, to allow them more flexibility in their course schedule. Some of our CTE pathways are aligned with student organizations, which provide opportunities for work experience. Our students are gaining both social and practical skills to become successful in both college and career settings.

ATHLETICS

SPORT	TOTAL # OF PARTICIPANTS
Cheerleading	42
Cross Country	65+
Boys Water Polo	36
ESports	16
Football	200+
Girls Water Polo	27
Girls Basketball	40
Girls Golf	10
Boys Golf	17
Boys Basketball	37
Girls Soccer	40
Boys Soccer	43

SPORT	TOTAL # OF PARTICIPANTS
Baseball	35
Softball	36
Boys Swim/Dive	34
Girls Swim/Dive	67
Girls Track and Field	50
Boys Track and Field	74
Girls Wrestling	15
Boys Wrestling	48
Girls Volleyball	34
Girls Tennis	34
Boys Tennis	28

RHS offers varsity-level sports teams for students to participate in. Won 29 total WYL/EYL Championships through fall 22-23. Redwood High School Athletics as a whole has won 3 Central Section Championships in Boys' Track, Boys' Soccer, and Boys' Swimming. We had 2 teams, Boys Soccer and Girls Volleyball compete at the state level with Boys and Girls Wrestling qualifying several individuals for state each year. Girls Wrestling had the first State Placer in school history in the 2021-22 season. In 2021-22 we had our first competitive cheer competition at the CIF level. RHS has won the All Sports WYL trophy 10 years in a row.

Participation rates remain steady at between 41-44% of the student body. Redwood has added an Athletics Department Information night for current 8th grade parents/students in addition to the 8th Grade Parent Night and Redwood Open House event to help incoming 9th graders and incoming 9th grade parents with the transition to High School Athletics.

Redwood has also added an NCAA Recruiting presentation (once each semester) to increase parent and student knowledge of what it takes to be an athlete at the college level both academically and athletically. This information is shared throughout the year with students and parents through the Counseling Department as well.

CLUBS & EXTRACURRICULAR ACTIVITIES

NAME OF CLUB & EXTRACURRICULAR ACTIVITY	TOTAL # OF PARTICIPANTS
Anime Club	10
AOLJ	30
Art Club	15
ASB	50
ASL	20
AVID	140
Badminton	23
Campus Life	30
Card Game Club	8
Child Abuse Prevention Club	8
Class of 2023	561
Class of 2024	591
Class of 2025	714
Club 55	30
Creative Design	15
CSF	344
Dance Force	21
Drama	20
Dungeons & Dragons	25
FBLA	175
FCCLA	307
Feminist Perspective	30

NAME OF CLUB & EXTRACURRICULAR ACTIVITY	TOTAL # OF PARTICIPANTS
FIDM Fashion	50
French Club	15
Future Health Care Professionals	12
Generation Green	45
Give Back Group	40
Hiking Club	20
Hip Hop	45
History Day Club	5
Interact	27
Key Club	25
Link Crew	136
Students Against Trafficking	90
Mock Trial	46
Science Olympiad	15
Ski Club	30
Skills USA	365
Ultimate Frisbee	25
Welcome Committee	100
LatinX Student Union	20
BSU	15
Robotics Club	15

Student involvement in clubs, organizations, co-curricular and extra-curricular programs is very important to Redwood. We believe that if students are connected to their school, that this will have a positive impact on student attendance and achievement. Our students have also participated in state competitions and won several awards. RHS is home to many clubs and organizations for students to be involved in. Mock Trial has two fully competitive teams. Both of our teams made it to the county final round, competing in Redwood vs Redwood, and taking first and second place in the county. In the state competition in March, we placed 11th in the state of California (out of approximately 36 county winners). The Skills USA club had several students compete in the regional contest and one of the Automotive students earned second place in regionals and went on to compete in state ranking fourth place overall. The RHS SkillsUSA chapter has worked on community service projects supporting Link Crew events designed to bring community involvement to Redwood High School. FBLA has been the Central Section champions in the 2022, 2021, 2020, 2019, 2018, and 2017 years. Our FBLA team has also sent students to the National Competition each year and we have had multiple students place as top 10 winners. Our Dance force participated in the Believe Dance competition and received 1st Place, 1st Place Overall, Most Entertaining Award, and Nationals Qualified. At the USA Dance camp, they earned Superior Award, 4 All American Nominees, 2 All American Award Recipients, and 1 Pin it Forward Award Winner.

Our overall participation by students in extra-curricular and co-curricular activities and clubs is approximately 75%. While this number is good, it is a Redwood High School goal to ensure that 100% of our students are connected to Redwood High School by participating in co and extra-curricular activities. Students who participate in extracurricular activities experience higher levels of academic achievement and positive effects on overall student success.

ENROLLMENT BY ETHNICITY (DATAQUEST)

Academic Year	Total	African American	Native American	Asian	Filipino	Hispanic or Latino	White	Pacific Islander
2022-23	2433	1.19%	0.86%	4.60%	0.95%	62.64%	24.13%	0.21%
2021-22	2470	1.13%	0.65%	5.87%	N/A	61.90%	25.67%	0.12%
2020-21	2519	1.07%	0.71%	6.43%	N/A	62.21%	25.41%	0.08%
2019-20	2404	1.25%	0.79%	7.28%	N/A	61.27%	26.12%	0.04%
2018-19	2319	1.29%	0.86%	8.24%	N/A	60.11%	26.56%	0.17%
2017-18	2266	1.68%	0.93%	9.14%	N/A	60.15%	25.86%	0.09%
2016-17	2168	1.80%	0.88%	8.86%	N/A	60.61%	25.46%	0.09%
2015-16	2151	1.44%	1.21%	8.60%	N/A	60.48%	26.41%	0.00%

The majority of our student body is of Hispanic or Latino heritage, which has stayed at about 60% over the years. All other ethnic groups have also stayed consistent, except for our Asian population, which has been decreasing slightly each year. Redwood High School has a majority enrollment of Hispanic or Latino students. In order to support this minority subgroup, Redwood High School aims to close the achievement gap for this subgroup as well as economically disadvantaged children and their more advantaged peers. Redwood has a Migrant Education Program that addresses the specific needs of migrant children, the vast majority of whom are Hispanic. The Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma or equivalent. We also have an English Learner Advisory Committee, a school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs.

ENROLLMENT BY SUBGROUP (DATAQUEST)

Subgroup	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	126	150	164	170
Foster Youth	18	14	6	14
Homeless Youth	17	21	10	33
Migrant Education	11	12	6	7
Students with Disabilities	136	180	183	184
Socio-economically Disadvantaged	1272	1315	1140	1069
All Students	2404	2519	2470	2414

Our student enrollment has encountered slight fluctuations in the past years. We have a small number of English learners, whose primary language at home is Spanish. The number of homeless youth students on our campus tripled this school year. Our student enrollment is composed of a significant number of Socio-economically Disadvantaged students. We provide for students with all learning needs. We provide off-campus tutoring support for our students through VUSD After Hours Assistance Mathematics and Paper academic support for English.

FIVE-YEAR COHORT GRADUATION RATES (DATAQUEST)

Race / Ethnicity	Cohort Students		Cohort Graduates		Cohort Graduation Rates	
	2020-21 Four-Year Cohort Students	2021-22 Five-Year Cohort Students	2020-21 Four-Year Graduates	2021-22 Five-Year Graduates	2020-21 Four-Year Graduation Rate	2021-22 Five-Year Graduation Rate
African American	11	NA	11	NA	100.00%	NA
Hispanic or Latino	272	329	270	325	98.80%	98.00%
White	123	146	121	144	98.60%	100.00%
Asian	34	45	34	45	100.00%	100.00%

Our expectation is that students complete all academic programs of study that equip them for success at the next level in school, college, and career. We are supporting students who are struggling academically with the after-school program, enrichment activities, and credit recovery. Our after-school program provides tutoring for immediate help. Our students also have access to VUSD After Hours Assistance Mathematics and Paper academic support for English. We are optimistic to see even greater progress in our future graduation rates. It has consistently stayed at 100% for African American students, 98.8% for Hispanic or Latino, 100% for Asian students, and 98.6% for Caucasian students. Our counselors and student advocates are working diligently to ensure that students are keeping up with their credits and attendance.

COLLEGE AND CAREER READINESS

CCR Goal	(2019-20)	(2020-21)	(2021-22)
A-G Compliant	55.6%	55%	61%
Students directly attending a 4-year university	27%	28%	N/A
Students attending community college	50%	43%	N/A
Students entering the military	1%	1%	N/A
Students beginning vocational training	1%	1%	N/A

Our counselors encourage students to further their education after high school and help them consider taking college-level preparatory courses (i.e. Honors, AP, DE courses). Students that plan on attending a 4-year university, such as a CSU or UC school, must complete A-G college preparatory classes with a “C” grade or better. 61% of our Class of 2022 graduates satisfied the A-G requirements. According to NSC data, 55% of the Redwood graduates from the Class of 2021 were A-G compliant and 28% of those students enrolled in a 4-year university. 1% of our students enlist in the military. While 1% of our students begin vocational training programs, where they complete practical training for a specific job or apprenticeship opportunities. At this time the NSC data for the Class of 2022 is not available to document the percentage of students who directly attended a 4-year university versus a community college.

SOCIAL INFORMATION

Student's Family Background	(2020-21)	(2021-22)
Parents without a high school diploma.	9%	8%
Households speaking other primary languages at home	27%	25%
Socially-economically disadvantaged households	51.5%	44.3%
Median Family Income	\$66,668	\$69,252

Our data shows that 8% of our student's parents do not have a high school diploma, and 25% of households speak other primary languages at home. The data suggests that 25% of parents are first-generation immigrants. 44.3% of households are socially economically disadvantaged. Redwood High School is a school in which 40% of children come from low-income families constituting RHS as a Title 1 School. This designation makes all students eligible for free and reduced lunch. The median family income according to the US Census, is \$69,252, which is slightly below the national average of \$70, 784.

CAASPP DATA ELA

Achievement Level	Grade 11 (2018-19)	Grade 11 (2019-20)	Grade 11 (2020-21)	Grade 11 (2021-22)
Average Scale Score	2660	COVID-19	COVID-19	2641
Standard Exceeded: Level 4	44.09%	COVID-19	COVID-19	37.82%
Standard Met: Level 3	38.92%	COVID-19	COVID-19	36.55%
Standard Nearly Met: Level 2	11.83%	COVID-19	COVID-19	8.55%
Standard Not Met: Level 1	5.16%	COVID-19	COVID-19	17.09%

During the 2021-2022 school year, we averaged 37.82% of students meeting or exceeding the CAASPP ELA standards. Compared to the 2018-2019 school year, where we averaged 44.09% of students meeting or exceeding the standards. The difference was due to the effects of the pandemic and distance learning. Based on our goals, our SAP achievement goal is a 15-point increase in DFS on CAASPP. We will accomplish this through effective instructional practices, assessment, and intervention in our PLCs. We are implementing literature circles, Claim Evidence Reasoning, annotation tools, project-based learning, and the EL team and integration of EL standards across the curriculum.

CAASPP DATA MATH

Achievement Level	Grade 11 (2018-19)	Grade 11 (2019-20)	Grade 11 (2020-21)	Grade 11 (2021-22)
Average Scale Score	2602	COVID-19	COVID-19	2565
Standard Exceeded: Level 4	12.88%	COVID-19	COVID-19	9.07%
Standard Met: Level 3	27.07%	COVID-19	COVID-19	23.82%
Standard Nearly Met: Level 2	33.41%	COVID-19	COVID-19	26.65%
Standard Not Met: Level 1	26.64%	COVID-19	COVID-19	40.45%

We averaged 9.07% of students meeting and exceeding standards on the CAASPP Math Standards for the year 2021-2022. During the year, 2018-2019 we averaged 12.88%. Our Math test scores are a critical growth area that we are working diligently to improve. Our Math PLCs are using lesson study practices in order to assess the effectiveness of their instruction and revise lessons prior to the team teaching a lesson. Many Math PLCs are incorporating project-based learning to improve engagement and critical thinking skills. The Math team is focused on teaching problem-solving, reasoning skills, and the use of justification. They are also working on providing all students access to technology resources.

SUMMATIVE ELPAC DATA ([HTTPS://DQ.CDE.CA.GOV/DATAQUEST/](https://dq.cde.ca.gov/dataquest/))

Performance Level	2018-19	2019-20	2020-21	2021-22
Level 4	18.45%	N/A C19	11.21%	14.69%
Level 3	33.01%	N/A C19	31.03%	41.96%
Level 2	36.89%	N/A C19	42.24%	33.57%
Level 1	11.65%	N/A C19	15.52%	9.79%

ELPAC data shows a dip during the 2020-2021 school year of students scoring at level four. This can be attributed in part to the fact that the test was given while RHS was still in distance learning. The data also shows that there was a significant improvement in levels 3 and 4 in the 2021-22 school year. RHS has identified the academic performance of English Language Learners as one of their critical areas of need.

CALIFORNIA DASHBOARD INDICATORS

CA Dashboard	RHS State Indicator Results	2018	2019	2022
Academic Performance	ELA Standard	16 points above	78 points above	58.7 points above standard (Very High)
	Math Standard	81.6 points below	25.2 points below	61.7 points below standard (Low)
	College & Career (Prepared)	50.4%	54.9%	Not indicated in new dashboard
Academic Engagement	Graduation Rate	97.6%	98.1%	98% Graduated (Very High)
Conditions and Climate	Suspension Rate	3.6%	5.3%	5.2% Suspended (Medium)

According to the California Dashboard, we are projected to continue making progress in our overall school performance, academic engagement and conditions and climate. From 2018 to 2019, college and career preparedness increased by 4.5%, while our overall graduation rate increased by .5%. Many of our students are taking CTE courses, or taking accelerated courses. The majority of our students are opting to further their education by attending college. Our suspension increased by 1.7%. Many of our intervention strategies focus on building better student relations in the classroom and communicating classroom expectations by using TRUE Ranger posters and lessons. We have also implemented a TIER II Support center in the library featuring two intervention counselors, a behavior intervention technician, a full-time social worker, two student safety intervention program counselors, a full-time school psychologist, and a full-time On Campus Intervention Program Teacher. Our Link Crew program is also working on making students feel more connected to our campus.

i-READY MATH DATA

Fall 2022 i-Ready Math Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	7%	28%	15%	14%	36%	661/717
10	0%	8%	34%	12%	46%	551/590
11	1%	9%	16%	32%	42%	402/468

Fall 2021 i-Ready Math Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	5%	22%	12%	17%	43%	538/615
10	1%	11%	35%	11%	43%	418/658
11	2%	11%	19%	31%	37%	378/552

Spring 2022 i-Ready Math Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	7%	32%	14%	12%	35%	585/615
10	3%	13%	33%	9%	42%	534/653
11	4%	14%	22%	26%	34%	427/552

Spring 2021 i-Ready Math Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	11%	37%	15%	11%	26%	538/675
10	6%	15%	42%	9%	27%	422/640
11	6%	16%	19%	35%	23%	346/564

i-READY ENGLISH DATA

Fall 2022 i-Ready English Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	13%	16%	28%	6%	37%	615/717
10	13%	12%	22%	16%	37%	564/591
11	9%	18%	22%	9%	42%	523/563

Fall 2021 i-Ready English Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	15%	11%	26%	7%	40%	446/615
10	11%	9%	24%	17%	40%	421/653
11	10%	18%	20%	13%	39%	480/552

Spring 2022 i-Ready English Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	16%	13%	31%	6%	33%	572/615
10	17%	13%	21%	15%	34%	597/653
11	10%	23%	17%	11%	39%	527/552

Spring 2021 i-Ready English Data						
Grade	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	3 or More Grade Levels Below	Students Assessed/Total
9	23%	12%	31%	4%	29%	454/675
10	19%	19%	25%	13%	24%	478/640
11	11%	31%	15%	8%	34%	451/564

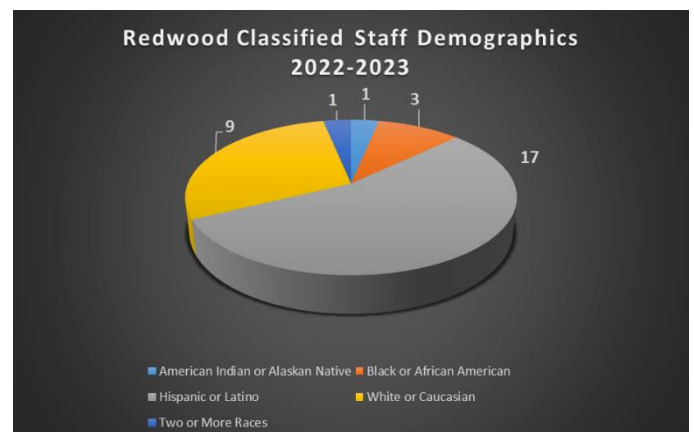
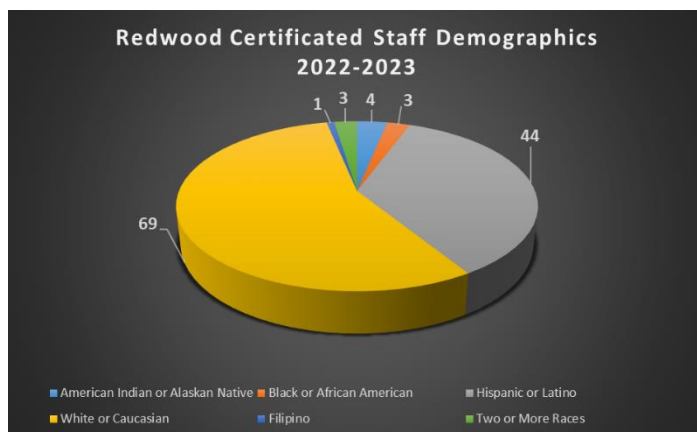
i-Ready is a district adopted online diagnostic that is designed to help teachers provide all students a path to proficiency and growth in reading and mathematics. During the 2021-2022 school year Redwood 27% of 9th-grade students, 12% of 10th-grade students, and 13% of 11th-grade students scored Early on Grade Level or above during the fall semester on the Math Diagnostic. During the spring those percentages increased to 39% of 9th-grade students, 16% of 10th-grade students, and 18% of 11th-grade students. During the 2021-2022 school year Redwood 26% of 9th-grade students, 20% of 10th-grade students, and 28% of 11th-grade students scored Early on Grade Level or above during the fall semester on the English Diagnostic. During the spring those percentages increased to 29% of 9th-grade students, 30% of 10th-grade students, and 33% of 11th-grade students. Currently, the diagnostic does not align with the VUSD secondary-level curriculum. Currently, i-Ready doesn't offer any remediation lessons for secondary students but expects to have them available in 2025. The benefit of the i-Ready platform is that teachers can see in-depth specific standards for each of their students. This can aid teachers in targeting students for interventions and areas for those who need an increased level of rigor.

WASC ACCREDITATION HISTORY

In the spring of 2005, Redwood High School received a 6-year term with a mid-term review. In the spring of 2011, Redwood received a 3-year term, with a two-day midterm review. In the spring of 2014, progress was noted in all areas of the action plan, and our term accreditation was extended to three additional years to June 2017. During our spring 2017 visit, Redwood received a 6-year term with a mid-term review.

REDWOOD STAFF DESCRIPTION

During the 2022-2023 school year, Redwood High School has 124 certificated and 31 classified staff members.



DESCRIPTION OF COMMUNITY PARTNERSHIPS/SCHOOL PROGRAMS

Parent/Community Organizations

Redwood High School partners with many parent and community organizations. We are fortunate to have a strong and involved Parent Teacher Student Association (PTSA) that supports staff throughout the year with staff appreciation events such as a Fall Pie Day, and Spring Staff Lunch. [PTSA](#) more importantly helps fundraise to support our annual Ranger SuperFan shirts which every student receives within the first week of school. They also work closely with our School Site Council, English Language Advisory Council (ELAC), Athletic Boosters, and Extra-Curricular Boosters such as Band, Dance, and Drama/Musical. Redwood families and community members attend various activities on the Redwood campus, such as Back to School Night, Open House, athletic events, fundraisers, and community events.

Community Foundation Programs

Redwood High School has strong community partnerships that provide students with a multitude of opportunities and support services. The [Redwood Scholarship Website](#) lists local groups and businesses that recognize successful students by offering academic scholarships for our graduating seniors through a local application process. The [Visalia Education Foundation](#) not only provides scholarships to students but also provides Major and Mini-Grant opportunities to Visalia Unified teachers. The local newspaper, The Visalia Times-Delta, and The Sun-Gazette cover weekly sporting events and other events for student recognition. Many local organizations and businesses support student programs and clubs by donating their products and/or services for fundraising, advertising, and special events. Redwood High School and Visalia Unified School District also receive support from the local Police Department with the appointed Youth Services Officer (YSO).

School/Business Relationships

Redwood High School maintains extensive school/business relationships through job shadowing and student internships provided by the partnership with [Visalia Unified School District's College and Career Readiness Department](#) and [Visalia Partners in Education \(VPIE\)](#). The community business partners provide an invaluable service for Redwood students in our CTE Pathways and Linked Learning Academies. Students have the opportunity to gain a variety of skills including job-seeking etiquette (interviewing, resume, responsibility needs, and safety), as well as job experience and training. Students make real-world connections and establish personal relationships with members of the business community that will benefit them after high school.

School Purpose

Redwood High School Vision

We believe that by focusing on our School Wide Learning Outcomes we will close achievement gaps and prepare students to be well-rounded and engaged citizens.

Redwood High School Mission

Redwood High School offers an education that affords students a future through a focus on learning, achievement, and character.

PBIS

Trustworthy
Respectful
Understanding
Effort

SCHOOLWIDE LEARNER OUTCOMES

As a result, Redwood graduates will:

1. COMMUNICATE

This will be evaluated by the student's ability to:

- a. Use reading, writing, and oral language skills competently.
- b. Demonstrate digital literacy through the use of appropriate technology in a variety of forms.
- c. Demonstrate an ability to read, comprehend, and process complex text.

2. COLLABORATE

This will be evaluated by the student's ability to:

- a. Exhibit the ability to access appropriate and reliable information in a variety of forms and use that information in new situations.
- b. Participate appropriately in a variety of educational, social, and team settings while demonstrating respect/concern for others.
- c. Question issues and justify opinions or positions respectfully.

3. CREATE

This will be evaluated by the student's ability to:

- a. Express self through a variety of forms such as art, craftsmanship, music, drama, & world languages.
- b. Show a curiosity and desire to explore and analyze the world around them.
- c. Identify a particular or given problem, gather necessary facts and reliable resources, and organize information in a usable manner.

4. CRITICALLY THINK

This will be evaluated by the student's ability to:

- a. Demonstrate the ability to critically evaluate challenges, information, and solutions, and then organize information in a usable manner.
- b. Demonstrate a growth mindset through an ability to initiate, define, establish, evaluate, and accomplish short and long-term goals.
- c. Recognize and understand the need to implement academic, personal, and professional goals.

5. BE CIVIC MINDED

This will be evaluated by the student's ability to:

- a. Demonstrate responsible character by being a T.R.U.E Ranger
- b. Demonstrate responsibility, academic honesty, and integrity through involvement in extra and co-curricular organizations and activities.
- c. Demonstrate personal responsibility and accountability in all situations.

LCAP IDENTIFIED NEEDS AND DESCRIPTION OF GOALS, ACTIONS, AND SERVICES

Identified LCAP Goals

According to the Visalia Unified School District's Local Control Accountability Plan (LCAP), the District identified the following goals:

1. Engage students in a challenging curriculum and provide them the support to be successful.
2. Support a district-wide collaborative culture for students and adults focused on learning and results
3. Maintain a caring, encouraging, inclusive, and culturally responsive learning environment for students and adults.

Redwood High School's SPSA goals are aligned with district LCAP goals.

SCHOOL PROGRAM DATA

General Education Program

Redwood High School (RHS) offers a rigorous program of study for all students. RHS students graduate with 220 credits and meet the academic graduation requirements to receive a diploma. Students are enrolled in 6 classes and can earn 60 credits each school year. RHS students take rigorous coursework, such as honor courses in math and English, Advanced Placement (AP), Career Technical Education (CTE), Dual Enrollment, and AVID courses. RHS provides classes during summer school, winter intersession (only for 22-23), and online.

RHS Advanced Placement Program serves approximately 27% of the student population. Currently, RHS offers 13 AP courses in the areas of English, Spanish, math, science, and social science. RHS offers 7 AVID courses, 6 9th-11th, and one 12th-grade class. There are currently 5% of students enrolled in AVID courses.

Redwood High School offers 9 CTE Pathways and 24 CTE courses for students. Students also have the opportunity to apply to our two Linked Learning Academies (AOLJ & ACE) as incoming freshmen.

Online Instruction

In March of 2020, due to the COVID-19 pandemic, we transitioned to asynchronous instruction. Students were given individual Chromebooks and teacher-created packets of instruction to support learning at home. Teachers utilized online instructional platforms such as Google Classroom, Screencastify, Pear Deck, Nearpod, and other platforms to support students during asynchronous learning.

Visalia Unified School District prepared for asynchronous instruction for the 2021-2022 school year. Teachers utilized Zoom for asynchronous instruction and Schoology to provide resources and materials during asynchronous instruction. Teachers participated

in professional development during Staff Development of, Schoology, Zoom, Pear Deck, ScreenCastify, Jamboard, and other technology platforms. The school and District worked together to ensure all students had internet access at home by providing families with hotspots. In March of 2021, students returned to school using a hybrid model. Students who opted out of in-person instruction were able to continue participation in their current courses through simulcasting via Zoom.

English Language Learners

Currently, there are 170 students classified as English Language Learners which is 7.04% of the school population. ELPAC data is evaluated for placement of EL students. EL students have their own Redwood counselor who works closely with the EL TOSA to check on student placement in classes. Intervention courses include Reading Improvement, ELD Assist, and Gateways. I-Ready data is used to help determine if a student can be redesignated prior to the ELPAC exam.

Special Education Learners

Redwood High School has 183 students identified as Students with Disabilities, which represents 7.5% of the student population. The Special Education Department is composed of one School Psychologist, 9 Educational Specialists, and 12 paraprofessionals. Each Education Specialist is responsible for a caseload of no more than 25 students. Each IEP is created with input from parents, teachers, and counselors. Services for students could include Skills classes for ELA, Math, Science, and Social Science, a Study Table course, and/or push-in support in ELA and Math courses. Students' learning needs are supported in classes by general education teachers, Ed. Specialists, and paraprofessionals.

Low Income/Socio-economically Disadvantaged

The percentage of Redwood High School's student population identified as socio-economically disadvantaged is 44.3 %. Socio-economically Disadvantaged students are provided with access to a rigorous core curriculum. Support systems are provided to enhance academic instruction in English and math to increase student achievement. Support systems include AVID, intervention courses, electives, AP courses, After School Programs (XL), and Professional Learning Community (PLC) Collaboration.

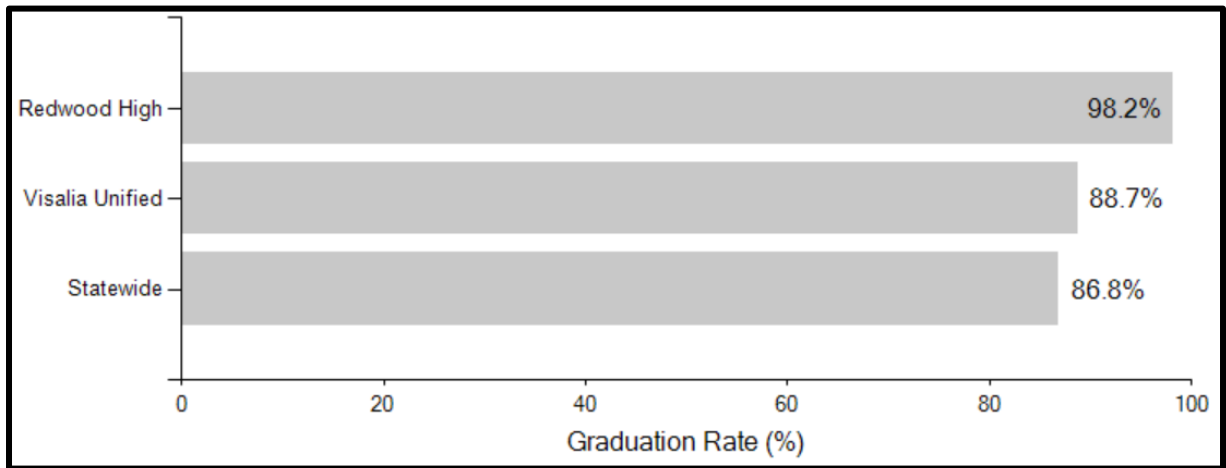
DEMOGRAPHIC DATA

STUDENT ENROLLMENT

GRADUATION RATE BY STUDENT GROUP

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	548	538	1	98.2%
English Learners	13	11	0	84.6%
Foster Youth	5	*	0	*
Homeless	10	*	1	*
Socioeconomically Disadvantaged	360	353	1	98.1%
Students with Disabilities	40	36	1	90.0%
African American	4	*	0	*
American Indian or Alaska Native	2	*	0	*
Asian	45	45	0	100.0%
Filipino	8	*	0	*
Hispanic	330	323	1	97.9%
White	146	144	0	98.6%
Two or More Races	11	10	0	90.9%

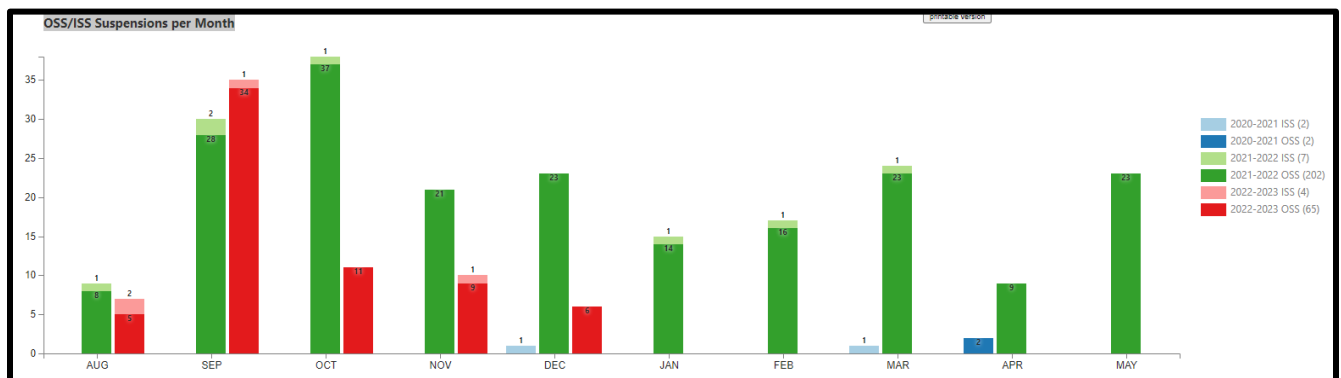
SCHOOL GRADUATION RATE COMPARED TO DISTRICT AND STATE



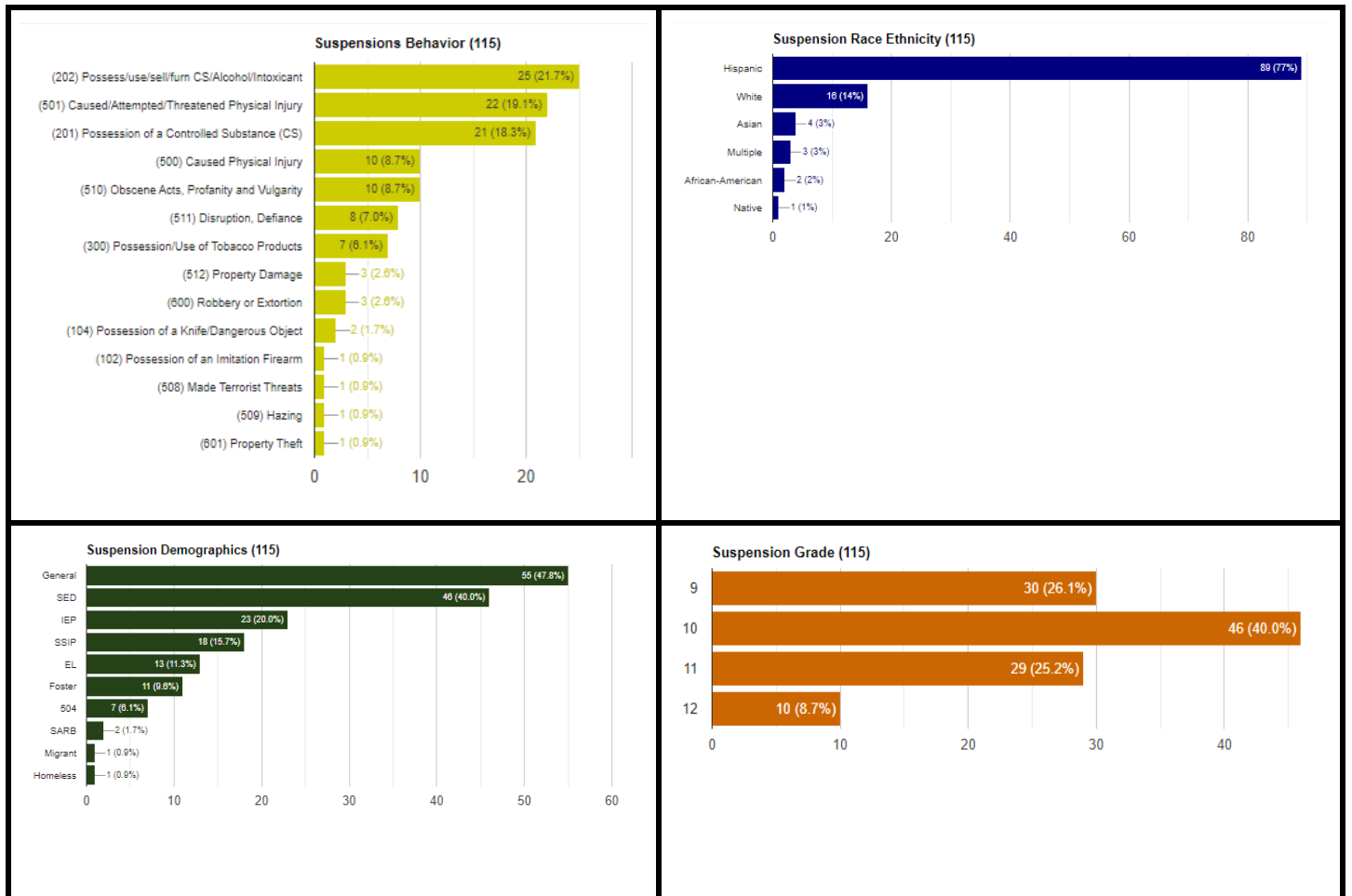
Graduation rates are high at Redwood High School. Overall Redwood High School is 11.4% higher than the state average and 9.5% than the district average. There are three subgroups that have been identified as performing lower than all other subgroups. These three subgroups include students with disabilities, English Learners, and students with two or more races. While each of these subgroups are graduating from Redwood High School at a higher rate than the state and district average, bridging this gap in graduation rates is an identified area of improvement.

SCHOOL CONDITIONS AND CLIMATE

SUSPENSION DATA

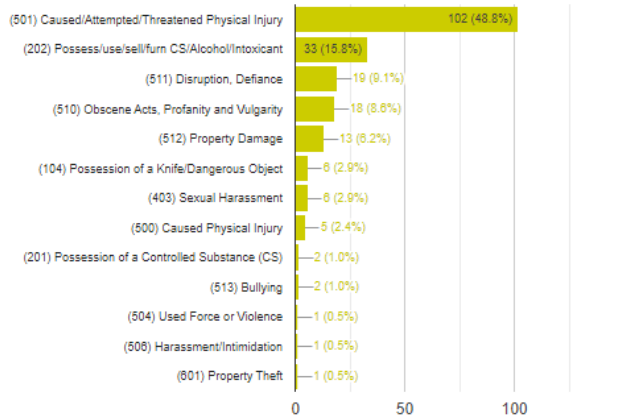


2019-2020 SUSPENSION DISCIPLINE DATA

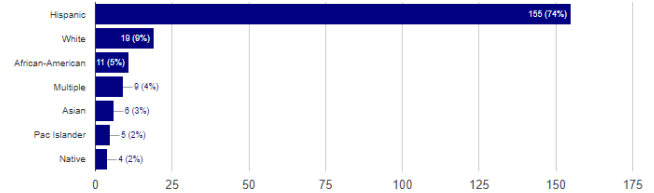


2021-2022 SUSPENSION DISCIPLINE DATA

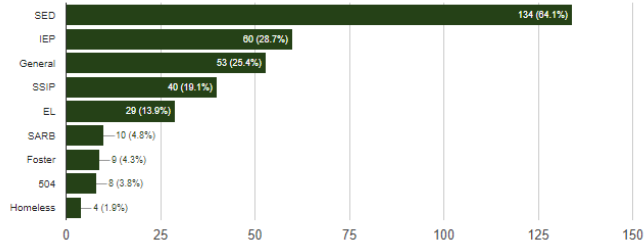
Suspensions Behavior (209)



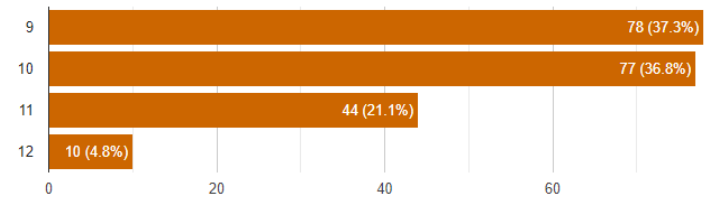
Suspension Race Ethnicity (209)



Suspension Demographics (209)

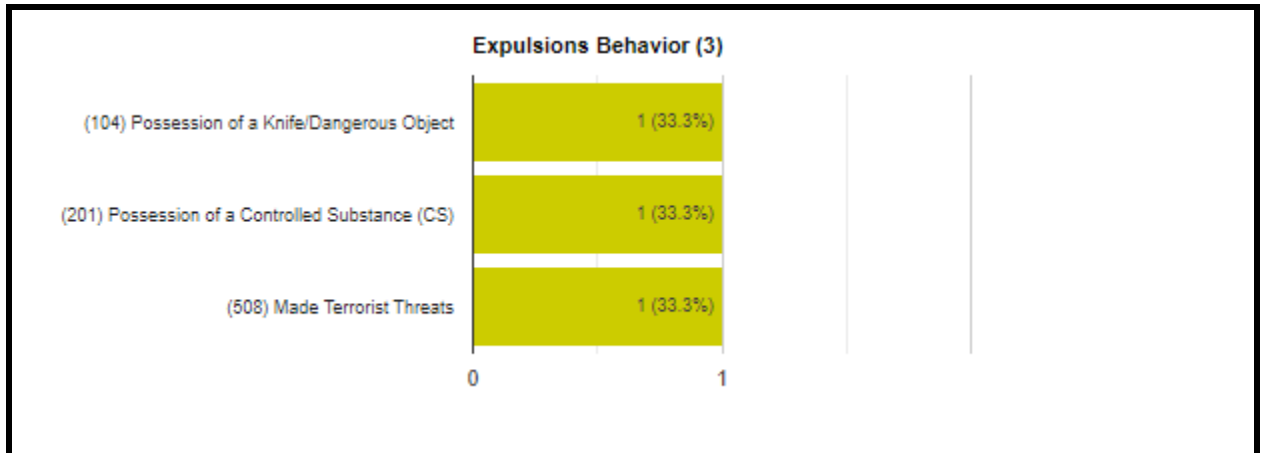


Suspension Grade (209)

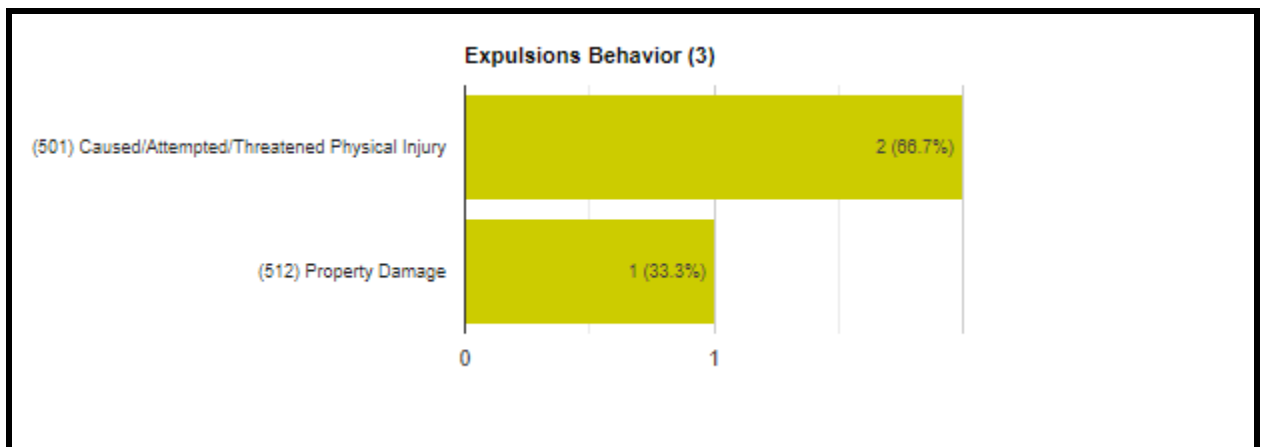


EXPULSION DATA

2019-2020



2021-2022



ATTENDANCE AND TARDY DATA

Redwood High School	2019-2020	2020-2021	2021-2022	2022-2023
Daily Avg. Attendance Rate above 95%	86.11%	70.27%	56.61 %	71.07%

SCHOOL SAFETY AND SUPERVISION SUMMARY

Student attendance has decreased significantly over the last three years. This drop is largely due to the COVID-19 pandemic. While our attendance numbers are continuing to improve we are not yet back to pre-pandemic attendance rates. The suspension rate has dropped since 2019, however the data does not paint a clear picture as the pandemic has impacted these numbers. Currently this school year, our suspension rates are on target with pre-pandemic numbers which would be expected as this is our first full year post pandemic with no COVID-19 restrictions. The two primary reasons for suspension were causing/attempting physical injury (fighting) and possession or use of intoxicants. The implementation of restorative justice measures via Positive Behavior and Intervention Systems (PBIS), On Campus Intervention, full time BIT, SSIP, Social Worker and School Psychologist as well as more detailed disciplinary record keeping via PowerSchool, are expectant to correlate with the decreased number of suspensions and a decrease in recidivism. The total number of expulsions has remained the same with physical injury as the leading cause for expulsion.

PERCEPTION DATA

STUDENT SURVEY RESULTS

Redwood High School along with the District, survey students annually to gain insight into student needs. Overall, student perceptions of RHS are positive. Out of the 123 students that completed the survey 87.8% indicate that the overall quality of the school is satisfactory and above. Students indicate that they feel respected by staff on campus and that teachers care about them.

PARENT SURVEY RESULTS

Of the 146 parents that completed the survey, 75% indicate the overall quality of the school is satisfactory and above. Parents indicate they want their students to attend college, while others indicated that they want their students to receive more information about non-college options post-high school. 83% of parents feel that Redwood has a good image, and 81% would recommend Redwood to other families. 73% of parents feel that Redwood lives up to their Vision Statement, and 67% stated that Redwood is successful in its Mission Statement.

CERTIFICATED SURVEY RESULTS

Of the 76 teachers who completed the survey, 100% enjoy working at Redwood High School. 97.4% of respondents believe that Redwood High School provides an atmosphere where every student can succeed. 98.7% of teachers believe that Redwood has a clear vision and mission statement.

CLASSIFIED/SUPPORT STAFF SURVEY RESULTS

Of the 11 classified/support staff, 100% indicate that their impression of the school is satisfactory and above, and 100% would recommend the school to other families. 91% feel that Redwood lives up to the vision of the school, and is successful in its mission. 91% feel safe in their job. 82% feel supported by teaching staff, and 91% feel supported by administrators.

SUMMARY OF PROFILE

Redwood High School Single Plan for Student Achievement guides our ongoing school improvement efforts to graduate students college and career-ready and students who exemplify our Schoolwide Learner Outcomes as outstanding communicators, exceptional collaborators, who are creative, critical thinkers that exhibit civic mindedness in all aspects of life. All stakeholders are proud of our academic progress and continue to develop a rigorous and coherent curriculum for all students.

Redwood High School serves approximately 2,500 students in grades 9-12. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all student demographic groups.

LOOKING AT ALL OF THE ABOVE DATA, REDWOOD HIGH SCHOOL HAS IDENTIFIED THE FOLLOWING IMPLICATIONS WITH RESPECT TO STUDENT PERFORMANCE:

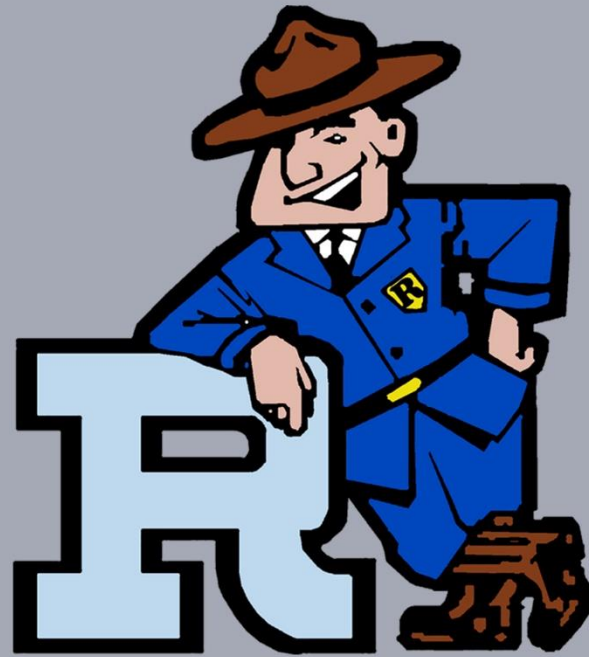
- The need to increase proficiency in English, math, and science on the CAASPP
- The need to increase EL reclassification and proficiency
- The need to increase preparedness on the College and Career Indicators from the California Dashboard for all students, especially Students with Disabilities, and English Learners
- The need to increase the number of students taking and passing AP tests

REDWOOD HIGH SCHOOL'S TWO MAJOR PRELIMINARY STUDENT LEARNER NEEDS BASED ON THE DATA ARE:

- Students need to strengthen research, inquiry, and problem-solving skills in order to be more successful in rigorous courses and college benchmark assessments
- Targeted support for minority subgroups and English Learner student population to improve achievement on CAASPP ELA and Mathematics assessments

QUESTIONS THAT THE FOCUS GROUPS HAD AFTER REVIEWING THE DATA INCLUDE:

- What support can we put in place for the SPED and EL populations to increase student achievement on CAASPP assessment in both Math and English?
- What types of assistance and guidance can we implement in order to increase the school's A-G completion rate?
- What type of learning activities and assignments will give students more opportunities to practice research, inquiry, problem-solving, and academic writing?
- How can we increase the students' college and career preparedness to increase the school's college attendance rate?
- How can we increase Dual Enrollment and AP enrollment to help students receive college units, especially in mathematics and science courses?



CHAPTER 3

SELF-STUDY FINDINGS

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. VISION AND PURPOSE CRITERION

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Findings	Supporting Evidence
<p>Redwood High School's mission statement is "Redwood High School offers an education that affords students a future through a focus on learning, achievement, and character." Our vision statement is "We believe that by focusing on our School Wide Learning Outcomes we will close achievement gaps and prepare students to be well-rounded and engaged citizens." In March of 2022, home groups made recommendations to the mission and vision statements and the Schoolwide Learner Outcomes. Then in April of 2022, the WASC leadership edited these documents based on home group recommendations.</p> <p>Redwood has worked to ensure our vision, mission, and Schoolwide Learner Outcome statements align with the district's mission, vision, and LCAP goals. Aligning with the goals gives opportunities for students, community input, increased AP class offerings, and additional world language and CTE courses. Our CTE programs continue to allow students to grow in areas of career readiness through real-world experiences including our Ranger Station Café, Groppetti Automotive Work Study partnership, and various agriculture community partnerships. Our linked learning academies also support LCAP goals.</p>	<ul style="list-style-type: none"> • Student Performance Data • AP courses • CTE programs have established Pathways • CTE Programs engage students in Career Development Events (FBLA, FFA, Skills USA, etc.) • Linked Learning Academies: Architecture and Engineering/Law and Justice • Library Media Center Vision/Mission

A1.2. Development/Refinement

of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
Revisions to the vision, mission, and Schoolwide Learner Outcomes occurred in the Spring of 2022. Home groups and WASC leadership made suggestions and recommendations.	<ul style="list-style-type: none">• Meeting agenda/sign in sheets• Mission Statement• Vision Statement• Schoolwide Learner Outcomes

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
<p>The school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes by making these statements readily available in a multitude of ways. Communication pathways include Back to School Night, Open House, Eighth Grade Parent Information Night, PTSA meetings, ELAC meetings, summer mailers, and the Student-Parent Handbook. In addition, the school website and every classroom have the mission and vision statements posted.</p> <p>Parents participate in surveys and attend school events such as those listed above. However, Redwood would like to see an increase in parent participation, especially participation that best represents all of our enrolled students. Community partnerships within CTE, Linked Learning, and various academic courses also show support for Redwood's mission, vision, and SLOs.</p>	<ul style="list-style-type: none">• BTSN fliers / sign in sheets• Open House fliers• Parent info night fliers• PTSA agenda• ELAC agenda/fliers• SSC agenda• Remind• Visalia Unified District App• Blackboard• Schoology• Google Classroom• Climate Survey• IEP Meetings• Amendment Meetings• Student-Parent Handbook

A2. GOVERNANCE CRITERION

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

A2.1. Understanding the Role of the Governing Board and District

Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

Findings	Supporting Evidence
<p>Visalia Unified School District Governing Board goals are centered on increasing student achievement and improving student connectedness to school. The policies and bylaws of Visalia Unified fully support the vision, mission, and Schoolwide Learner Outcomes of Redwood High School. By aligning Redwood's mission, vision, and Schoolwide Learner Outcomes with the district's LCAP goals.</p> <p>Visalia Unified School District engages parent and community participation in site governance through advisory boards such as School Site Council and District Advisory Committees.</p> <p>Board meeting dates, agendas, and minutes are posted and shared with all district personnel. Implementation of district policies is carried out through a system of administration that includes the superintendent, site principal, administrative team, teachers, and classified staff. The governing board and central administration are organized and involved in all aspects and activities in the district. Through site administration and staff, district policies and procedures help shape and guide classroom practices.</p>	<ul style="list-style-type: none"> • Redwood Parent Student Handbook • TRUE Ranger Posters & Assemblies (Get Digital from Admin) • PBIS Tier I Key Practice • PLC Agendas including SMART Goals (Shared Google Drive) • PLC Lead meetings • Department Chair meetings • Focus Walls • PTSA • School Site Council Meetings

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
District and site data are regularly reviewed with the governing board. The Principal also reports to the superintendent and other governing cabinet members on the progress of the site toward goals outlined in the Single Site Plan as well as the LCAP. These conversations include information regarding the evolving culture and climate of students and professionals at the site as it relates to the district's goal of improving student connectedness to school. The governing board and district administration provide additional input for the continued alignment of the site vision, mission and SLOs with district goals.	<ul style="list-style-type: none"> • Board agenda emails • Staff meetings • District data (ELPAC) • Department chair meetings

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
Uniform complaint procedures are available to all stakeholders through links on the district website. Staff members are informed of the uniform complaint procedures prior to the start of the school year during staff development time. In addition, the procedures are posted on-site in the front office and classrooms.	<ul style="list-style-type: none"> • Redwood Website • Redwood Parent Student Handbook (page 41)

A3. LEADERSHIP: DATA-INFORMED DECISION-MAKING AND CONTINUOUS SCHOOL IMPROVEMENT CRITERION

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Findings	Supporting Evidence
The district has established high school principal meetings, curriculum committees, and high school leadership committees to increase the efficiency of communication with schools. These committees also analyze data such as CAASPP, and current educational research to assist with the implementation of district policies, and common instructional practices. Through these teams, instructional decisions are made. Participation in district-level committees has allowed staff to further their involvement in reflecting on-site data, defining student needs, and aligning instructional practice to address those needs. PLCs are responsible for analyzing data from common summative assessments to help guide instruction.	<ul style="list-style-type: none"> • Textbook committee • ELPAC committee • School Site Council • Shared Drive - PLC • SMART Goals • Data sharing • Common Pacing and Assessments • PLC Minutes

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

Findings	Supporting Evidence
<p>School administration ensures that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP.</p> <p>Teachers have access to testing data pertinent to their students through Illuminate. Data analysis has led to the continuation of Reading Improvement, Math Assist, English Language Development classes, and online classes through Edgenuity.</p>	<ul style="list-style-type: none"> • College and Career Readiness Cord percentages • Pathway completion • Academic Letters • PLC work • CAASP scores • 504 meetings • IEP meetings • EL TOSA • I-Ready

<p>We provide support to students with Individualized Education and 504 plans, as well as EL students through continuous program monitoring. Case managers monitor student progress and communicate with counselors and staff. Staff members are required to attend and participate in IEP and 504 meetings to support these students' needs; however, full participation is an area of weakness. When teachers are unable to attend, they are asked for feedback in written form. Additionally, counseling staff meets with students to develop four-year plans, review progress, and refocus goals.</p>	<ul style="list-style-type: none"> • Progress Reports (Special Education)
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A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Findings	Supporting Evidence
<p>Site programs are initiated based on student needs as assessed by administration and staff through ongoing analysis and discussion of data. Academic departments use common assessments developed by PLCs and the district. Currently, we have been focused on student engagement and social-emotional learning. The district has allotted time for teacher collaboration (PLCs) on a weekly basis. Assessment data is reviewed during PLC time and some district PLC Lead meetings that occur during the school year and over the summer.</p>	<ul style="list-style-type: none"> • PLC Shared Drive • Professional Development of Social and Emotional Learning • Illuminate • Keenan Trainings • District Equity Committee

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
<p>Communication includes email, PLCs, and department and staff meetings. Staff members are encouraged to resolve their differences through open communication. VUTA also has site reps that can assist in problem resolution. If a mutually agreed upon resolution is unable to be reached, the Uniform Complaint Procedures should be followed.</p>	<ul style="list-style-type: none"> • Emails • PLC meetings • Department Meetings • Staff Meetings

A4. STAFF: QUALIFIED AND PROFESSIONAL DEVELOPMENT CRITERION

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
Teaching assignments are determined through a collaborative process between administrators, department chairs, and teachers. Administration distributes preference forms for teachers to list their preferred teaching assignments. The administration team then meets with department chairs to discuss the appropriate placement of teachers, taking into consideration individual teacher's expertise and credentials.	<ul style="list-style-type: none"> • Master Schedule • Teacher Preference Forms • Site Needs

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
Opportunities for analysis of student data from the previous year are given and used to create an action plan and area of focus for the upcoming year. Redwood currently has eight teachers on special assignment (TOSA). Two (WASC TOSA/ELD TOSA) of the eight have assisted in professional development for the WASC process and EL strategies. District-level training is held for core departments. There has been and continues to be a wide variety of staff development to ensure and promote self-reflection. Staff development days are held once a month to work towards the learning goals of the school.	<ul style="list-style-type: none"> • CAASPP • District Finals • Common site assessments • i-Ready results • ELPAC results • Master schedule • Calendar of Meetings • ELD TOSA • WASC TOSA

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
Redwood has established PLCs to assess the measurable effect of professional development. Emphasis has been placed on pacing and curriculum in the last three years. Data discussions are becoming more frequent. State testing data has not been available and/or teachers have not been given the training to view it.	<ul style="list-style-type: none"> • PLC folders on Google • PLC agendas / minutes • PLC essential standards

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff.

Findings	Supporting Evidence
The evaluation process is as follows: Pre-conference meetings are scheduled and expectations are discussed before a teacher is evaluated. Evaluations occur every other year for tenured teachers and every year for non-tenured teachers. Tenured teachers with more than 10 years of service are evaluated every three years. The California Standards for the Teaching Profession (CSTP's) are used in the evaluation process. Teachers can work with their induction support provider and/or department chair to discuss best practices and improve their instruction. New Teacher TOSAs have been added as of January 2023. New Teacher TOSAs will support new teachers with lesson design, lesson delivery, classroom management, instruction, intervention, formative assessments, engagement, observing other teachers, and many other supports. They will also be available to support veteran teachers that would like to be supported in these areas and many others.	<ul style="list-style-type: none"> • New Teacher Meetings • Pre-evaluation meetings • CSTP forms for teacher evaluations • New Teacher TOSAs

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
Information about written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, and relationships between leadership and staff is disseminated during the staff development days. Staff input is encouraged when certain changes need to be implemented (i.e. emergency procedures).	<ul style="list-style-type: none"> • Online teacher tools • Inservice day beginning of school • Leadership meetings • Emails

A5. RESOURCES CRITERION

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
Redwood High School evaluates the resource allocation decisions and addresses those needs based on the mission, vision, SLOs, SPSA, and district LCAP. There are numerous funding sources with variable categorical requirements to serve departments, programs, and student organizations. School Site Council is used to review student needs and funding guidelines to make recommendations for appropriate spending. Decisions on spending are requested through proper channels and transferred through checks and balances at the district to ensure proper funds are appropriately used, governed by guidelines from LCAP and SPSA.	<ul style="list-style-type: none"> • School site council • Booster clubs • ASB clubs • LCAP spending • Department budgets

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
Redwood High School operates budget decisions under the framework of the district accounting system. All accounts are tracked on an encumbered/unencumbered basis with assigned budget numbers and funds. Site and district staff monitor each account according to area/type. Departments do most ordering using the Tyler Munis system. All spending goes through Budgeting and Finance departments and is approved by district administration.	<ul style="list-style-type: none"> • Tyler Munis records • Audit results • Department Needs

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and schoolwide learner outcomes).

Findings	Supporting Evidence
Various drills are practiced throughout the year to ensure the safety of students in case of a catastrophic event. Five campus supervisors and a Youth Service Officer patrol the campus. Cameras have been installed around campus. Administration and counselors are out and visible during lunch and passing periods. Our split campus does pose unique issues in terms of safety. There is a push to have daily administration presence at Sierra Vista by having one administrator present each day on a rotating basis. We have an on-site school nurse who is available to our students. We are undergoing construction to improve access to all students and to address ADA compliance concerns.	<ul style="list-style-type: none"> • Maps and emergency folders • Construction • Scheduled drills • Alice Active Shooter Training • Verkada Welcoming System • Raptor Alert System

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
Acquiring and maintaining adequate instructional materials and equipment is a work in progress. Textbook adoptions happen on a rotating basis at the district level. Teachers who have a need for additional instructional materials may generate a request and submit it to department chairs and/or administration. During online learning, new technology, such as Schoology was purchased and is currently being used.	<ul style="list-style-type: none"> • Chromebooks • Schoology • Tyler Munis records • Zoom

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
Throughout the year, including summer, the staff is provided with professional development opportunities. Currently, there is a focus on cooperative learning, engagement strategies, behavior management, and PLCs. Administration provides funding for training and substitute teachers for staff members to attend professional development training as needed. New teachers are required to participate in induction and new teacher in-service trainings.	<ul style="list-style-type: none"> • District-wide sponsored events • Mentor teachers • Induction Support • New Teacher Support TOSA

ACS WASC CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES: SYNTHESIZE STRENGTHS AND GROWTH AREAS

Redwood High School provides opportunities for students to perform and achieve at high levels in the classroom. Redwood's focus on college and career readiness assist our students in competing in the local, state, national, and global arena. Decisions made by administration and staff throughout the school year lead to well-developed programs of academics, visual and performing arts, CTE curriculum, support the SLOs and college and career readiness, and place student achievement at the forefront of Redwood's work. Redwood's learning environment continues to work to support student achievement based on academic standards and expected Schoolwide Learner Outcomes.

Redwood focuses on student performance data (state test scores, content area common assessments, district-wide assessments, etc.) to drive instruction and achievement goals. At Redwood, the learning environment meets the educational, health, and safety needs of students in many ways.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A:

Areas of Strength

1. Redwood High School staff and administration maintain a high expectation that all of our students will perform and achieve at high levels in their individual endeavors in academics and extracurriculars.
2. Redwood High School and its stakeholders continue to refine our framework of offering a strong core in academics, various AP opportunities, solid CTE offerings, dynamic VAPA courses, and a heavily utilized extra-curricular program throughout our school.
3. Redwood High School PLC teams are working toward aligning our pacing guides and creating common study guides and assessments. SMART goals are written collaboratively and teachers use a range of instructional strategies to reach all students. PLCs are working to have shared essential questions, objectives, and standards for their focus walls.
4. Redwood High School provides various opportunities for stakeholders to be involved in decision-making. Redwood High School utilizes various methods of communication such as Blackboard, Schoology, VUSD Parent Link App, Remind, email, Google Classroom, and fliers.

Areas of Growth

1. There are continued efforts by Redwood High School PLCs to improve data-driven instructional practices.
2. Recent administration and staff changes have created an environment lacking clear communication. As people in new positions become more familiar with their roles and responsibilities we anticipate communication to improve.
3. We need to improve the amount of stakeholder participation in decision-making processes.
4. We need to continue to rebuild student and staff culture after the COVID-19 setbacks.

CATEGORY B: CURRICULUM

B1. RIGOROUS AND RELEVANT STANDARDS-BASED CURRICULUM CRITERION

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards

Findings	Supporting Evidence
<p>Departments at Redwood High School have continued to take part in various trainings in order to learn current practices, as well as develop lessons and align to standards. Both pre-and post- COVID-19, departments participated in the trainings at the district office, in addition to various locations during the summer. During the initial COVID-19 years, training from the district office was offered on Zoom but did not occur as often.</p> <p>AP teachers from various subjects, such as English and Science, attended training during the summer. More recently, they have started meeting for professional development at the district office.</p> <p>Several departments have adopted new textbooks that align with current standards (NGSS for Science, California State World Language Standards) and have more rigorous content and more extensive online practice and formative assessments (Spanish and French). With the new adoption also comes district training for use of the new curriculum.</p> <p>PLC teams continue to meet weekly to work toward establishing or modifying, common formative and summative assessments based on essential standards. They also use their time to review data from assessments and decide what interventions should be taken.</p> <p>New Redwood High School teachers actively participate in an induction program with research-based trainings.</p> <p>All teachers are also encouraged to have a focus wall in their room to display agendas, essential standards, essential questions, and learning outcomes.</p>	<ul style="list-style-type: none"> • VUSD Training Calendar <p>Evidence of Essential Standards:</p> <ul style="list-style-type: none"> • Documentation of essential standards and supporting standards are aligned with our textbook (district curriculum). • Focus Walls that contain standards and objectives. • PLC minutes and pacing guides <ul style="list-style-type: none"> ◦ U.S. History Agenda sample ◦ World History Agenda • Formative and summative assessments <ul style="list-style-type: none"> ◦ World History: Summative Assessment • New Arts Standards (Dance, Media Arts, Music, Theater, Visual Arts) • Updated VAPA Frameworks • Science has new online and physical fully NGSS aligned textbooks for Biology and Chemistry. New textbooks are fully aligned to NGSS (Next Generation Science Standards). <ul style="list-style-type: none"> ◦ Biology ◦ Chemistry / Physical Science • World Language (specifically Spanish and French) standards • Biology Scope and Sequence

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
<p>Redwood High School aligns instruction with selected curriculum based on Common Core standards. All standards-based courses, subject areas, or programs provide instruction that supports the current standards in order to meet the UC and CSU A-G requirements. Essential standards have been determined by the district or PLCs and implemented by PLC teams. Science has fully transitioned to Next Generation Science Standards. World Language Courses have also been implementing the newly adopted California World Language Standards.</p> <p>Counselors meet with freshman students to create a 4-year course plan that maps out their High School courses. Counselors continuously monitor graduation and A-G progress for all students. Each students' californiacolleges.edu account is linked to PowerSchool so that it is updated every semester to monitor the progress for college and career readiness specifically through A-G requirements.</p> <p>Teachers were trained to use the Schoology Learning Management System during online and hybrid learning. Schoology is used to administer online formative and summative assessments to measure learning.</p> <p>Teachers are encouraged to utilize a Focus Wall to post daily objectives or learning targets, the standard, and the agenda. Many classrooms use essential questions that guide their curriculum.</p> <p>Edgenuity classes are now offered during the school day for students who are credit deficient for graduation or need to retake a class to earn a C or higher to fulfill A-G requirements. Edgenuity is an online learning platform supervised by a teacher during Interdisciplinary Acceleration.</p> <p>Students with an Individual Education Plan (IEP) also have an Individualized Transition Plan which lays out their next steps after high school based on their interests and aptitude tests.</p> <p>Redwood High School continues to run the Academy of Architecture, Construction, and Engineering and the Academy of Law and Justice to help prepare students for work or further education in those fields.</p> <p>Career Technical Education (CTE) teachers have aligned their curriculum standards with California CTE standards in 2022.</p>	<ul style="list-style-type: none"> • AP courses submit their syllabi annually to be approved by the College Board. • Curriculum maps • District - Developed Course Outlines found on District website. • Architecture, Construction, and Engineering Academy monthly meeting agenda and notes • PLC agendas and notes. • Course established Essential Standards <ul style="list-style-type: none"> ◦ Biology Scope and Sequence ◦ World History Scope and Sequence • US. History Samples <ul style="list-style-type: none"> ◦ Book Essential Questions ◦ US History Unit Outlines ◦ Scope and Sequence • Course Syllabi • Redwood Program Planning Site (Counseling Department) • Sample of CTE District Course Outlines • Focus Wall

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college-and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>PLC time is given for collaboration and to establish a consistent approach to standards-based curriculum development and implementation. Teachers spend an hour every Monday discussing curriculum development, instructional practices, data, and assessments that are aligned with the CCSS or current subject standards. Redwood High School is progressing in this area.</p> <p>The alignment of grading systems is an ongoing process within departments and PLC teams.</p> <p>Redwood High School continues to use academic standards to drive instruction, ultimately leading to college and career readiness.</p>	<ul style="list-style-type: none"> • PLC minutes and agendas • District Board Goals • Redwood Mission and Vision Statement • District Mission Statement • District Belief Statements • Common Core • VUSD Scope and Sequence • Redwood Schoolwide Learner Outcomes • Master Calendar • Course syllabi

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
<p>Alignment is evident through the Architecture, Construction, and Engineering and Law & Justice Academies, the AVID program, and the Interdisciplinary Acceleration program offered to SPED students. The Interdisciplinary Acceleration program offers Special Education students the opportunity to come together and learn effective organizational, study, and critical thinking skills. The SPED Department has adopted the Career Pillars curriculum to meet post-secondary education and career goals.</p>	<ul style="list-style-type: none"> • Architecture, Construction, and Engineering Academy meeting minutes and enrollment lists • AOLJ meeting minutes and enrollment lists • AVID site team meeting minutes (in PLC folder) • Individual Education Plan examples • Master Schedule • Course Syllabi for Foundations of Law • Course Outline for Foundations of Law • Student IEPs • Student Individual Transition Plans

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>Redwood High School counselors and representatives from the Academies visit feeder middle schools to provide information about high school programs and requirements as well as assist with registration.</p> <p>Redwood High School hosts an Eighth-Grade Parent Night and an eighth-grade visit for incoming freshmen. Parents of current eighth graders are also invited to Open House. Counselors discuss registration, graduation, A-G, and CTE requirements. These parent nights continue each year by class.</p> <p>College representatives come to campus and give presentations to students about their university. Ambassadors from Fresno State, UC Merced, and COS support seniors through application workshops. Fresno State ambassadors and Fresno Pacific University ambassadors meet with senior applicants to ensure they complete their application and provide continued support.</p> <p>Some subjects like World Languages do have some vertical alignment with the middle schools though this is an area that could use some continued effort. Science has also identified that it could benefit from vertical alignment conversations with the College of the Sequoias (COS).</p> <p>Dual Enrollment English did have multiple points of communication with COS before launching the courses and stays in touch with the COS English Department to ensure alignment.</p> <p>The Academy of Law and Justice has used field trips to connect with real-world applications. These will be resuming in 2022, after being suspended over COVID-19. They will be going to the Tulare County Superior Courthouse, COS legal pathway, and San Joaquin College of Law.</p> <p>Redwood's Special Education department works with the College of Sequoias to help graduating seniors with their transition to college. Seniors meet with the Access and Ability Center to learn about the services offered at the community college level. They also schedule intake meetings and provide the community college with a copy of their IEP, so they can access their accommodations.</p> <p>Redwood CTE teachers and current Redwood CTE students visit feeder middle schools to recruit and educate students about the various CTE pathways at Redwood including the Linked Learning Academies. Linked Learning Academy Leads present to all middle school students and parents to inform and recruit future applicants.</p> <p>The Redwood CVNIC Team meets regularly with CVNIC coaches to review data related to Redwood students to make informed decisions to increase A-G rates. Data was provided from the National Student Clearinghouse regarding Redwood graduates.</p>	<ul style="list-style-type: none"> • District curriculum maps • District pacing guides • District Scope and Sequence • Class Registration Information • Parent nights (8th-12th grade) • Middle School Career Fair • CVNIC - National Student Clearinghouse Data

B2. EQUITY AND ACCESS TO CURRICULUM CRITERION

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

Findings	Supporting Evidence
<p>Redwood offers a range of different classes to ensure that students have choice and variety when it comes to selecting their classes. Within every department, teachers are providing opportunities for students to grow and learn skills that will help them with future college and/or career goals.</p> <p>Within our Career and Technical Education department and Business department, students are developing skills that they can use in a 21st Century workplace. These skills are put to use in a business-oriented environment to prepare them for the unique opportunities of a changing economy. Our academic classes teach learning strategies with rigor that will reflect proper college preparatory standards, in addition to various research methods, communication skills, and writing skills.</p> <p>Redwood continues to offer two academy pathways: The Academy of Architecture, Construction and Engineering, and The Academy of Law and Justice. Within these 4-year academies, students take classes and are given opportunities to explore these careers and prepare for a future within them.</p> <p>Counselors present in classrooms every semester to discuss A-G, and graduation requirements. They also meet individually with students every spring to discuss individual school goals (A-G, CTE, VAPA, etc.) The Program Planning Site is made available to students and families to guide their decisions each registration season.</p> <p>Dual Enrollment classes have been added to the curriculum to allow students to take college courses for college credit on the high school campus, typically in lieu of AP classes, while providing an opportunity for a different level of rigor. There are currently two Dual Enrollment English classes available, with plans to expand the offerings.</p>	<ul style="list-style-type: none"> • RHS Master Schedule • Student schedules • Pacing guides and Curriculum Maps • Academy meeting agendas • Academy policies and expectations • Course syllabi including AP and Dual Enrollment Courses • Vision & Mission Statements, 5 C's • IEPs • Work-Based Learning • CTE Pathways Website • XL Offerings • Counselor visits/meetings • Class Registration Timeline • Redwood Counseling Dept. Fall Events

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Supporting Evidence
<p>Every department at Redwood has a part in making the curriculum accessible to students and in some way utilizes skills to offer real-world experiences. Each department strives to incorporate collaboration and communication skills into their curriculum in order to give students as many opportunities to grow and advance for the future.</p> <p>Within PLC teams, teachers discuss the needs of students and align their curriculum and assessment to meet those needs. Teachers ensure that course materials are accessible to students. In addition, teachers attend SST, 504, and IEP meetings to better support the needs of students in order to make necessary accommodations to ensure the success of every student. Counselors coordinate and manage SST and 504 caseloads.</p> <p>Most departments are aligned to Common Core or other State Standards and work to apply real-world situations to their curriculum. Some Special Education students attend English and Math classes with their peers in a Push format where they access the curriculum with the assistance of Special Education teacher.</p> <p>Various Honors, AP, and Dual Enrollment courses are offered to ensure that advanced-level students are challenged and able to prepare themselves for life outside of high school. Students are also able to take Concurrent Enrollment classes at COS.</p> <p>CTE students are involved in internships at Auto Dealerships, the District Office, and other local businesses. Through the Linked Learning Academies, students have the opportunity to Job Shadow for one day. As upperclassmen, Academy students have the opportunity to interview for Summer Internships.</p>	<ul style="list-style-type: none"> • RHS Master Schedule • Example 504 • Example IEP • District data on EL students • RHS course syllabi • Remind accounts • Sample student schedule • List of AP courses offered at RHS • List of Dual Enrollment Courses offered • PLC and Department Agendas and Minutes

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Counselors meet with every student a minimum of twice per year. During their freshman year of high school, the student's parents are invited to come and attend a meeting with the counselor and their child. Parent attendance and involvement has been low in the past, but counselors are always looking for opportunities to involve all parents.</p> <p>Redwood students who are enrolled in our Special Education program have Individualized Education Plans (IEPs) which include college and career goals as well as present-day academic goals and accommodations. Parents, teachers, administrators, counselors, and students are invited to the IEP meetings. Case managers work with teachers to get feedback/progress reports that provide an adequate picture of the student's academic functioning.</p> <p>Redwood's Special Education department is working to hold grade-level meetings to address college and career goals. Interest surveys and inventories will be completed by grade level. Those will be shared with case managers to help develop a transition plan that fits each individual student based on their career and college interests. Goals have been developed to address needs by grade level. Transition meetings are held for graduating seniors and at that time they are provided with local resources that are available to them after they graduate.</p> <p>Many teachers are using technology (Schoology, Google Classroom, PowerSchool, Blackboard Parentlink, Remind, etc.) to communicate and collaborate with students and parents. All parents and students have PowerSchool access which lists historical grades, current grades, and attendance. Students and parents can access PowerSchool at any time. Teachers are required to update grades every two weeks, at a minimum.</p>	<ul style="list-style-type: none"> • Freshmen Orientation schedule • Back to School Night schedule • Open House Schedule • Example IEP • Example 504 • IEP & 504 meetings calendar • RHS Master Schedule • PowerTeacher Pro Gradebook • Remind account • Schoology • School Website • XL Sign-in sheets • Counselor Schedule of Meetings • Course syllabi • Parent Nights • Application Workshops

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
<p>Redwood offers a variety of programs that facilitate the transition from high school to college, career, and other postsecondary options. Every school year, counselors go to English classes at each grade level to discuss graduation and A-G requirements. They also answer any questions students have regarding eligibility.</p> <p>Through our CTE and pathway programs at Redwood, students are given multiple opportunities to explore future careers and take courses that will prepare them for those careers. In these programs, students are provided with hands-on training and/or experience in the specified field of interest.</p> <p>Redwood High School has an active AVID program whose curriculum is primarily focused on college readiness. Students selected for participation in this course are generally low-income, first-generation college-bound students. We offer multiple sections for all four grade levels. Many of our AVID seniors are accepted and attend either a 2-year or 4-year college upon graduating.</p> <p>The Special Education Department is responsible for developing Individual Transition Plans as part of the IEP. These plans address college and career exploration. These plans are required to be a part of the IEP by the time the student turns 16. These are included in the IEP starting freshman year to allow for adequate time to address college and career exploration in high school.</p> <p>All AP courses provide a rigorous, college-level curriculum. Dual and concurrent enrollment courses allow students to take courses for college and high school credit simultaneously.</p>	<ul style="list-style-type: none"> • IEP & 504 Meetings • RHS Master Schedule • A-G Requirements • Example Certificate for Food Prep • College Night Agenda • Counselor Schedule of Meetings • Course syllabi • List of AP courses • XL College and Career Ambassador • Fresno State Ambassador • Counseling Calendar of Events • FAFSA Workshops • Redwood College Night Booth • CA School Dashboard • Pathways (Law, AOE, Life Management, etc.) • College and Career Readiness posters in each classroom • Workability

ACS WASC CATEGORY B. CURRICULUM: SYNTHESIZE STRENGTHS AND GROWTH AREAS

Redwood High School has strong foundations in its curriculum to offer students a wide variety of courses. Within a student's four years at Redwood, they will have been provided with opportunities to learn skills that will help them in whatever their future may hold. Each PLC on campus develops a curriculum that is aligned to current standards and developed with the current student in mind. Through the use of new technologies, teachers are able to make curriculum more accessible to students through the use of learning management systems, which allow students to learn wherever they are. A wide variety of electives are also available to give students opportunities to explore different skill sets.

PLC teams need to continue the work that they have started within their departments, as well as increase cross-departmental collaboration amongst the staff. There is also an identified need to align with our feeder schools, both at the middle school level and the junior college level, though this is not entirely up to Redwood. We are seeing more departments continue to adopt new textbook curriculum, that is more aligned with current standards, but with anything new, there is continued need for growth and development in the areas assessment development to ensure that all students are being assessed on the same material.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B:

Areas of Strength

1. PLC teams work together to implement aligned curriculum and meet the needs of students.
2. Redwood provides a variety of different courses to meet the needs of our diverse population of students
3. We have adopted and adapted to the use of new technology and learning management systems.

Areas of Growth

1. We need to work on vertical integration between department PLC's which can continue developing alignment with standards
2. We need more cross-curricular integration between disciplines.
3. With the recent curriculum adoptions in Science and World Language, curriculum and assessment alignments have room for growth.

CATEGORY C: LEARNING AND TEACHING

C1. STUDENT ENGAGEMENT IN CHALLENGING AND RELEVANT LEARNING EXPERIENCES CRITERION

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.	
Findings	Supporting Evidence
<p>Teachers at Redwood High School recognize the importance of engaging students in challenging and relevant coursework. Each department strives to provide a curriculum that helps students to achieve our Schoolwide Learning Outcomes, as we believe these criteria foster a rich learning experience for all students.</p> <p>Many new electives have been added to Redwood High School's course offerings. The Social Science department added History in Film and Ethnic Studies. The Math department has added Sports Statistics and Personal Finance as upper-level math electives. These added math courses increase the percentage of students who are A-G eligible and thus considered "prepared" on the California College Readiness Indicator. A Principles of Math course was added to support incoming freshmen before they're enrolled in Integrated Math 1. Photography is another elective that has been added for the 2022-2023 school year.</p> <p>Classes and programs already in existence on campus have begun to enrich their curriculum with additional opportunities for student involvement. Our Journalism program, Redwood Gigantea, now runs a podcast, both for all-school announcements and interviews with teachers, athletes, and other school staff to highlight the relevant activities and achievements of athletic and academic programs. The Gigantea has also increased its online presence, publishing stories daily on its website, and sending a weekly highlight to anyone subscribed to its page. Journalism students also have opportunities to intern with local newspapers within the community.</p> <p>Yearbook has started attending a theme planning conference in Bakersfield, CA to support their layout design. This conference gives students an opportunity to collaborate with other yearbook students, and receive guidance on yearbook trends. Additionally, Yearbook students have begun compiling portfolios of all their work during their time in the program to take with them after graduation. This portfolio is a showcase of their work that they can provide as evidence for their learning and</p>	<ul style="list-style-type: none"> • Integrated Math 2 Pacing • Program Planning Guide • Ethnic Studies Course Outline • Redwood Gigantea • Yearbook: Student Portfolio • Peardeck • EdPuzzle • Schoology • IEP Progress of Goals <p>After school tutoring</p> <ul style="list-style-type: none"> • AAA Tutoring • Paper App <p>Tutoring Service (24 hour)</p> <ul style="list-style-type: none"> • XL Peer tutoring (Library)

<p>achievements if they choose to continue their study of photography after high school.</p> <p>Core departments have continued to design and redesign curriculum to meet the needs of our ever-changing students. With the onset of COVID-19, some positive changes have taken place on campus and throughout the district. Most teachers use Schoology as an online Learning Management System. Schoology provides students an opportunity to not only collaborate online, but to also have a digital space that harbors their work and class resources. In the event of absences, whether a day or extended period, Schoology also provides access for students to learn at home and stay caught up with class work. Schoology also allows teachers to differentiate instruction through learning groups and digital choice boards. Additionally, our campus is now 1:1; students are issued Chromebooks at the start of the school year, which they keep until graduation. Students who do not have Wi-Fi are provided with a hotspot. This change in digital access has increased student opportunities inside and outside the classroom. Lastly, with a district license to Zoom, students can request a meeting with teachers if they're unable to attend school for an extended period of time. This was particularly helpful for students who were quarantined during the 2021-2022 school year, as they were offered weekly check-ins with their teachers to receive help and clarifications while learning from home.</p> <p>Redwood has invested in other EdTech tools to meet the needs of our students. We have site licenses to both EdPuzzle and Peardeck. EdPuzzle provides students with information, while also including real-time checks for understanding. Peardeck helps to keep students engaged in class, while also giving teachers the opportunity to provide on-the-spot feedback during the checks for understanding that occur within a lesson. Peardeck also helps teachers to differentiate instruction with the student-led feature that allows students to work at their own pace. Site licenses in Delta Math and IXL provide real time results and tutorial videos.</p> <p>With counselor support, students are supported in navigating all the choices offered to them at Redwood High School. Counselors work collaboratively with teachers in identifying areas of need and referring students for academic, and social-emotional support.</p> <p>All courses are designed to challenge students while supporting them in becoming independent and lifelong learners. English, History, and Math departments are aligned to the Common Core Standards, while Science classes adopted the Next Generation Science Standards. CTE courses engage students in real-world experiences through internships and SkillsUSA, and FCCLA contests and other various leadership organizations. VAPA courses expose students to real-world experiences through competitions, showcases, and performances. Redwood High School course offerings include various pathways and two academies that help to prepare students for whatever college or career path they choose after high school.</p>	<ul style="list-style-type: none"> • Academy of Law and Justice • Academy of Architecture, Construction, and Engineering • Ranger Station Cafe
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C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
<p>Students at Redwood High School understand their learning outcomes. Our PBIS classroom expectations are posted and visible in every classroom. These expectation's guide learning and teaching in every course on campus.</p> <p>Twice a year, counselors come to English classrooms to present graduation requirements, A-G requirements, the College and Career Readiness Indicators, and the NCAA/NAIA requirements to students. All of the information provided to students is also available on their class Schoology page operated by Administration and Counselors so that students can self-track their progress.</p> <p>Each student has an account with the California Colleges Guidance Initiative (CCGI). This account aids in the creation of a student portfolio that includes academic history, tracking A-G progress, and college applications. Further, students have access to College and Career lessons and assessments for career readiness.</p> <p>Teachers are encouraged to utilize focus walls, and pacing calendars to communicate standards, objectives, and agendas for each day. With the adoption of Schoology, many teachers communicate these for students in the digital space as well. In some subjects, common rubrics that are formulated in PLCs guide instruction and assessment, and these rubrics are shown to students before assessments are given so students know how they're being assessed on their learning.</p> <p>Many courses deconstruct the standards and essential questions that guide units with students before beginning new units of study. Some courses use learning target checklists to communicate how each lesson contributes to meeting the learning targets for that unit.</p>	<ul style="list-style-type: none"> • Math CVNIC StoryBoard • Focus Wall • Pacing Calendars • Learning Target Checklists • TRUE Ranger Posters

C2. STUDENT-CENTERED INSTRUCTION THROUGH A VARIETY OF STRATEGIES AND RESOURCES CRITERION

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
<p>Redwood High School teachers facilitate learning as coaches and are current in their instructional content and methodologies. Teachers stay current in their content area by participating in training opportunities such as AP by the Sea, AVID, Professional Learning Communities, Newcomer English Learner strategies, technology workshops, Science Next Generation standards, Readership, EL RISE, Good Teaching Conference, ERWC, Central California World Language Project (CCWLP), and Google apps.</p> <p>Among the research-based instructional methodologies used by teachers is the intentional use of Direct Instruction. Teachers ensure that students comprehend and retain content knowledge by guiding them through the learning process, allowing for academic discourse, and utilizing a variety of engaging activities that support critical thinking and collaboration. All departments provide the necessary support and structures for students to achieve success and claim ownership of their learning. RHS teachers integrate authentic demonstrations and guided practice with action-based dialogue between the student and teacher that leads to independent practice as they work to show mastery. In addition, some teachers employ Project Based Learning methods in efforts to incorporate technology and real-world experiences that allow students to direct their learning with facilitation and assistance from instructors. Through hands-on investigation of issues and challenges from the real world, students get a deeper understanding of instructional content.</p> <p>RHS Teachers establish equity-centered learning environments that actively engage learners at all levels. Differentiated instruction occurs in all classrooms daily through the use of a variety of instructional strategies such as scaffolded curriculum,</p>	<ul style="list-style-type: none"> • Direct Instruction • Group learning utilizing technology: <ul style="list-style-type: none"> ◦ Chapters 9-15 Structure Timeline p2 • Guided Reading: <ul style="list-style-type: none"> ◦ Close Reading Activity.pdf • Language Frames: <ul style="list-style-type: none"> ◦ Thesis Writing (2022) • Schoology • Digital Composition of Essays • Teacher-led Breakout Sessions for Professional Development

sentence frames, leveled questioning, graphic organizers, vocabulary development, and cooperative learning structures. Teachers consistently provide students with supportive and clear feedback, which fosters a collaborative relationship between them and the students. Teachers strive to provide all levels of learners with appropriately leveled scaffolds and establish a gradual release of support when mastery is achieved. Consistent cycles of feedback assist teachers in coaching their students to take ownership of their strengths and weaknesses. Redwood High School classrooms strive to be supportive learning environments where students are actively engaged in critical thinking and other learning experiences that go beyond a textbook.

Redwood High School teachers also serve as facilitators of learning to their colleagues. Teachers on special assignment provide professional development to the entire staff to ensure consistency of language and response to intervention strategies such as Visible Learning, EL strategies for success, Flipped Classrooms, and other technology workshops to stay current with research-based instructional methodologies. New teachers are also coached by department heads and administration. In PLCs, teachers effectively collaborate by establishing norms, assigning PLC roles for each member, breaking down content standards, identifying common learning targets and common assessments, analyzing student data, and establishing intentional action steps to implement in the future. Lastly, Counselors are currently training to be educational facilitators by participating in the American School Counselors Association (ASCA) district-wide.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
<p>RHS classrooms provide a variety of instructional settings that foster critical thinking, creativity, communication, and collaboration skills for all students. Teachers strive to create settings where students may apply what they learn in meaningful ways that go beyond the text. This includes integrating technology in all learning environments to help bridge the relationship between academic content knowledge and real-world application of 21st century skills. Multimedia and other technologies are used by teachers to deliver the curriculum. To demonstrate their mastery of the standards and skills measured by the curriculum, students engage with a broad range of texts and multimedia. In order to give students a wide range of options for how they plan, monitor, analyze, and reflect on their work, each environment includes access to a rich array of digital tools and online resources.</p> <p>RHS teachers understand that student learning must go beyond mastery of content and include demonstration of critical and creative thinking beyond the textbook. Teachers use learning management systems such as Schoology and Google Classroom to post a variety of instructional materials and engagement resources to help facilitate learning for all students. Teachers provide alternative routes to assessing student mastery by integrating current educational multimedia resources to re-envision traditional formative and summative assessments. Teachers incorporate student engagement platforms such as Edpuzzle, Jamboard, Peardeck, IXL, Blooket, Desmos, NearPod, Delta Math, and PhET where students engage and collaborate to demonstrate their levels of understanding. Assessments used at RHS cater to the diverse needs of all learners. For example, the English and Math I-Ready adaptive diagnostic is given to students twice a year. The diagnostic pinpoints specific student needs and provides teachers with immediate data-driven instructional interventions, and online resources to support content mastery and foster critical thinking. In efforts to go beyond the textbook, some teachers use Project Based Learning assessments led by student choice, allowing for exploration of individual interests. Students prepare for the real world through activities that include creating a personal finance plan, interactive simulations, developing models, science labs, filling out employment applications, mock interviews, creating resumes, production of visual</p>	<ul style="list-style-type: none"> • CFUs- Ticket out the door • Jamboard- Claim- Argumentative Writing • Essays • Perfect Paragraph.pdf • Lord of the Flies Final Essay • Presentations • IPL Advertisement Project • Quizzes • Unit tests • Formative assessments • Summative assessments • Common assessments • Daily Warm ups: <ul style="list-style-type: none"> ◦ Vocabulary Warm-up • Ticket out the Door • Musical; Dance show; Band/Choir/Orchestra Concerts • Art shows • Internships • FFA • FBLA • FCCLA • SKILLS USA

<p>and performing arts shows, applying for college admissions and scholarships.</p> <p>CTE and Linked Learning Academy courses provide significant opportunities for students to demonstrate creativity and critical thinking by participating in real-world experiences that go beyond a textbook via project-based learning. Students are working closely with industry partners, participating in on-site laboratory experiences, and gaining valuable transferable skills. In order to keep students on track, courses combine rigorous academics that satisfy standards for college readiness with sequenced, innovative, and engaging career-technical instruction. In addition, the Career and Technical Student Organizations such as FCCLA, FFA, FBLA, SkillsUSA, and Mock Trial connect students with industry internships and competitions that foster leadership and interpersonal skills.</p>	<ul style="list-style-type: none"> • Mock Trial • Internships
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C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
<p>RHS offers a variety of ways for students to demonstrate that they can apply acquired knowledge and skills at higher levels. Within units and as evidenced by culminating assignments, students demonstrate learning in myriad ways.</p> <p>Students develop and refine writing skills in English and Social Science classes. In these courses, students are expected to write claims that can be supported with evidence from outside sources and analyze the ways their evidence supports their original claim. Through writing, students are consistently expected to answer high depth of knowledge level thinking questions that demonstrate their learning within units of study. Students also engage in the claim, evidence, reasoning process in science courses in order to convey learning. English and Social Science courses also utilize Socratic Seminars and debates as additional ways for students to demonstrate their acquired knowledge.</p> <p>Many courses offer students Project Based Learning and student choice to exemplify learning. English, World Language, Science, and Social Science courses assign projects to apply knowledge. Some English and Math courses provide students with choice boards to give students more ownership in how they exemplify learning.</p> <p>In Math courses students take quizzes and assessments. In Math 1, students engage in end of unit performance tasks, and in Math 3, students are offered extra credit knowledge extensions at the end of units.</p> <p>Science courses, in addition to writing tasks, provide students with various opportunities to demonstrate learning through experimentation and model analysis. Students apply their understanding of the scientific method by forming a hypothesis and then designing experiments to test them. Students also are able to draw solutions when presented with scientific problems or issues as a way to apply acquired knowledge and skills within units of study.</p> <p>CTE and VAPA students demonstrate learning in unique ways that also provide real-world experiences. VAPA courses (Band, Orchestra, Percussion, Choir, Drama, etc.) have performances where students showcase their learning to an audience. Additionally, students in Visual Art classes have opportunities to enter their art into school, district, and community shows, highlighting their learning that is on display for the whole community. In CTE courses, students also demonstrate learning of applied skills for an audience. Through SkillsUSA, FBLA, FCCLA, FFA, and Slick Rock, students enter into competitions to showcase their learning and develop leadership skills.</p>	<ul style="list-style-type: none"> • Individual Presentations • Group presentations & projects • One-pagers: • Gothic Literature One-Pager • Slideshow/Prezi • Essays • Projects • Bless Me, Ultima Final Project • Unit Test scores: • Unit 1 American Lit Team Data • District final data • CAASPP Data • RHS music students participate in State, Regional and National Honor Music groups. • District Office Art Show • Juried High School Art Exhibition • Redwood's Creative Rangers- First Friday • Lab Reports • Food Preparation

C2.4. Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p>RHS offers a variety of courses that prepare students to effectively transition to adulthood and become college and career ready. Students have access to resources for career awareness, exploration, and preparation, including job shadowing, internships, apprenticeship programs, and community projects. Teachers strive to support college and career readiness at all levels by incorporating critical thinking and cooperative learning opportunities. Students have opportunities to prepare for college by taking part in Dual Enrollment and concurrent enrollment courses with local community colleges as well as credit advancement and credit recovery via Edgenuity either through Visalia Charter Independent Study (VCIS) as a concurrent enrollment course or by enrolling in our Interdisciplinary Acceleration course. These courses are crucial in helping students become ready for college and the workforce and achieving successful academic and professional goals</p> <p>Teachers of the Advancement Via Individual Determination (AVID) academic support program prepare students for college eligibility and success. These courses employ reading and writing as learning tools, inquiry, and collaboration. Teachers focus on building academic skills with structured support, tutorial study groups, and various motivational activities. Teachers prepare students for life after high school by providing explicit practice for collaboration, completing college and job applications, completing financial aid forms, and access to college campus tours. These classes use reading, writing, investigation, and collaboration as learning techniques. With structured guidance, tutorial study groups, and numerous motivational activities, teachers place a heavy emphasis on developing students' academic skills. Teachers help students prepare for life after high school by explicitly practicing collaboration, working on job and college applications, and providing access to college campus tours. Education Specialist case managers collaborate and develop student-specific Career Awareness and Employment Readiness goals, which are reviewed during annual IEP meetings with students, staff, and parents. Information for these goals is gathered through one-on-one interviews between case managers and students. After goals are identified, case managers work closely with students to ensure transition goals are attained. Students in Special Education also have individualized transition plans that are reviewed and worked on throughout the school year.</p> <p>Teachers prepare students for the real world by providing access to a variety of career preparation activities across many fields. Various departments, co-curricular organizations, pathways, and academies such as CTE, Business, AG, VAPA, AOLJ, ACE, and FBLA strive to</p>	<ul style="list-style-type: none"> • ACE Academy Newsletter: • _Fall • Ace Insider Newsletter issue3 • Spring • Ace Insider Newsletter issue4 • California Career and College Readiness Lesson Plan Series.pdf • ACE Academy Advisory Meeting Agenda • SPED Transition Plans • Tobacco-Use Prevention Education Program Overview - Alcohol, Tobacco & Other Drug Prevention (CA Dept of Education)

<p>guide students to succeed in their career paths by utilizing knowledge gained in those courses, in various settings around Visalia. These include: business tours, field trips, internship opportunities, job shadowing, competitive events, student-run businesses, and community service activities. Teachers have established partnerships with surrounding companies such as Groppetti Automotive, McAlister Automotive, Termite mfg., Shamrock Ag, Iden Farms, Tulare County District Attorney's Office, Tulare County Public Defender's Office, and COS. Our Pathways and Academies also meet with advisory boards, and professionals in their respective fields, that guide student learning, through internships. Advisory boards review student work and provide feedback. Students become exposed to a variety of fields and are supported through their paths of career research and exploration. Additionally, our CTE pathways are actively involved in a career and technical student organization (CTSO) which is an extracurricular group for students in CTE pathways to further their knowledge and skills by participating in activities, events, and competitions. Lastly, Physical Education participates in the TUPE (Tobacco Use Prevention Education) program through the Tulare Office of Education. Students receive 6-8 lessons about tobacco-specific student instruction, reinforcement activities, special events, intervention, and cessation programs.</p> <p>RHS XL program creates a positive learning environment that integrates youth development principles, provides academic support, and focuses on PBL experiences. The XL College and Career Ambassador hold Virtual College Fairs for students throughout the school year. The program understands that some students may be limited by transportation or financial means. Virtual presentations are led in the library. Schools visited vary across all levels, such as Concordia University, Cal Poly SLO, COS, Fresno CC, UCSC, UCSD, CSUF, and UTI.</p> <p>Redwood High School counselors provide academic, college, career, personal and social guidance to all students. Counselors hold informational parent webinars each semester regarding graduation requirements, UC/CSU, strategies for success, College Application preparation, and FAFSA forms for each grade level. Presentations will also occur in English 9-11th grade courses regarding graduation requirements, California Colleges accounts, and meeting the College and Career Readiness requirements. Counselors provide Seniors with access to college preparation activities at all levels, such as providing engaging and informative presentations focusing on Financial aid, COS Application, CSU, and UC workshops. Counselors work closely with students and parents to connect them with helpful resources to support their college and career goals.</p>	
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ACS WASC CATEGORY C. LEARNING AND TEACHING: SYNTHESIZE STRENGTHS AND GROWTH AREAS

Redwood High School provides students with a rigorous and engaging learning experience. Through our Schoolwide Learning Outcomes, teachers build from a common foundation when planning and implementing lessons. Teachers and staff provide students with the standards/expected performance levels in order to demonstrate learning and college and career readiness. Teachers create learning environments that actively engage students of all levels and are equity-centered. Teachers serve as learning coaches and are knowledgeable about current evidence-based teaching strategies. RHS classrooms offer a range of instructional settings that encourage critical thinking, creativity, communication, and collaboration skills in all students. The use of technology in RHS classrooms helps to bridge the knowledge gap between academic content knowledge and the practical application of 21st-century skills. Counselors assist students in achieving their academic and professional goals by providing academic, college, career, personal and social guidance in a variety of ways throughout the school year. Courses at RHS help students prepare for college, and the workforce, as well as successfully make the transition to adulthood.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C:

Areas of Strength

1. Dynamic elective programs, pathways, academies, and organizations
2. Course offerings address student interests
3. College and career readiness promotion
4. Differentiation of instruction
5. Addressing whole student
6. AP Test scores and other test scores

Areas of Growth

1. Open-mindedness to ed tech tools
2. Consistency of interventions site-wide
3. Common assessments and data-driven decisions for PLCs
4. Strengthening curriculum maps and developing a master schedule that fosters strong PLCs and vertical articulation

D. ASSESSMENT AND ACCOUNTABILITY

D1. REPORTING AND ACCOUNTABILITY PROCESS CRITERION

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
<p>Redwood uses a variety of assessment tools to analyze student progress. PowerSchool is used site-wide for grading entry and graduation progress. Illuminate is a common platform used to evaluate the percentage of students who have/ have not mastered set standards. Our department-level PLCs use Illuminate data from common formative assessments as well as district-level assessments to analyze best teaching practices. Schoology is also used for such tasks as common department assessments, final examinations, graded written assignments, and lab reports(science). This data is used to determine percentage mastery and/or proficiency, and those results guide decisions regarding re-teaching and intervention.</p> <p>ELPAC data is evaluated for placement of EL students. Teachers look at Advanced Placement test results, CAASPP (California Assessment of Student Performance and Progress), and state test results to determine trends as departments. I-Ready data is used at the beginning and end of each year to evaluate student reading levels. The I-Ready assessment is also used within the Redwood Math department.</p> <p>Redwood Special Education staff uses standardized tests, such as Wechsler Individual Achievement Test and the Wechsler Intelligence Scale for Children, along with classroom data and teacher input to determine the Present Levels of a student on an IEP. These tests are also used to determine a student's placement who is on an IEP.</p>	<ul style="list-style-type: none"> • Schoology • District level finals, • Pacing Guides • AP student reports • PowerSchool • Illuminate • i-Ready • Performance Matters • iLit • Savvas Easy Bridge • PearDeck • Socrative • Kami • Edgenuity • Blackboard • Excel Progress Tracker • Kuta • Data Analysis worksheets • IXL Diagnostic • WIAT • Common assessments • Speaking Project Presentations • Common Assessments • Flipgrid for speaking quizzes online. • Senders • State Physical Fitness Testing • Kahoots • Growth Mindset • Portfolios

D1.2. Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
<p>Using frameworks from the state and scope and sequence documents developed by VUSD, PLCs at Redwood develop the curriculum assignments (posted on Schoology, Google Classroom, and website calendars) and assessments (such as common formative assessments, rubrics, and performance-based assessments, as well as peer review/student self-assessment for performance-based classes) to help the students meet the learning goals of each course, as explained on the syllabi. Assignment and assessment results are discussed with students throughout the semester, and parents are informed about students' progress through PowerSchool, ParentLink, and counselors. Additional counseling is offered on a case-by-case basis by teachers, counselors, case managers, and administrators to help improve individual grades and meet individual needs.</p>	<ul style="list-style-type: none"> • Schoology • Google Classroom • Blackboard • Common Rubrics for SAQs • Syllabi • PowerSchool • ParentLink • Edgenuity • Ticket-out-Doors • PLC Meetings Agendas • Math Assist • District Google Drive • Portfolios • I-Ready • SCR • Common assessments • Common pacing guides • Edpuzzle • Quizlets • Quizziz • CER's • Kahoot

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>Teachers at Redwood monitor the growth and progress of all students by updating grades regularly (at minimum every two weeks) on PowerSchool. Category weights for overall grades are agreed upon by all PLC members, as well as the grading scale for each course. This is effective because all students are held to the same standards for each course. PowerSchool allows the teacher to readily update grades and communicate with students and parents about the progress of the students. Redwood students are all provided with a login to their PowerSchool and Schoology accounts and can access their grading progress on a 24-hour basis. Redwood parents also have this capability.</p> <p>Redwood Administration and Counseling know that parents and students are able to monitor their grades, homework, and assessments via the use of Schoology and the Parent/Student portal. Progress reports are sent through the mail every six weeks, and report cards are sent at the end of each semester. School counselors meet individually with students to review graduation credits, and A-G requirements, and to make referrals to the XL tutoring program. Ninth-grade students are offered a College & Careers course where they can begin to research the college and careers of interest. Counselors meet with at-risk students after each grading period and they send letters and/or Parentlink messages home to parents to keep them informed.</p> <p>Our CTE programs require students to successfully complete lower-level classes to move to advanced levels or they must attain teacher approval. This ensures that our students are meeting career-ready standards within Redwood's programs.</p>	<ul style="list-style-type: none"> • PowerSchool • Schoology • Teacher websites • I-Ready • iLit • Blackboard Parent Connect • Syllabi • Common Grading Scales • Common Pacing Guides • Delta Math • Kuta • IXL • PLC meetings and data analysis worksheets • ParentLink/Remind/Email • Common Rubrics • Redwood HS Planning Site • VUSD AAA • CaliforniaColleges

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>Redwood High School has Counselor meetings/class visit presentations every semester where students go over credits and graduation requirements. Counselors meet individually with students to ensure that they are on track academically. Regular PLC meetings are used at both the school and district levels to align grading, assessments, and pacing. Students and parents have access to Power School where they have access to students' grades. Homework and grading policies are determined within the PLC group. Edgenuity is used to close achievement gaps and learning loss, collaborating with counselors and administrators weekly to monitor student achievement progress and collaborating with IEP, SST, and 504 case managers to ensure proper support(s) are given to students.</p> <p>Tier 2 and Tier 3 teams communicate with teachers about specific behavior support students need in class. Awards and recognition are given to students who successfully complete assigned intervention programs. Monthly individual meetings are held with students to assess progress in their specific intervention course.</p> <p>The PLC meetings allow Redwood teachers time to collaborate as we address the academic needs of the students through academic assessments, IEPs, 504s, and SSTs. In addition, we discuss classroom strategies and best classroom management practices.</p> <p>Students who are deficient in credits are referred to intervention counselors for additional support.</p>	<ul style="list-style-type: none"> • District Website • Teacher Websites • Syllabi • Schoology Pages • Illuminate • PowerSchool Parent Portal • District-wide Google Drives • Data Analysis worksheets • PLC Agendas • Edgenuity • IEP/504/SST Meetings • Progress checks • Blackboard Phone Calls/Messages • Email • I-Ready • WIAT Assessment • Shared Pacing Calendars • Shared google drives and docs • Pear Deck • Unit Tests • State Standards and Frameworks • Course Outlines • District Meetings • Shows, Performances, Competitions • Redwood HS Planning Site • VUSD AAA • CaliforniaColleges

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
<p>Redwood PLCs use SMART goals to create a results-driven process although this is not uniform throughout the departments. PLCs also evaluate student achievement based on results from written assessments such as quick-writes, essay questions, and DBQs. There is no uniform process by which Redwood's various departments use assessment results to make changes to the curriculum. In some PLCs discussions around assessment results are minimal, so the curriculum has many holes that need to be revisited to make sure the correct content standards and skills are being assessed.</p> <p>Assessment results allow staff to reflect on where students are academically and help steer teachers to where they want to be. PLCs look at data in an effort to narrow the best practices leading to desired results. Advances in technology periodically warrant staff development targeted at familiarizing personnel with what is available. The hope is that increasing staff comfort with technology will allow fuller implementation.</p> <p>Redwood now has nine periods of Study Table courses for students with IEPs. Education Specialists (Special Education Teachers) are better able to support students who are struggling in the regular education setting. This has helped increase student grades, academic achievement, and work completion which can be viewed in PowerSchool. Credentialed Special Education Teachers push into the regular education setting for English courses. Special Education aides also push into a variety of regular education settings that include but are not limited to Math, English, History, Sciences, and electives.</p>	<ul style="list-style-type: none"> • PLC goals slides • District Writing Assessments • I-Ready • District Finals • iLit GRADE Test • ELPAC • PLC Agendas • SMART Goals • PLC Pacing Calendars • Schoology • PowerSchool, Google Forms • Professional Development Calendars • PLC shared agendas • Data Analysis in PLC Groups • PLC Pacing Schedule • District Finals • CANI (Constant and Never-ending Improvement) • Blackboard for parent-teacher communication • CAASPP

D2. USING STUDENT ASSESSMENT STRATEGIES TO MONITOR AND MODIFY LEARNING IN THE CLASSROOM CRITERION

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>Redwood teachers use a common grade scale within PLCs. This includes common formative and summative assessments. labs, including section quizzes, map quizzes, vocabulary quizzes, benchmarks, exit slips, chapter tests, common assessments, and district finals. Teachers write Essential Questions to help shape teaching and test content. Redwood teachers are working on a re-teaching strategy and time frame (when needed) on an individual or group of students, and then, in some cases offering students the chance to retake the assessment until proficient.</p> <p>Redwood Special Education teachers use common district-wide assessments. These assessments are written/created by District Lead PLC teams.</p>	<ul style="list-style-type: none"> • PLC Learning Targets per unit • Essential Questions per unit • Intervention days (flex days) imbedded in pacing guide • Vocab Quizzes • Common District level final • Common Assessments • Common Summative Assessments, Common Formative Assessments • PowerSchool • XL-tutoring • TODs • CFUs • PearDeck • I-Ready • Google Forms • Focus Walls • District Writing Assessments • Schoology • Common Syllabi • Common PLC Grading • Teacher observations and feedback to students • Portfolios • SMART Goals • Peardeck • Blackboard for parent-teacher communication

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college-and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p>Learning objectives are encouraged to be posted every day in class so students know what they are going to learn. Grades are posted in PowerSchool, Schoology, and other online learning platforms to keep students informed of their progress. Teachers often provide written comments on assignments or they use a rubric to provide feedback. In addition, email messages and individual conferences are done in class periodically or as needed to discuss student progress in class. Many teachers are available before/after school and during lunch for additional support.</p>	<ul style="list-style-type: none"> • Schoology/Google Rubrics w/ comments Schoology comments • Writing conferences • Grade checks, semester reflections for feedback on learning process, office hours • intervention sessions • TOD's, • Schoology • PowerSchool • Parent Contact • Email • Blackboard • counselor meetings • Edgenuity • Progress Report, • Pacing Guides • Schoology/PowerSchool. • IEP team meetings • Office hours • Syllabi • Posted Objectives • CANI Constant and Never-Ending Improvement • Focus wall • PLC Meetings and Running Agenda • Flex days/interventions for struggling students • Peardeck

**ACS WASC CATEGORY D.
ASSESSMENT AND ACCOUNTABILITY:
SYNTHESIZE STRENGTHS AND GROWTH AREAS**

Professional Learning Communities work collaboratively to provide a rigorous curriculum that includes formative and summative assessments to monitor student progress. Parents, students, counselors, and administration are able to monitor student progress and grades via PowerSchool and Schoology. Although PLCs work collaboratively to develop and analyze common assessments, there is no specific time set aside during the school week to address intervention and/or enrichment.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D:

Areas of Strength

1. Professional Learning Communities, PLCs have a clear focus on academic pacing and grading scales.
2. PLCs have consistent pacing guides with common formative assessments.
3. Redwood teachers and staff use multiple 21st-century assessment practices within our teaching practice.

Areas of Growth

1. Redwood currently has no uniform way in which data is analyzed in our Professional Learning Communities.
2. Lack of consistency at Redwood updating grades regularly and tracking student progress.
3. Redwood currently has no specific time during the day specific to intervention/enrichment.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. PARENT AND COMMUNITY ENGAGEMENT CRITERION

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students

Findings	Supporting Evidence
<p>Summer Communication: Redwood High School distributes a summer mailer every school year. This summer mailer includes information about orientation for freshmen, information about student academic, athletic, and co-curricular life, and ways to connect to a variety of Redwood activities and groups. It also includes all of the forms a student needs to complete.</p> <p>Beginning of the school year: At Back To School Night, there is an informational meeting for ninth-grade parents. These meetings are conducted in both English and Spanish and are a brief overview of academic, athletic, and extracurricular programs offered.</p> <p>In the fall, the counseling department hosts Parent Academy Nights to promote college and career information.</p> <p>In Core classes, teacher syllabi are used to communicate course expectations to students and parents. Parents have the opportunity to connect with teachers at Back to School Night and Open House. The Redwood High School website and PowerSchool have links to teacher emails.</p> <p>Throughout the year: Teachers, counselors, and administrators communicate with parents through email, phone calls, Remind, and/or Blackboard Parentlink. The daily bulletin is posted on the Redwood website and community members can subscribe to daily delivery. There is a daily bulletin podcast hosted on the Redwood Gigantea, the school's newspaper. The podcast is also distributed to teachers via email and extra minutes are built into 2nd period for the bulletin to be read or the podcast to be played. Many of the clubs and organizations on campus use social media platforms like Instagram, Facebook, and Twitter to share information about meetings and activities.</p>	<ul style="list-style-type: none"> • Summer mailer • VUSD conduct code • RHS calendar of events • Redwood High School Website • Teacher Syllabi • Schoology, Google Classroom, PowerSchool • ELAC committee • Daily Bulletin & Podcast • Student parent handbook • VUSD Conduct Code • parent nights • Counseling Department website • Counseling Department Calendar of Events • Remind app

<p>PowerSchool, Schoology, Remind, and Google Classroom are used by teachers to communicate grades and assignments in courses. A majority of Redwood's clubs and organizations use Instagram to share-out club meetings and information. Parent/student meetings with counselors are set up during a student's freshman year to lay out a 4-year plan. Parents are able to request meetings with counselors, teachers, and administrators throughout the year.</p> <p>Redwood has a diverse staff some of whom speak other languages, such as Spanish, French, and ASL. Bilingual parents are invited to ELAC meetings held multiple times a year and college/career and financial aid information is shared. Also, an Administrative Assistant was added as a translator to help with translation for parent meetings with Admin or Counselors along with translation at IEP, SST, 504, and SARB meetings.</p> <p>For students with an IEP or 504 Plan, the school team includes the parents of the student. During the annual meeting, parents have the opportunity to share their concerns as well as input regarding goals and accommodations.</p> <p>Redwood's VAPA and athletics departments have many connected parents who assist in organizing fundraisers and help with rehearsals, concerts, and performances. Parents are encouraged to join the Redwood Assistance Foundation (boosters) to support VAPA and athletics.</p> <p>CTE classes are supported by advisory committees who communicate employer expectations. The academies (Architecture Construction and Engineering, Law and Justice) also have advisory committees.</p>	
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E2. SCHOOL CULTURE AND ENVIRONMENT CRITERION

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.	
Findings	Supporting Evidence
<p>Redwood is considered a safe school by students, staff, parents, and the community. Redwood follows district regulations per the education code. The parent handbook lays out policies and discipline procedures. Emergency and evacuation procedures are posted in every classroom and practiced throughout the year. We have a Schoolwide Safety Plan and all staff members work together to ensure the emergency procedures are being properly followed during all emergency drills.</p> <p>An additional full-time Campus Supervisor was added this year to help with supervision of both campuses. During passing periods campus supervisors oversee students walking to classes and monitor the traffic over the bridge that connects the two campuses. Physical education teachers supervise the pool area and tennis courts during passing periods. Administrators and counselors are stationed at all exits during lunch to monitor on and off-campus activities.</p> <p>In the 2022-23 school year, Redwood adopted the use of the Mingo app to monitor students out of class and leaving passes. Students in grades 10-12 have the privilege of leaving campus for lunch and Student IDs are scanned through an app CodeReader. However, as students are flagged for excessive tardies, absences, and misbehavior, they are not allowed off campus for lunch.</p> <p>Redwood's gymnasium and the walkways surrounding it have been off-limits due to a continuing construction project slated to end in January of 2023. This has caused significant disruption to our flow of traffic between Main campus and Sierra Vista campus. It has also disrupted our PE and athletic departments as well as impacted rallies and general school assemblies. The gym should be completed in early 2023, although construction delays may occur.</p> <p>Gates are locked during the school day and after school. Teachers practice a "lock behind you" policy ensuring that once teachers leave a room or campus, the area is secure. Cameras are strategically placed around campus to maximize student safety. Even though cameras have been expanded, the camera system has blind spots in relatively large areas. Redwood is in the process of adapting a new</p>	<ul style="list-style-type: none"> • School Safety Plan • Healthy Kids Survey • Climate Survey • School Safety Plan • Lightspeed Alerts • Parent Handbook • Campus Supervisor Posts

<p>system to address this concern. If needed, Redwood has a youth services officer on campus.</p> <p>Redwood is a big school and cleanliness is always a challenge. The custodial and grounds crews are split into daytime and afternoon\evening shifts. Custodial and Grounds Day Crew is responsible for cleaning the school grounds, especially after lunchtime. Part of the T.R.U.E Ranger effort at Redwood encourages taking pride in our school. The custodial staff does a moderate job at night by taking out the trash and cleaning up all classrooms. Staff opinions of this work are mixed. If there is a facility issue, the staff can access SRTS to report the facility issue which is usually quickly addressed.</p> <p>As a result of changes made during the COVID-19 pandemic, Redwood has installed air purification units in each classroom.</p> <p>In the classroom, each teacher has their classroom rules and expectations for behavior in their syllabus, and some teachers post expectations in their classroom. The T.R.U.E. posters around campus promote school-wide expectations of students and staff at Redwood.</p> <p>Uniform Complaint procedures are established by the board and the guidelines are posted in every classroom.</p> <p>Students may access the internet for school-related projects and it is filtered for their protection. If a teacher recognizes a student who is emotionally distressed or physically hurt, Redwood has a school psychologist and a school nurse. Our behavior intervention technician is also available to provide support to students. Redwood has an athletic trainer who addresses any health concern a student-athlete may have.</p>	
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E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
<p>Redwood High School has a rich and diverse club community that offers a wide variety of activities on and off campus. From day one, Rangers are given a Superfan t-shirt representing that they are Rangers. Link Crew is responsible for ninth-grade orientation and welcomes students to our school providing fun activities to connect freshmen to campus life. In the classroom, teachers provide their expectations in syllabi and model appropriate behavior.</p> <p>Redwood provides opportunities for every student, from AP classes to classes with Push teachers to Special Education classes. The XL program provides students with after-school enrichment classes on Redwood campus. Student Tutoring is available both morning and afternoon. Other offerings include Hip Hop, ESports, and Robotics. XL also collaborates with campus clubs and community organizations to offer activities such as Therapy Sessions with Pet Partners and Healing Circles with the local Heal Project team.</p> <p>Redwood recognizes the importance of the individuality that adds to our diversity. Staff, students, and parents create IEP's that are specific to the needs of the individual. Progress is reported on Behavior Plans, 504's, speech goals and SPED goals throughout the year. Transition plans focus on what students can do during and after college. Interdisciplinary acceleration classes teach study skills, offer homework assistance, and provide an opportunity for Credit Recovery. PLCs meet and discuss data-driven instruction and testing in each subject area focusing on student achievement.</p> <p>The AVID Program provides a space for students to nourish their post-high school educational goals. Because AVID is a 4-year program, there is a family atmosphere that is created, where students support and encourage each other's learning and learning goals. The AVID program's expectation of each student being academically and mentally prepared for the rigors of a CSU or UC education provides a clear goal that focuses on all students' educational expectations.</p> <p>Redwood's staff participates in monthly district-mandated Keenan trainings throughout the year. These are conducted via self-paced informational sessions that focus on bullying prevention, workplace safety, suicide awareness, sexual harassment training, etc.</p> <p>Students are encouraged to earn the College and Career Readiness cord for graduation. Criteria for the cord is based on the College/Career Readiness Calculation set by the CDE. Redwood offers various opportunities to allow all students to qualify for the CCR cord.</p>	<ul style="list-style-type: none"> • Club list • TRUE Ranger • Link crew • XL program offerings • 8th grade visits • PLC list • Counseling Department Calendar • Scholarship Website • Keenan trainings • College/Career cord requirements • Edgenuity

<p>Redwood hosts several student equity forums throughout the year. In these open forums, students, site administration, and district administration discuss topics presented by students.</p> <p>Redwood recognizes student success through Academic Letter Awards and publicizes the CSF (California Scholastic Federation) members. The Redwood ASB provides a recognition BBQ to celebrate student achievement. The counseling department hosts an annual scholarship night. Students can earn Academic Letters and Athletic/VAPA Letters.</p> <p>Redwood staff has worked diligently to build relationships with students. From club leaders to supervisors at the gates, to the coaching staff, creating a positive environment is a focus. When students and staff claim they “bleed blue”, it is because of the pride and the unique sense of belonging that Redwood provides.</p>	
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E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.	
Findings	Supporting Evidence
<p>In the past few years the administration at Redwood High School has undergone a significant turnover in personnel. We begin the 22/23 school year with a new principal and several new assistant principals. During our last principal’s tenure, teachers could recognize each other with “kudos” and the administration recognized staff with “game balls”.</p> <p>PLCs are scheduled on Mondays to allow for planning and establishing subject area goals. These goals are not driven by administration. All PLCs have established norms. This allows for better collaboration.</p> <p>The distance created by the COVID-19 lockdown ended many of our staff connection traditions. The 22/23 school year has seen the return of payday treats at the end of each month. Redwood is working to re-introduce other traditions such as BBQ’s.</p> <p>During the school year, Redwood Administration surveys staff mid-year and at the end of the school year for input regarding PLCs, Culture and Climate, Staff Development, and Student Learning.</p> <p>Results from the VUTA Climate Surveys administered to staff are shared with the Principal in order to address concerns and provide feedback.</p> <p>Students are given a VUSD School Climate Survey each year to collect student input and perspective. During the Spring of ‘22, a Senior Voice Survey was administered to all VUSD Seniors. VUSD Board Members then met with student representatives from each school site to further discuss strengths and weaknesses with each campuses’ school culture and climate.</p>	<ul style="list-style-type: none"> • Staff survey • VUSD Student Climate Survey • Senior Voice Survey

E3. PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC STUDENT SUPPORT CRITERION

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
<p>Redwood supports students at every level of need. Students have access to a school nurse, school site psychologist, social worker, counselors, Special Education teachers, certificated and classified staff, and administrators. Specialists include the Recovery Resource counselor, Behavior Intervention Technician, Safe Student Intervention Program, and Youth Services Officer.</p> <p>Support systems are in place for students who have an Individualized Education Plan (IEP) or 504 plan. Meetings are held annually or as necessary to inform and update accommodations and/or modifications for students. Redwood offers push-in support to core classes for students on an IEP in General Education courses.</p> <p>Some incoming 9th-grade students are placed in intervention courses such as Math Assist, Math Principles, or Reading Improvement in order to gain immediate support in Math or ELA. Incoming 10th graders can be placed in Math Assist along with their Integrated Math 2 course for extra support.</p> <p>The ProYouth XL Program offers before and after-school peer tutoring as well as a variety of enrichment activities. The District offers free online evening tutoring in Math for students where they are able to work directly with Visalia Unified math teachers.</p> <p>The AVID program provides extra academic and college/career enrichment through a broad spectrum of support. The XL program has a college support staff member who, along with Redwood counselors, can help students with resume building, college application completion, study skills, interview workshops, and future careers inventory through the California Colleges' software to set attainable goals.</p> <p>Students who are academically prepared for the challenge are able to register for Dual or Concurrent Enrollment classes at COS in the Fall, Spring, or Summer terms. Currently Redwood offers Dual Enrollment English 1 and English 2 classes on campus for seniors.</p> <p>Saturday School opportunities are available for students and offer a wide range of enrichment activities.</p>	<ul style="list-style-type: none"> • EES • AVID • XL Program • Zoom tutoring • 504s, IEP's, SST meetings • Saturday Academy flyers, staff interest forms • Tier 1: Copy of Tier I Key Practices • Tier 2 & Tier 3: Copy of Tier II and Tier III Referral Process

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

Findings	Supporting Evidence
<p>Support systems are in place for students who have an Individualized Education Plan (IEP) or 504 plan. Case managers monitor students on their caseload to ensure accommodations and/or modifications are being provided by the general education teachers. Our Student Study Team (SST) referrals for students who are struggling focus on providing students with the right strategies and programs. Teachers provide feedback and as a team develop a plan that best suits student needs. The team consists of a school psychologist, social worker, teachers, students, parents/guardians, and administration.</p> <p>Redwood Counselors notify parents and students every 6 weeks regarding progress on grades. PowerSchool and Schoology are accessible by parents and students at all times online or via an app to monitor progress. Students at risk of not graduating due to credit deficiency are referred to the Credit Recovery Edgenuity classes offered during periods 1-6 on campus.</p> <p>Redwood uses the daily bulletin and social media platforms as a form of communication with students, parents, staff members, and the community. Additional forms of communication that Redwood uses are the apps Minga and Remind.</p> <p>Redwood's Culture and Climate teams provide multi-tiered support through positive reinforcement, social-emotional support, and enforcing school-wide behavior expectations. Team members include our BIT, SSIPs, School Psych, Counselors, Social Worker, and Administrators. An example of a Tier 1 initiative is the Redwood Stickers that are handed out to all students on campus and at events. Leadership students also have the opportunity to distribute stickers to students.</p>	<ul style="list-style-type: none"> Teachers can communicate with parents through the Blackboard platform to discuss academic progress <p>IEPs, 504s, SSTs</p> <ul style="list-style-type: none"> Tier Referral Process Doc. Redwood's Tier 1 team (Admin, Teachers, Counselors) Tier 2 team (select students monitored - Admin, Intervention Counselors, SSIP, BIT, PSYCH, SSW) Tier 3 (Individual meetings with select students - Admin, SSW, PSYCH) Redwood Stickers

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
<p>Redwood has an effective multi-tiered support system that positively impacts students' success and achievement as evidenced by our graduation rate, the percentage of students identified as prepared by the College and Career Indicator (CCI), and the number of students completing a CTE pathway and/or Dual Enrollment.</p> <p>Redwood's Tier I-III teams review student data to assess the impact that targeted interventions have on student achievement.</p> <p>During the 2020-2021, 2021-2022 school years, the Cultural Proficiency Team was composed of teachers, administrators, parents, students, and classified staff. Many of those team members are current members of the Tier 1 and Tier 2 teams. Students were surveyed and are able to participate in Student Equity Forums.</p>	<ul style="list-style-type: none"> • Incident Data • Counseling Log Data • SSW Data • School Psych Data • Student Equity Forum calendar • Grade Data • CA Dashboard • Tier Team Meetings

3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>Redwood High School has a rich and diverse campus culture. We are strong in club, athletic, and co-curricular life. In the Visual and Performing Arts (VAPA), our dance, drama, and music classes hold many performances and concerts throughout the year.</p> <p>Our CTE pathways and Linked Learning academies build opportunities for students to engage in professional pursuits involving industry partners and real-world applications and provide numerous paths by which students can explore the workforce.</p> <p>Print and digital work that connects kids to each other, the school, and the greater community is created by our yearbook, journalism, and video students. Students in Yearbook Journalism, Advanced Film, and Advanced Broadcasting can be seen at all events capturing moments, conducting interviews, and in turn sharing information with the Redwood and local community through their websites and social media accounts.</p> <p>SkillsUSA allows students to apply program learning to competitive events throughout multiple trades.</p> <p>Internships through work-based learning and the College & Career Readiness programs allow students to apply their learning to real-world work twice a month.</p> <p>Link Crew invests in building a bridge for our incoming freshmen as they transition to high school life and while they navigate their freshman year. The leaders help them develop a sense of belonging to the Redwood community.</p> <p>Our FFA competes at the local and regional level in competitions for public speaking and at the Tulare county fair for animal showmanship</p> <p>Our ASB invests in school culture with schoolwide events such as Love Week, Cowhide, and Homecoming. They reach out to our feeder schools to share the Redwood energy through visits. ASB also hosts the annual Club Day to connect students to our club community. They host a Rally Club which is open to all students who want to promote school spirit. ASB also hosts the annual Recognition BBQ to recognize student involvement and their hard work.</p> <p>The district and site have invested in Student Equity Forums that are open to all students and all questions. District leadership and students connect to discuss ideas important to them.</p> <p>Our athletic program includes a wide variety of sports available to members of our student body. Additionally, Redwood has an eSports program.</p>	<ul style="list-style-type: none"> • RHS CTE and LL Academies • VUSD CCR Website • AOLJ • Business/FBLA • Ranger TV (Advanced Broadcasting) • ASB Calendar of Events

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
<p>There are many ways students make personal and community connections at Redwood High School. Student leadership in ASB, LINK Crew, School Board Representative, SSC, and Student Equity Forums all provide structured and meaningful opportunities for students to advocate for their needs. The Senior Voice survey gives outgoing seniors a chance to speak about and reflect on their experiences. The Redwood Gigantea publishes stories about Redwood life online daily and in a print edition six times a year.</p> <p>Work Based Learning for all of Redwood's Pathways afford students opportunities to interact with our community. Internships, real-world practice, and community support from industry partners enhance the experience for these students.</p> <p>Students actively participate, deepen their sense of self and enhance their community through the AVID Thanksgiving Food Drive, volunteering at elementary schools, the Link Crew Haunted Hallway, and Trunk or Treat. ASB projects like Homecoming week, Cowhide week, and LOVE week deepen campus connections. Drama's One Acts in the spring are student-written and student-directed.</p> <p>These are just a few of the rich and diverse opportunities that Rangers are afforded during their tenure.</p>	<ul style="list-style-type: none"> • ASB Council Meetings • Clubs • Redwood Gigantea • SSC • Student rep for VUSD Board Meetings • Love Week • Community Service (numerous clubs) • AOLJ Canned Food Drive • Interact charity work • Academy of Law and Justice interaction with Industry Partners • Architecture, Construction, and Engineering interaction with Industry Partners • Student Surveys • Student Equity Forums

ACS WASC CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH: SYNTHESIZE STRENGTHS AND GROWTH AREAS

Redwood High School has an amazing history of a strong school culture. Redwood High School prides itself on offering classes, programs, and activities that connect students to school. The Redwood High School staff is dedicated to providing students the opportunities to be prepared for college or the workplace. Teachers work well together to meet the needs of students and would like to actively pursue ways of helping underachieving students. There is a positive atmosphere among the faculty, students, parents, and administration. The counseling department offers parents a variety of opportunities, through presentations to encourage academic success as well as college and career readiness. Administration and faculty continually review safety issues and promote an environment of safety and security. The campus is generally seen as a clean environment, but students and faculty are concerned about the trash generated during lunch. We have increased staff members in charge of campus supervision. Technology helps keep parents updated about campus activities and academics. Various extracurricular activities help connect students to school. There are many diverse clubs and organizations to match students of varying interests and cultures.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E:

Areas of Strength

1. Strong and diverse offerings- VAPA, Linked Learning Academies, elective offerings that connect with a wide range of students
2. Redwood High School has a strong school culture that is enhanced by clubs and organizations on campus.
3. Redwood High School has supports in place for students at all levels of need and holds high expectations for all students.
4. Redwood High School staff has worked to rebuild school culture after the challenges of COVID-19.

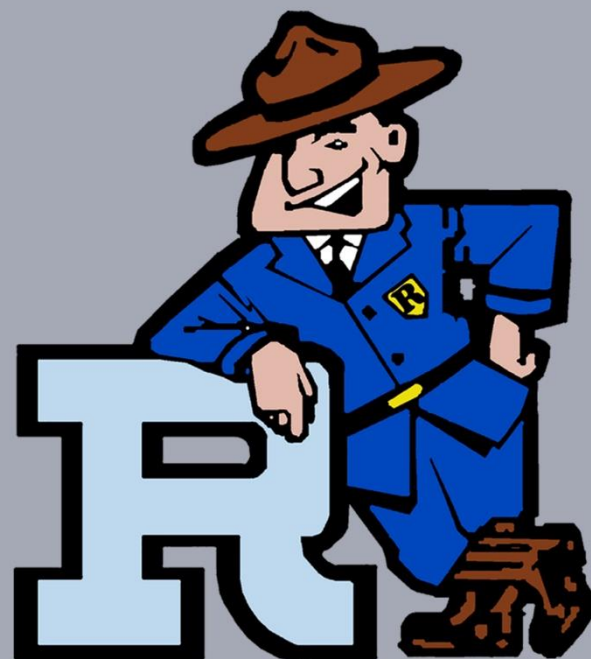
Areas of Growth

1. Due to growing student enrollment, Redwood High School needs additional staffing in the following areas/departments (Counseling, Attendance, Campus Supervision, Administrator of Student Supervision, Core teachers, and Elective teachers.)
2. We are working on plans to improve facilities and expand with additional portables.
3. We recognize that because of our large school size and facility and program limitations, we are having to limit class opportunities for students.

PRIORITIZED AREAS OF GROWTH NEEDS FROM CATEGORIES A THROUGH E

PRIORITIZE THE GROWTH AREAS FROM THE FIVE CATEGORIES

- We must continue rebuilding student and staff culture after the COVID-19 setbacks.
- Recent administration and staff changes have created an environment needing clear communication (as people in new positions become more familiar with their roles and responsibilities we anticipate communication to improve).
- Due to growing student enrollment, Redwood High School needs additional staffing in the following areas/departments (Counseling, Attendance, Campus Supervision, Administrator of Student Supervision, Core teachers, and Elective teachers).
- Redwood currently has no specific time during the day to address intervention/enrichment (Consistency of interventions site-wide).
- There are continued efforts by Redwood High School PLCs to improve data-driven instructional practices (data analysis-training on how to view data and what to do with it is needed).
- Increased parent participation that reflects all of our enrolled student populations.
- Increased participation by staff and parents in IEP/504 meetings.
- Lack of consistency at Redwood updating grades regularly and tracking student progress.



A.Ceballos/Redwood Gigantea



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CHAPTER 4

SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS

SUMMARY FROM ANALYSIS

Redwood High School has had growth in the major focus areas created by the School Plan for Student Achievement (SPSA) however, the staff has recognized that there is room for growth in certain areas.

Redwood High School has focused on minimizing the achievement gaps by increasing college and career readiness and establishing academic and social-emotional support. Student learning needs were discussed and identified during home group meetings. Staff analyzed data (i.e. AP Scores, ELPAC, D/F Lists, CAASPP scores, ACT Scores, SAT scores, and perception data such as student/staff/parent surveys). Staff identified trends and anomalies and preliminary student learner needs. Focus groups recommended areas of strengths, growth, and next steps.

Based on our focus group findings, local assessment results disaggregated CAASPP, California School Dashboard results, parent, staff, and student survey results, as well as other site-specific data such as semester D/F rates, and accelerated course enrollment. We have identified the following major student-learner needs at Redwood High School:

CRITICAL STUDENT LEARNER NEED:

Increased academic achievement and growth on the CAASPP in both English and Mathematics by focusing on PLC collaboration in conjunction with best teaching practices.

Specific Findings:

- CAASPP Data
- Grade Reporting Data
- I-Ready Data
- California Dashboard Results

CRITICAL STUDENT LEARNER NEED:

Increased academic achievement and growth for our EL student population in order to help more students reclassify their ELD status by focusing on ongoing ELD training for all staff that incorporates an understanding that our students' multilingual EL status is an asset and brings value to our campus. We will strive to develop partnerships with our multilingual families and create a climate where EL students can thrive through the use of research-based practices in order to meet the needs of EL students.

Specific Findings:

- ELPAC Data
- CAASPP Data
- I-Ready Data

CRITICAL STUDENT LEARNER NEED:

Identify, monitor, and support at-risk students by providing an engaging, supportive, and emotionally safe environment to minimize suspension and discipline incidents and increase attendance rates through multiple supports including, academic counseling, and positive behavior/tiered intervention systems.

Specific Findings:

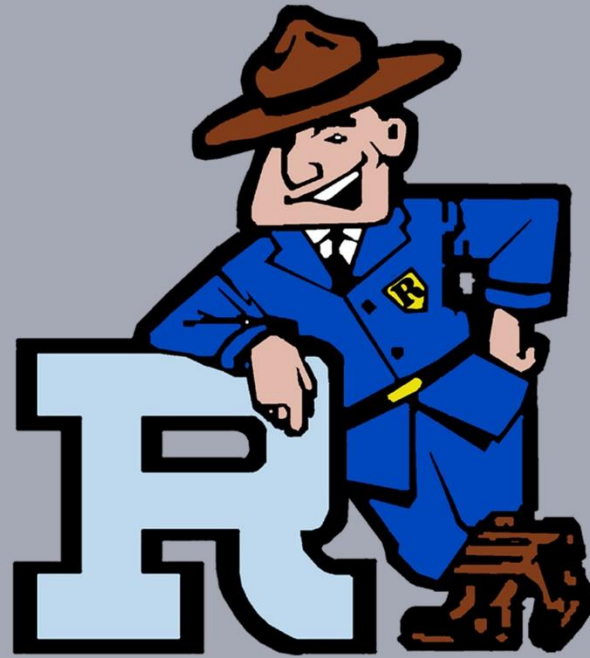
- Discipline Data
- Grade Reporting Data

CRITICAL STUDENT LEARNER NEED:

Increase communication from school to home regarding school-wide events to increase and improve participation academically and behaviorally. Maintain the percentage of students involved/participating in co-curricular and/or extra-curricular activities at Redwood High School at 75% or higher to foster a sense of connectedness and belonging.

Specific Findings:

- ASB Calendar of Events
- Athletic Reports
- Club Enrollment
- Blackboard Reports
- Website
- Bulletin
- Social Media Accounts (Instagram, TikTok)



CHAPTER 5

SCHOOLWIDE ACTION PLAN/SPSA

SCHOOL-WIDE ACTION PLAN

Redwood High School SPSA goals are aligned with the District LCAP goals to ensure the school maintains focus on the district's priorities.

VISALIA UNIFIED SCHOOL DISTRICT LCAP GOALS:

Goal 1: VUSD will increase academic achievement for all students including the following student groups: English Learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, and African American and American Indian students.

Goal 2: To support student success, the district will continue to develop a culture of collaboration for students, staff, parents, and the community.

Goal 3: VUSD will increase student engagement for all students including the following student groups: Foster Youth, Students with Disabilities, and African American and American Indian students.

Goal 4: Teachers will be provided the opportunity to participate in professional learning in the areas of: content standards, English language development, student engagement, and instructional materials.

Goal 5: Effectively manage resources to strengthen our fiscal foundations, maintain prudent reserves, and meet the needs of all students.

REDWOOD HIGH SCHOOL PLAN FOR STUDENT ACHIEVEMENT:

Goal 1: Engage students in a challenging curriculum and provide them the support to be successful.

Goal 2: Support a district-wide collaborative culture for students and adults focused on learning and results.

Goal 3: We will maintain a caring and encouraging learning environment for students and adults.

Goal 4: Redwood High School will support the success of English Learners, Special Education, and Socio-Economic Disadvantaged students to graduate college and /or career ready by providing good first instruction daily as well as targeted interventions when necessary.

STUDENT LEARNER OUTCOMES:

- Communicate
- Collaborate
- Create
- Critically Think
- Be Civic Minded

AS THE WASC ACTION PLAN IS ALIGNED WITH THE SPSA AND LCAP GOALS, THE STUDENT LEARNER NEEDS WILL BE INCORPORATED INTO THE FOLLOWING SPSA GOALS:

School Goal 1: Redwood High School Will Engage students in a challenging curriculum and provide them the support to be successful.

Rationale of Critical Need:

Redwood High School recognizes the need to maintain consistently high academic standards in a curriculum that is relevant to each student's chosen path while providing equitable opportunities to every student to succeed in high school and beyond.

School wide Learner Outcome Addressed:

Communicate - This will be evaluated by the student's ability to:

Use reading, writing, and oral language skills competently.

Collaborate- This will be evaluated by the student's ability to:

Participate appropriately in a variety of educational, social, and team settings while demonstrating respect/concern for others within a small group.

Create - This will be evaluated by the student's ability to:

Identify a particular or given problem, gather necessary facts and reliable resources, and organize information in a usable manner.

Critically Think- This will be evaluated by the student's ability to:

Recognize and understand the need for academic, personal, and professional goals.

Civic Minded- This will be evaluated by the student's ability to:

Demonstrate responsibility, academic honesty, and integrity through involvement in extra and co-curricular organizations and activities.

Growth Targets:

- Students meeting or exceeding the Math standards will increase at a 2%-point growth rate per year as measured by the 2018-19 CAASPP data.
- Students meeting or exceeding the English standards will increase at a 2%-point growth rate per year as measured by the 2018-19 CAASPP data.
- Over the next three years, graduating seniors meeting or exceeding the College & Career Readiness Indicators will increase by 5%.
- Over the next three years, continue for students to maintain the "Very High" or Above average rating for English Language Arts according to the California Dashboard.
- Over the next three years, students will increase from the "Low" or Below Average rating for Mathematics according to the California Dashboard to "Medium" or Average.
- After three years, 3% of the student population will be involved in job shadowing and/or internships.
- Over the next three years, increase the percentage 2% of proficient students on the English Language Proficiency Assessments for California (ELPAC).

Action Steps	Person Responsible	Timeline	Means to Monitor Action Plan
Provide professional development to math staff members for their new mathematics textbook adoption as well as the ability to utilize pacing guides to identify priority standards and curriculum supporting priority standards to help ensure good first teaching and increased student learning.	Admin team VUSD curriculum department & math TOSA's Solution Tree consultant math coach	August 2023-May 2026 (annually in the fall & spring)	Math coach/TOSA reports Course Grade Data from math department Collab teamwork products PLC Work and Collaboration including PLC SMART Goals for each semester and Marking period
Provide professional development to ELA staff members to be able to utilize pacing guides to identify priority standards and curriculum supporting priority standards to help ensure good first teaching and increased student learning.	Admin team VUSD curriculum department & math TOSA's Solution Tree consultant math coach	August 2023-May 2026 (annually in the fall & spring)	ELA coach/TOSA reports Course Grade Data from math department Collab teamwork products PLC Work and Collaboration including PLC SMART Goals for each semester and Marking period
Develop and strengthen Advisory committee relationships for our linked learning academies and CTE programs.	Admin Team VUSD CTE department RHS CTE teachers RHS academy teachers Admin Team VUSD VAPA department RHS VAPA teachers	January 2023- May 2026 (annually in the fall & spring)	Job shadowing, internships, industry tours, work-based learning projects, and data on former RHS students involved in CTE careers or college programs. Job shadowing, internships, industry tours, & data on former RHS students involved in VAPA careers.
Develop and expand on activities for Visual and Performing Arts students for a career development focus.	Admin Team VUSD CTE department RHS CTE teachers District Coordinator of VAPA	January 2023- May 2026 (annually in the fall & spring)	District workshops, CTE conferences, Consortium meetings, VUSD CTE meetings
Provide professional development to CTE staff members in order to maintain and/or achieve current industry standard within their target area as recommended by their industry partners.	District CTE Directors, Coordinators, & Project Based Learning Coordinators	January 2023- May 2026 (annually in the fall & spring)	District workshops, CTE conferences, Consortium meetings, VUSD CTE meetings. District CTE PLC meeting Opportunities.

School Goal 2: Redwood High School will support a district wide collaborative culture for students and adults focused on learning and results.

Rationale of Critical Needs:

Redwood needs to participate in more reflection and establish data collection rubrics that will help determine the effectiveness of planning, teaching, and learning for all students.

School wide Learner Outcome Addressed:

Communicate - This will be evaluated by the student's ability to:

Use reading, writing, and oral language skills competently.

Collaborate- This will be evaluated by the student's ability to:

Participate appropriately in a variety of educational, social, and team settings while demonstrating respect/concern for others within a small group.

Create - This will be evaluated by the student's ability to:

Express self through a variety of forms such as art, craftsmanship, music, drama, & world languages.

Critically Think- This will be evaluated by the student's ability to:

Demonstrate the ability to critically evaluate challenges, information, solutions, and organize information in a usable manner.

Civic Minded- This will be evaluated by the student's ability to:

Demonstrate responsibility, academic honesty, and integrity through involvement in extra and co-curricular organizations and activities.

Growth Targets:

- Annually, feedback will be collected from staff regarding the effectiveness of their PLC team collaboration meetings.
- Over the next three years, 100% of PLC teams will have the opportunity to participate in action walks at least once a semester, with an emphasis on the importance of focus walls with lesson standards and lesson objectives/learning targets for daily lessons.
- Over the next three years, 100% of PLC team meeting Minutes will focus weekly on true congruence in relation to standards and skills taught by identifying essential standards, common pacing guides, common lessons, common assessments, and common data collection sheets.
- Over the next three years, 100% of PLC teams will collaborate at least once a semester, for vertical and cross curricular discussions focused on common academic vocabulary as well as the integration of applicable skills across disciplines.
- Over the next three years, 100% of PLC teams will submit PLC Team Data Collection forms at least once a grading period to increase the focus on results through data analysis in PLC teams. Teams will use the data analysis to drive lesson planning, curriculum pacing, and instruction.

Action Steps	Person Responsible	Timeline	Means to Monitor Action Plan
PLC collaboration teams need to focus on true congruence in relation to standards and skills taught.	PLC collaboration team leads, Administration, Department Chairs, PLC collaboration teams	January 2023-May 2026 (annually in the fall & spring)	PLC collaboration team essential standards, pacing guides, common lessons and assessments, data review collection sheets. (PLC Outcome Slides)
PLC collaboration teams need to address the importance of focus walls with lesson standards and lesson objectives and/or learning targets for daily lessons.	PLC collaboration team, PLC collaboration team leads, Department Chairs, Administration	January 2023-May 2026 (annually in the fall & spring)	Action walks data collection Department chair class visit data sheets Admin class visit data sheets
PLC collaboration for vertical and cross curricular discussions focused on common academic vocabulary as well as the integration of applicable skills across disciplines.	Department Chairs, PLC collaboration teams, PLC collaboration leads, Administration	January 2023-May 2026 (annually in the fall & spring)	Vertical and cross curricular team meeting minutes. Common academic vocabulary lists. Common skills lists.
Develop and implement data analysis in PLC collaboration teams and then use the analysis to drive lesson planning, curriculum pacing, and instruction.	PLC collaboration teams, Department Chairs, Admin Team PLC collaboration teams Department Chairs Admin Team	January 2023-May 2026 (annually in the fall & spring)	Collaboration team data collection forms.
Develop and implement data analysis in PLC collaborative teams and then using the results to drive RTI.	PLC collaboration teams, Department Chairs, Counselors	January 2023-May 2026 (annually in the fall & spring)	Collaboration team data collection forms.
Develop and implement systems to address interventions for students not meeting standards as well as increased opportunities for extension lessons for students who have met their standards through frequent data analysis.	PLC collaboration teams, Department Chairs, Counselors	January 2023-May 2026 (annually in the fall & spring)	Collaboration team deployment / RTI plans/schedules.

School Goal 3: Redwood will Maintain a caring, encouraging, inclusive, and culturally responsive learning environment for students and adults.

Rationale of Critical Need:

Many students and parents do not fully understand the importance of school wide expected norms and behaviors. Increase Communication regarding academic and behavior progress. Increase the sense of connectedness and belonging by staff, students and the families of Redwood High School in order to lower suspension rates and increase attendance rates and the number of students involved in co-curricular and extra-curricular activities.

School wide Learner Outcome Addressed:

Collaborate- This will be evaluated by the student's ability to:

Demonstrate digital literacy through the use of appropriate technology in a variety of forms.

Critically Think- This will be evaluated by the student's ability to:

Demonstrate the ability to critically evaluate challenges, information, solutions, and organize information in a usable manner.

Civic Minded- This will be evaluated by the student's ability to:

Demonstrate responsible character by being a T.R.U.E Ranger, demonstrate responsibility, academic honesty, and integrity through involvement in extra and co-curricular organizations and activities. Demonstrate personal responsibility and accountability in all situations.

Growth Targets:

- Over the next three years reduce overall suspension rates by 2%.
- Over the next three years overall attendance by students will continue to improve.
- Maintain the percentage of students involved/participating in co-curricular and/or extra-curricular activities at Redwood High School at 75% or higher.
- Increase communication from school to home regarding school wide events to increase and improve participation academically and behaviorally.
- school information/communication will be translated into Spanish for Spanish Speaking Families to increase and improve participation academically and behaviorally.
- Annually administer the Diversity, Equity, and Inclusivity (DEI) Survey.
- Annually conduct the Tiered Fidelity Inventory (TFI), increase TFI results 2-5% over the next three years.

Action Steps	Person Responsible	Timeline	Means to Monitor Action Plan
Redwood will implement MTSS school wide expectations for all students, staff, and visitors.	RHS staff MTSS Team Admin Team	January 23- May 26 (annually and ongoing)	MTSS assemblies School Culture days with MTSS lessons MTSS action walk by VUSD director of student services.
Increase parent involvement from our EL, SED, and minority subgroups of students through ELAC meetings.	Admin Team ELAC Counselors	January 23- May 26 (annually and ongoing)	ELAC meetings Counselor led parent meetings
Translate all pertinent communication documents into Spanish (annually in the fall & spring)	Counselors Admin Team Office Staff	January 23- May 26 (annually and ongoing)	Parent letters, report cards, school information, and website information
Teachers will post grades in a timely manner (bi-monthly) so parents can access most up to date grades in the parent portal on PowerSchool.	Teachers Dept. Chairs Counselors Admin Team	January 23- May 26 (annually and ongoing)	PowerSchool grade book entries by teachers
Redwood will communicate on a consistent basis with parents about school wide events, academics, and behavior expectations to ensure all educational partners are included in decision making.	Admin team Counselors Office staff	January 23- May 26 (annually and ongoing)	Daily bulletin online. Blackboard phone messaging system. School website. REMIND App.
Redwood counselors will provide parents and students with college & career readiness counseling presentations throughout the school year.	Admin team Counselors Office staff	January 23- May 26 (annually and ongoing)	Counselor led parent meetings. Counseling dept calendar.

School Goal 4: Redwood High School will support the success of English Learners, Special Education, and Socio-Economic Disadvantaged students to graduate college and/or career ready by providing good first instruction daily as well as targeted interventions when necessary.

Rationale of Critical Need:

Redwood High School recognizes the need to support struggling learners identified by their special populations by providing them with academic support that targets their individual needs.

School wide Learner Outcome Addressed:

Communicate- This will be evaluated by the student's ability to:

Use reading, writing, and oral language skills competently. Demonstrate an ability to read, comprehend, and process complex text.

Collaborate- This will be evaluated by the student's ability to:

Participate appropriately in a variety of educational, social, and team settings while demonstrating respect/concern for others within a small group.

Create- This will be evaluated by the student's ability to:

Identify a particular or given problem, gather necessary facts and reliable resources, and organize information in a usable manner.

Critically Think- This will be evaluated by the student's ability to:

Demonstrate the ability to critically evaluate challenges, information, and solutions, and then organize information in a usable manner.

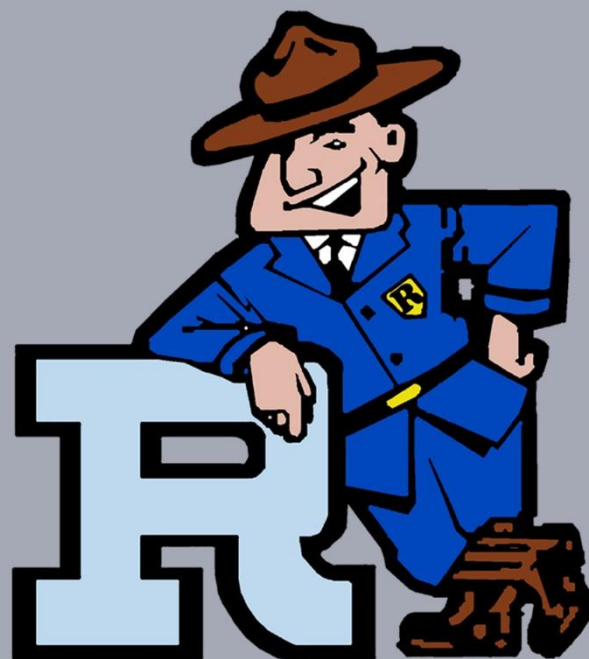
Civic Minded- This will be evaluated by the student's ability to:

Demonstrate personal responsibility and accountability in all situations.

Growth Targets:

- Socio Economic Disadvantaged students meeting or exceeding the Math standards will increase at a 2%-point growth rate per year as measured by the 2018-19 CAASPP data.
- Socio Economic Disadvantaged students meeting or exceeding the English standards will increase at a 2%-point growth rate per year as measured by the 2018-19 CAASPP data.
- 90% of EL students will increase one language band in ELPAC per year as measured by the 2020-21 ELPAC data.
- EL students' graduation rates will increase by 2% over the next three years based on the 2020-21 graduation rates data.
- Special Education students' graduation rates will increase by 2% over the next three years based on the 2020-21 graduation rates data.

Action Steps	Person Responsible	Timeline	Means to Monitor Action Plan
Provide targeted assistance to struggling students including English Language Learners, special needs students, and those who come from socio-economically disadvantaged backgrounds, without compromising rigor.	Admin Team Counselors SPED department EL Team RHS teachers	August 22- May 26 (Annually and Ongoing)	ELD academic assist class data, Gateways data, Math 1 & 2 assist class data, Language Lab data, RTI data
Require ongoing professional development for staff members that targets listening, speaking, reading, and writing skill acquisition through good first instruction practices to target individual learner needs. EL RISE	Admin Team VUSD Curriculum Dept. VUSD EL TOSA, RHS EL Team, RHS teachers	August 22- May 26 (Annually and Ongoing)	CELDT data, EL PAC data, Course grade data, CAASPP data, English benchmark data
Require ongoing professional development to EL staff members for targeted intervention courses. EL RISE	Admin Team VUSD Curriculum Dept. VUSD EL TOSA, RHS EL Team, RHS teachers	August 22- May 26 (Annually and Ongoing)	ELD academic assist class data, Gateways data, Language Lab data, RTI data
Require ongoing professional development to RHS teachers that targets listening, speaking, reading, and writing skill acquisition through good first instruction practices. Common EL Standards posted on focus wall to target individual learner needs. EL RISE	Admin Team, RHS EL Team, RHS teachers	January 23- May 26 (Annually in August &/or in the Fall)	Course grade data, CAASPP data, ELPAC data
Require ongoing professional development to staff members that targets students with learning disabilities through differentiated instructional practices that focus on individual student needs to target individual learner needs.	Admin Team, VUSD Curriculum Dept., VUSD SPED TOSA, RHS SPED department, RHS teachers	January 23- May 26 (Annually in August &/or in the Fall)	Course grade data, CAASPP data, IEP goals
Provide special population students with additional counseling and monitoring to help ensure academic success.	RHS Counselors, Admin Team, EL team, District EL TOSA	January 23- May 26 (Annually in August/ Ongoing)	Graduation data, Course Grade data, Counseling log entries



APPENDICES

APPENDICES

- a. **Local Control and Accountability Plan (LCAP)**
 - i. [2021-2022 LCAP](#)
 - ii. [2022-2023 LCAP](#)
- b. [Results of Student Questionnaire/Interviews](#)
- c. [Results of Parent/Community Questionnaire/Interviews](#)
- d. **California Healthy Kids Survey:**
 - i. [Healthy Kids Survey Results Link](#)
- e. **Master Schedule:**
 - i. [Redwood High School Master Schedule 2022-2023](#)
- f. **Approved AP Course List:**
 - i. <https://apcourseaudit.epiconline.org/ledger/>
- g. **UC A-G Approved Course List:**
 - i. <https://doorways.ucop.edu/list/app/home/>
- h. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
 - i. Edgenuity:
 - 1. [Online Class Offerings 22-23](#) (Late Start Option)
 - 2. [RHS Core Pacing Guide](#)
 - 3. [Credit Recovery Class Offerings 22-23](#)
 - ii. [AVID](#)
 - iii. Linked Learning Academies: [RHS Linked Learning](#)
 - iv. [Library Media Center Vision/Mission](#)
 - v. [CVNIC](#)
 - vi. [VUSD College and Career Readiness Dept.](#)
 - vii. [CCGI](#)
 - viii. [Redwood Student-Parent Handbook](#)
 - ix. [Redwood Program Planning Site](#)
 - x. RHS Counseling Department Calendars: [Fall](#), [Spring](#)
 - xi. [RHS Contracts/Forms Folder](#)
- i. [California School Dashboard Performance Indicators](#)

APPENDICES (continued)

- j. **School Accountability Report Card ([SARC](#))**
- k. **[CBEDS School Information Form](#)**
- l. **[Graduation Requirements](#)**
- m. **Budgetary Information, (including school budget)**
 - i. Title 1 Budget : [Budget Link](#)
- n. **Glossary of Terms Unique to the School:**
 - i. ACE - Academy of Architecture, Construction, Engineering
 - ii. AOLJ - Academy of Law and Justice
 - iii. ASB - Associated Student Body
 - iv. AVID - Advancement via Individual Determination
 - v. BIT - Behavior Intervention Technician
 - vi. CCGI - [California College Guidance Initiative](#)
 - vii. COS- [College of the Sequoias](#)
 - viii. CTE - Career Technical Education
 - ix. CVNIC- [Central Valley Networked Improvement Communities](#)
 - x. ELPAC- English Language Proficiency Assessment California
 - xi. EL Rise- [English Learner Roadmap Implementation for Systemic Excellence](#)
 - xii. FBLA- [Future Business Leaders of America](#)
 - xiii. FCCLA- [Family, Career and Community Leaders of America](#)
 - xiv. FFA - [Future Farmers of America](#)
 - xv. MTSS - Multi-Tiered System of Supports
 - xvi. OCI - On-Campus Intervention
 - xvii. PLC - [Professional Learning Community](#)
 - xviii. PTSA - [Parent Teacher Student Association](#)
 - xix. RHS - Redwood High School
 - xx. SSIP - Safe Student Intervention Program
 - xxi. SSW - School Social Worker
 - xxii. TOSA- Teacher on Special Assignment
 - xxiii. VAPA - Visual and Performing Arts
 - xxiv. VPIE - [Visalia Partners in Education](#)
 - xxv. XL - Pro Youth Expanded Learning