Redwood High School

Tamalpais Union High School District

Focus on Learning
WASC Self-Study
2021-2022

Submitted to the

Western Association of Schools and Colleges

And the

California State Department of Education

Redwood High School

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Preface

The 2021-2022 Redwood High School WASC Self-Study occurred over an accelerated timeline from June 2021-January 2022. Had Spring 2021 not been consumed by pandemic related transitions from remote to in-person learning, hybrid to full in-person schedules, the WASC process would have begun sooner.

From June-September 2021, the self-study began with the gathering of available data and information to draft the Progress Report and School Climate Profile. Additionally, preparation for engaging stakeholders occurred. This work included identifying essential stakeholders, developing driving questions for each group, identifying goals and preparing data for groups to evaluate.

In early September 2021, the Redwood High School Administration and WASC coordinator introduced the WASC Self-Study process and the ways in which stakeholders - students, staff and community members would share their perspectives and experiences. The Redwood High School WASC 2021 presentation was used throughout the WASC process to inform stakeholders of the scope of the work, provide a timeline for work completion, and to outline the ways in which time together would be used to evaluate Redwood's strengths, areas for growth and student learning needs.

From September-December 2021, Redwood stakeholders were asked to reflect on developments from the previous self-study, tell the story of our school based on evidence, identify our school strengths, and areas for growth to identify student learner needs and create an action plan for the 2021-2022 WASC Report. The months of September and October focused on gathering stakeholders in order to effectively finalize the Redwood High School Progress Report and School Climate Profile as well as generate input for the 2021-2022 Self-Study. This involved surveying and meeting with students and families/caregivers, as well as gathering insights from Site Council members. During this time, staff was organized into focus groups to create a list of strengths and prioritized areas of growth with respect to WASC's five criteria categories: Organization, Curriculum, Teaching and Learning, Assessment and Accountability, School Climate and School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

From December 2021-January 2022, the Redwood High School Administration and WASC Coordinator used stakeholder input to create, share and revise an action plan/Single Plan for School Achievement (SPSA) aligned with the Tamalpais Union High School District's Local Control and Accountability Plan (LCAP). The team also finalized the portions of the self-study previously composed, prepared for and hosted the WASC Visitation Committee.

Chapter One: Progress Report

Photo by Emilie Erickson, '22

SIGNIFICANT DEVELOPMENTS

The following changes have significantly influenced the Redwood High School school community, and Redwood's progress towards its Action Plan and SPSA goals.

Administration, Mission & LCAP Goals

Redwood High School has experienced administrative changes both at the site and district level. In the Fall of 2021, under the leadership of Principal David Sondheim, Lisa Kemp, previously a Redwood English and Social Studies teacher replaced LaSandra White as an Interim Assistant Principal; Ms. White was appointed Interim Principal at Archie Williams High School. Ms. Kemp joined Sue Hall and Saum Zargar as Assistant Principals at Redwood.

There have been two superintendent changes since our last self-study. The superintendent at the time of our last full report moved on after some controversy and divisiveness, and the successor left after three years. In Fall 2018, Dr. Tara Taupier, previously Assistant Superintendent of Curriculum and Instruction, was appointed the Interim Superintendent, and shortly after hired as Superintendent of the Tamalpais Union High School District (TUHSD). With the 2021 retirement of TUHSD Assistant Superintendent of Human Resources and Facilities, the roles and responsibilities of the Assistant Superintendent of Human Resources and Chief Financial Officer (CFO) were reorganized. In Fall 2021, Corbett Elsen, previously Principal of Tamiscal High School and TUHSD CFO, became the Assistant Superintendent of Business and Operations; Wes Cedros, previously TUHSD Senior Director of Student Services, was hired as the Assistant Superintendent of Human Resources.

In an effort to align curriculum and enhance TUHSD educational support services, the Educational Services Department was also restructured in Fall 2021. Changes included assigning Kelly Lara, formerly with the Alameda School District, as Senior Director of Student Services; Paula Berry, former TUHSD Instructional Coach, as the Senior Director of Curriculum and Instruction; Amira Mostafa, previously Assistant Director of Student Services, as Senior Director of Special Education; Liz Seabury, former principal of Archie Williams High School, as the Senior Director of Inclusion, Instruction and Intervention Services. Rose Chavira, Senior Director of Information Technology, and Jessica Colvin, TUHSD Wellness Director continued their existing positions in the district.

Redwood site and district administration are jointly committed to upholding the TUHSD vision and mission for every TUHSD student, regardless of their race, identity, language proficiency, socio-economic status, or learning ability. The TUHSD vision states:

"Staff, students, and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status." (June 2020)

The TUHSD mission states:

"THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively." (August 2009)

In July 2020, the TUHSD identified three anchors to ground its commitment to the vision and mission. The anchors are Teacher/Student Relationships, Racial Equity, and Cycles of Continuous Improvement. All work within the district is completed with these anchors in mind as these anchors reflect the 2021-2024 Local Control Accountability Plan (LCAP) goals.

The 2021-2024 TUHSD LCAP goals are:

- Goal #1: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.

- Goal #2: Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups.

- Goal #3: Improve communication and relationship with the community and stakeholder groups.

- Goal #4: Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known.

- Goal #5: Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

Board of Trustees

All members of the TUHSD Board of Trustees have been elected or re-elected in the past three years. In 2018, as former trustees' terms expired, Dan Oppenheimer, Cynthia Roesnich, and Kevin Saaveda were elected to the board. These three trustees joined existing board members

Leslie Harlander and Karen Loebbaka. Ms. Harlander, who previously served as the Board President and Ms. Loebbaka, who is the current president, were both re-elected to the board in Fall 2020.

Over the past three years, the Board of Trustees has overseen the difficult work of maintaining financial stability and confronting racial equity in the TUHSD. At the recommendation of the Superintendent and Assistant Superintendent of Business and Operations, the Board approved multiple iterations of reducing district staffing and programming to remain economically solvent. With increased awareness of the need for racial equity, the board has also supported TUHSD efforts to ensure antiracism in the TUHSD.

To that end, in September 2020, the Board adopted The Tamalpais Union High School District Anti-racism Resolution that states:

"This Board commits itself not only to address the symbols of institutional racism and white supremacy but also to proactively identify and disrupt biases, practices, policies and remove institutional barriers that perpetuate injustice and inequality in our schools and our community."

To further their efforts, the TUHSD Board has supported the development and progress of the TUHSD Racial Equity Task Force. The Racial Equity Task Force is comprised of seven subcommittees working under the premise that a clear ambitions vision for racial equity is crucial in establishing racial equity as a central commitment of the district. An explicit vision for racial equity provides the district with a framework for setting goals and restructuring policies and norms. (Royzcyki, 2004)

Enrollment & Finances

Student enrollment has increased at the site and district level from 2015-2021. The number of students enrolled at Redwood High School ranged from 1770 in 2015 to 1963 in 2021. This increase was anticipated by enrollment projections, and is expected to peak over the next couple of years. The increase in student enrollment has resulted in increased expenses for staffing, pension costs, special education expenses and limited revenue sources, has resulted in TUHSD budget reductions to maintain financial solvency.

In Spring 2018, the district projected financial insolvency in coming years and concluded that the district would require budget balancing reductions to minimize its deficit. As a Basic Aid district, the TUHSD relies on local property taxes and state aid as its major revenue sources. If property taxes in Basic Aid districts exceed the state's calculated revenue entitlement, the district receives minimal additional funding per student. To mitigate the impact of increasing expenses and relatively fixed revenue sources, the TUHSD put Parcel Tax Measure J on the ballot in November 2018. Voters passed Measure J, which modestly increased the property tax owed on each parcel, however the increase was not substantial enough to avoid future cost cutting measures. To prevent further reductions to student programs and supports, the district

went back to the voters in Spring 2020 with ballot Measure B, which proposed extending and increasing the district's parcel tax through July of 2030. This measure failed, requiring TUHSD to return to the voters with Measure M in Fall 2020. Measure M passed as a nine year strict renewal with a 3% annual inflation rate.

Adjusting to avoid deficit spending, the district approved reductions from 2018-21 that included suspending the Teacher Leadership model; reducing instructional coaching positions; a 25% reduction in site materials and equipment budgets; a 10% decrease in district department budgets; reducing certificated staffing by increasing class sizes to maximum contractual ratios; eliminating Redwood's certificated librarian, yet maintain its library aide; reducing teacher release periods for programs such as journalism; eliminating out-of-area staff development and non-essential travel; reducing custodial and grounds maintenance by making cuts to upkeep but upholding safety.

The TUHSD was able to avoid further reductions and offset deficits in 2020-2021 and 2021-2022 with COVID money provided from the state. This money primarily went to providing meals to all students throughout the district as well as temporarily creating Instructional Coaching positions focused on equitable instructional, intervention and distance learning strategies.

Curriculum & Instruction

At the district level, TUHSD is drafting a graduate profile to support its commitment to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members that work to improve a diverse and dynamic society. The TUHSD Graduate Profile identifies skills related to collaboration, critical thinking, cultural competence, communication, creativity and independence, and character. To provide all students with access and opportunities to meet the criteria of the graduate profile, the district TUHSD Education Services created three Teacher on Special Assignment (TOSA) positions for the 2021-2022 school year. These TOSA positions are additions to the ongoing support provided by site and district Instructional Coaches, which were implemented in 2016. Along with the district's Curriculum Council, which monitors curricular adoptions and evolution, these positions provide instructional leadership support.

Historically, the TUHSD Curriculum Council has overseen compliance with California mandates requiring frequent review and revision of courses, textbook evaluation, pilot and adoption. With changes in District leadership and cuts to the budget that eliminated teacher leaders, the group has not been consistently meeting. The make-up of the group has varied over the years, but in its most recent iteration, each district department was represented on the council by a teacher-volunteer. Members of the group also included representatives from the District Office as well as administrators from each site. One of the positive outcomes of the work of the group in recent years has been a compilation of criteria and descriptors for a "Tamalpais Union High School District graduate" which is one of the first steps toward developing a process to better

align courses and graduation requirements to the District vision. The biggest obstacle to the Curriculum Council achieving its objectives in recent years has been the District's budget restrictions and the pandemic.

The role of Teacher Leader was held by a department certificated employee whose responsibilities included instructional leadership, onboarding new teachers, ordering supplies and aligning courses, among other things. These positions were no longer filled in the Fall of 2018 due to budgetary constraints. Currently the departments of the various academic disciplines as well as counseling and Special Education are led or facilitated by department member volunteers.

With the adoption of the Common Core, Next Generation Science and Social Studies Standards, shifts to curriculum and instruction occurred across departments at Redwood. To facilitate the implementation of these standards at the sites district-wide, the TUHSD established Task Forces for English, Math, Science, and Social Studies.

The purpose of the English Task Force (ETF) is to ensure TUHSD is providing all students access to rich learning experiences in English Language Arts that results in high levels of learning. The ETF continues its work to ensure the English courses provide equitable and rigorous learning opportunities for all students, regardless of race, socioeconomic, or disability status. This team will also serve as a communication body to staff, students, parents, and the school board, regarding English courses. The goal of the ETF is to improve the learning of all students while narrowing the opportunity and achievement gaps among our student groups, as identified by UC eligibility.

The focus of the work of the ETF for 2021-2022 will include:
- Evaluate English courses in grades 9-10 for alignment with California State Standards and Culturally Responsive Instructional materials
- Continue the work on identifying, reviewing and evaluating the use of the common assessments

The focus of the work for the next 3 years:
- Evaluate English courses in grade 9-10 for alignment with California State Standards and Culturally Responsive Instructional materials
- Ensure vertical alignment of skills and knowledge
- Support the use of evidence-based instructional practices to promote equity, access and success for all students
- Review grading practices that promote high levels of learning and equitable outcomes for students

The purpose of the Math Task Force (MTF) is to ensure TUHSD is providing all students access to rich learning experiences in mathematics that result in high-level learning. The MTF will work to ensure the course provides equitable and rigorous learning opportunities for all students, regardless of race, socioeconomic, or disability status. This team will also serve as a communication body to staff, students, parents, and the school board, regarding math courses.

The goals of the MTF are to improve the learning of all students while narrowing the opportunity and achievement gaps among our student groups, as identified by UC eligibility.

The focus of the work of the MTF for 2021-2022 will include:
- Evaluate course offerings and access to courses
- Explore the new California Math Framework (Chapter 2 and 9, equitable practices)
- Identify, review and evaluate the use of the common assessments
- Ensure vertical alignment of skills and knowledge
- Support the use of evidence-based instructional practices to promote equity, access and success for all students

The adoption of the Next Generation Science Standards included restructuring TUHSD graduation requirements and science courses to ensure all students learn all science and engineering standards. Three NGSS-based science courses were written and implemented, with Physics in the Universe for ninth grade students in Fall 2018, The Living Earth for tenth grade students in Fall 2019, and Chemistry in the Earth's Systems for tenth or eleventh grade students in Fall 2020. The purpose of the Science Task Force (STF) is to provide oversight and feedback for the ongoing development and alignment of the three newly implemented NGSS courses required for graduation. The task force will work on developing aligned common assessments, updates to the curriculum, evaluation of student progress in and access to the courses, and professional development. The STF will also work to ensure teachers have the curricular, assessment, and instructional tools in order to meet the needs of all students in heterogeneous classes; and ensure alignment to the NGSS and 3-dimensional learning. The STF will work to ensure the course provides equitable and rigorous learning opportunities for all students, regardless of race, socioeconomic, or disability status. This team will also serve as a communication body to staff, students, parents, and the school board, regarding NGSS courses. The goal of the STF is to improve the learning of all students while narrowing the opportunity and achievement gaps among our student groups, as identified by UC eligibility

The focus of the work of the STF for 2021-2022 will be:
- Develop and implement common benchmark assessments in NGSS required courses
- Ensure 3-D learning in the curriculum and articulation across sites and courses
- Support the use of evidence-based instructional practices to promote equity, access and success for all students

The Social Studies task force is currently on hold however the 9th grade Social Issues and World Cultures and Geography courses are being transitioned to a 9th grade seminar course that includes ethnic studies and the topics that have arisen from state mandates including impacts of substance use, consent and sexuality, as well as mental health. Several teachers from the Redwood as well as the other 2 comprehensive high schools and San Andreas, the alternative school continue their work on the curriculum for the seminar course which will be required of all freshmen. The course will be piloted beginning in fall of 2022 with full implementation by Fall of 2023.

Academic student support services were bolstered to include general and special education academic workshop classes; a team exclusively in support of English language development (ELD), including an ELD Math support class; and an expanded AVID program to serve students in all grade levels. The newly adopted 2021-2024 bell schedule includes an additional tutorial period for all students to receive individualized support. Additionally, Redwood Counselors and Administrators continue to work together to cluster ELD and Special Education students in classes with general education teachers to meet the needs of students while reducing the number of teacher contacts.

Over the past five years, professional development at Redwood has focused on enhancing opportunities for students to have clarity of their learning goals and a greater connection to the curriculum. With a focus on Tier 1 Multi-Tiered Systems of Support and Culturally Responsive Teaching to deepen student learning, certificated staff have learned the value of creating and communicating appropriately challenging and explicit learning goals, fostering supportive student-teacher relationships, encouraging student inquiry, having greater awareness and empathy of how external factors affect student engagement, and thoughtfully reflecting student identities and circumstances in the curriculum.

Equity

In alignment with the district's goal of anti-racism, Redwood has focused efforts to address the influence of whiteness, foster inclusion, and support the academic and well-being of students of color. These topic areas have been the focus of staff development for the last 5 years. Anti-racism/racial consciousness trainings have been provided to Leadership, Link Crew and Peer Resource students, as well as parent education through PTSA.

Further developments on increasing multiple perspectives, racial awareness and visibility of our students of color include the implementation of the SOAR/SLAM class and club; an Ethnic Studies/Contemporary Issues class to include racial consciousness/equity curriculum; student education and representation in school-wide activities, Redwood TV, Yearbook and Bark. Other targeted efforts for enhancing equity, inclusion and representation include: Students of Color Support Group through Wellness; Dynamic Solutions for Youth meeting weekly with students of color; implementing the Success Network to better track successes and challenges for students of color and implement systematic changes. The ELD support reconfiguration has been improving ELD success socially and academically - changes included adding a site ELD coordinator, ELD-specific instructional aide and ELD-specific counselor.

Wellness

January 2022 marks five years since the opening of the Wellness Center at Redwood High School. Over that time, the Wellness Center has become an essential part of the Redwood community and has had a significant impact on school culture and climate. The Wellness Center

staff work in collaboration with the counseling department to expand and coordinate support services for students, specifically focused on health, mental health, sexual health, substance use prevention services and programs for Redwood students. The Wellness Center has developed a safe and brave Wellness Drop In Space for students to receive health education, practice self care and access support by connecting with a caring adult. The Wellness Center offers support including health education and prevention including classroom presentations and school wide campaigns, parent/caregiver education, staff PD and direct student services including 1:1 counseling, case management and support/empowerment groups for students.

Wellness identifies, coordinates and maintains multiple community partnerships on campus to provide direct support to students. These partnerships include Bay Area Community Resources, Huckleberry Youth Programs, Marin City Health and Wellness, The SPAHR Center, Marin Humane Society, Community Violence Solutions, , Hospice by the Bay, as well as increased university partnerships for graduate level interns in partnership with with UC Berkeley, San Francisco State University, and the Wright Institute. Additionally, in response to changing student needs, the Wellness Center has developed clubs and groups, including the Mental Health Awareness Club, the Period Club, a Grief and Loss Group, Social Skills Group, Latina Girls Group, Group for Students of Color. In addition, the Wellness Center supports Redwood's Peer Resource class and joins them weekly for Wellness Wednesday to provide education, seek advisement on Wellness Center programs and to empower these youth to educate their peers in partnership with Wellness and Peer Resource.

The Wellness Center skillfully responds to individual and school wide crises and the increased need for mental health support from triggering social events, student losses, and the pandemic. During distance learning, Wellness developed outreach systems for students and created and provided HIPAA/FERPA compliant therapeutic services to students while they were at home. To ensure incoming students were aware of the services available, the Wellness Center reached out to all 9th-grade students to individually check in and tell them about available supports and how to access them. The Wellness Center also built a comprehensive Virtual Counseling and Wellness Center website to connect students to care and resources.

In addition, the Redwood Wellness Center collects service utilization data and administers student and staff satisfaction surveys to ensure services and programs are meeting the needs of the students and community. The TUHSD Wellness Director presents this data annually to the Board of Trustees and currently the district Wellness team, including Redwood, is engaging in a Wellness Strategic Planning Process.

The integration of Wellness at Redwood and the normalization and stigmatization of mental health support from the pandemic has resulted in a dramatic increase in student self-referrals that have been received and accommodated during the 2021-2022 school year.

COVID-19

Like all schools, Redwood High School shifted the means of educating students significantly between March 2020 and June 2021. The prolonged period of uncertainty, fear and changing limitations had an impact on student learning as well as the wellbeing of all students, staff and community members. Some impacts of the pandemic included an increase in student anxiety, inconsistency in access to technology and/or a home environment conducive to effective teaching and learning, and periods of heightened tensions among stakeholder groups.

In March 2020, within 3 days, all 117 teachers fully converted their instruction and assessment to an online format. With the support of the District Office, the Redwood administration kept a consistent stream of communication with families as well as staff about teaching and learning, up-to-date health and policy guidelines, and necessary logistics to ensure learning. With money from the state, in August 2020, the site constructed a team of teachers (Distance Learning Leaders) who were responsible for coaching and instructing teachers on adopting new technologies and practices necessary for success in distance learning. Distance learning continued until the end of February 2021. When campus reopened, students returned in a hybrid schedule with three cohorts of students rotated their attendance in person while other students chose to remain remote. In April 2021, all sites within the TUHSD returned to in-person instruction. While most students returned to campus, a number of students stayed remote for the remainder of the school year with live streams of classroom instruction.

The first day of the 2021-2022 school year was in-person district-wide. Students electing to learn remotely were provided with an online independent study option through Edgenuity, an exclusively online learning platform adopted by the district in the Spring of 2021. The TUHSD continues to use public health guidelines to guide masking and attendance protocols and decisions related to COVID.

With students back on campus, Redwood teachers, counselors and administrators are able to more effectively assess impacts of the pandemic and distance learning on student growth and development. The evaluation of student academic performance, social-emotional development, and behavior in light of these disruptions in learning is ongoing, as is the development and evaluation of communication and instructional strategies for enhancing student and family access to the school, and classroom learning.

Bell Schedule

In the Spring of 2021, Redwood adopted a new bell schedule for 2021-2022 and 2022-2023 school years. To accommodate California law for a later start, the first period of the day now starts at 8:30 am. Classes now meet three times a week. All seven class periods meet on Mondays for 45 minutes, then again for two 90 minute block periods on either Tuesday-Thursday, or Wednesday-Friday. Built into the new bell schedule are SMART periods. SMART Periods are designed to provide students with time and opportunity for individualized support. SMART periods meet at the end of the day on Tuesdays and Thursdays for 55 minutes. Students may use SMART periods to work independently on coursework of their

choice, or they may visit a teacher for targeted support. Tuesday's SMART period incorporates a 15 minute advisory period designed for school announcements.

Assessment, Grading and California State Law AB 104

The 18 months affected by the pandemic resulted in a greater number of students earning less than a C in their classes. This prompted teachers to examine and adjust their assessment and evaluation practices to accommodate students who were not able to provide evidence of learning under the circumstances. The Redwood administration facilitated opportunities to share ideas for designing and implementing alternative assessments in lieu of traditional methods of measuring learning. To increase the time provided for students to acquire missed learning, and with the advice of their Counselors, students earned Incompletes rather than an F for the semester. In most cases, students were granted a letter grade once they completed projects or tests that provided evidence of learning.   No Mark (NM) was another strategy Counselors recommended to ensure students' grade point averages (GPAs) were not penalized for inadequate evidence of meeting course standards.

In July 2021, California State law AP 104 was adopted. This law allows students to replace any grade earned during the 2020-2021 school year with a grade of Pass/No Pass. This law permits a grade of a D- or higher to be changed to a Pass, which earns the number of credits designed for the course. Whereas grades of an F or Incomplete can be changed to a No Pass, which does not earn any credit. The Pass/No Pass grade will not be calculated into a student's GPA, nor will the course count towards district graduation requirements.

SCHOOLWIDE ACTION PLAN/SPSA ALIGNMENT WITH LCAP GOALS

The TUHSD administration is responsible for the development and implementation of the Local Control and Accountability Plan (LCAP). Before finalizing the 2021-2024 LCAP, the TUHSD leadership gathered input from a committee of district stakeholders. Together with parents of current students and former students, teachers, and staff, district administrators evaluated student achievement data along with budget criteria and constraints to establish a plan that serves all students while maintaining positive financial status.

At Redwood High School, the site administration team ensures that the WASC Action Plan/Site Plan for Student Achievement (SPSA) aligns with the TUHSD LCAP. The Redwood administration monitors and evaluates the SPSA implementation which is reviewed each year by the Site Council. Feedback from the Site Council is incorporated into the annual SPSA update.

Alignment Between the TUHSD LCAP and Redwood SPSA Goals

	TUHSD LCAP GOALS				
REDWOOD HIGH SCHOOL SPSA GOALS	Goal #1: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.	Goal #2: Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups	Goal #3: Improve communication and relationship with the community and stakeholder groups	Goal #4: Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known	Goal #5: Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system
A. Increase the number of students who show proficiency and growth from original instruction in the classroom, and with targeted support outside of the classroom as needed.	X	X	X	X	X
B. Decrease the amount of time students spend out of class for behavioral problems, and create a culture that balances academic achievement and well-being for students and staff.		X	X	X	X
C. Decrease the number of absences and tardies and the impact of missed class time on teaching and learning.	X	X	X	X	X

PROGRESS ON CURRENT ACTION PLAN/SPSA

Below is a review of the 2014 and 2018 WASC Visiting Committee feedback, Redwood's current SPSA Goals, and the 2015 Action Plan/SPSA developments for context when considering Redwood's progress with the schoolwide Action Plan/SPSA.

WASC Report and Visit Schoolwide Growth Areas for Critical Improvement

After the 2014 WASC report and visit, the Visiting Committee identified the following as critical areas for follow-up. Redwood was encouraged to:

1. Explore options for restructuring PLCs from subject matter groups to interdisciplinary collaborative groups in order to facilitate dialog across subject/content areas.

2. Continue working on ways school program goals and proficiency scales can be further aligned to the California Common Core Standards.

3. Explore ways to use the PLCs as a vehicle to support the deeper interdisciplinary professional conversations that use data to inform instruction.

4. Explore ways to deliver curriculum so that students "see" themselves in the curriculum and thereby become excited and want to attend, participate and extend the curriculum.

5. Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills.

6. Ensure the success of ALL students by researching and offering professional development opportunities which focus on issues of equity and access for students of color and/or low socio-economic backgrounds.

7. Ensure that ALL students, in particular African American and Hispanic students have full access to UC/CSU a-g classes and Advanced Placement (AP) classes.

8. Explore ways of reducing the opportunity gap of students and becoming more inclusive of parent diversity, perhaps with the creation of community liaisons who would outreach and mitigate the cultural divide

9. Explore ways to expand student access to alternative career pathways: i.e., Career Technical Education(CTE)/Regional Occupational Program (ROP)

Additionally, the Redwood 2018 Mid-Cycle Visiting Committee included:

10. Assessment results and report cards show that Hispanic/Latino and Low SES student achievement is an ongoing concern.

11. Further help new students and families acclimate to the RHS culture by communicating in multiple languages, and alter meeting times and locations to increase participation of working families.

12. Continue developing opportunities for students to demonstrate success through alternate technical pathways.

13. Develop clear and consistent discipline guidelines that eliminate profiling by being both transparent, and equitable.

14. Improve school to student communication regarding school events or situations to be treated as part of the community and not an afterthought.

Redwood High School Critical Learner Needs

Through the 2014 Self-Study, Redwood High School identified three critical learner needs (CLN) The CLN, or factors affecting student achievement that are areas of focus for school improvement, at Redwood High School are:

1. **Access** - Provide all students opportunity and access to grade level instruction, higher-level course offerings (AP and Honors) and college and career options in the 21st Century.

2. **Equity** - Reduce the gap in performance between economically disadvantaged students, students of color and the general population, while raising student achievement for all students.

3. **Math** - Increase achievement in Math.

Redwood's 2014 Action Plan and Current SPSA Goals

With a concerted focus on addressing Redwood's CLNs, the site administration drafted a number of goals and objectives to achieve its 2014 Action Plan and subsequent SPSA. These plans were then presented to Site Council and staff for review before being finalized. Redwood's goals have been to:

A. Increase the number of students who show proficiency and growth from original instruction in the classroom, and with targeted support outside of the classroom as needed.

B. Decrease the amount of time students spend out of class for behavioral problems, and create a culture that balances academic achievement and well-being for students and staff.

C. Decrease the number of absences and tardies and the impact of missed class time on teaching and learning.

Redwood's 2014-2021 Action Plan and SPSA Accomplishments and Adjustments

Whereas the goals continued to be a focus throughout the 2014-2021 WASC cycle, some objectives were revised to reflect progress and developments made over time. The table below outlines the goals, objectives, critical learner needs, action steps, and critical areas for follow-up from the 2014 and 2018 WASC Visiting Committees. It also includes accomplishments and adjustments made to date. Changes to the Action Plan/SPSA below are reflected with either strikethrough text or different color text. Strikethrough text (~~strikethrough~~) indicates omissions from the 2014 Action Plan, and different color (color) text reflects additions included in the current SPSA.

WASC ACTION PLAN/SPSA DEVELOPMENTS - ACCOMPLISHMENTS & ADJUSTMENTS 2014-2021

Academic

Goal A: Increase the number of students who show proficiency and growth from original instruction in the classroom (A1), and with targeted support outside of the classroom as needed (A2).

Objective	Critical Learner Need	Action Steps	Critical Area for Follow-Up	Accomplishments (*Evidence*)
A1.a: Continue to work in PLCs to inform practice that best supports student learning.	● Equity ● Math	● Refine ~~program goals and proficiency scales~~ learning outcomes and criteria for proficiency. ● Implement an assessment plan that includes pre-assessments; ongoing formative assessments and summative assessments. ● Share data that measure growth and proficiency particularly students of color, EL students, and low-SES students. ● Teachers use data to make adjustments and revisions to assessments	1. Explore options for restructuring PLCs from subject matter groups to interdisciplinary collaborative groups in order to facilitate dialog across subject/content areas. 3. Explore ways to use the PLCs as a vehicle to support the deeper interdisciplinary professional conversations that use data to inform instruction.	● PLCs have continued and have adjusted their focus on instructional strategies with a number of teams working in interdisciplinary groups and sharing of best practices, examination of successes and trying new strategies. (*PLC descriptors, group notes,*) ● As a staff, we disaggregated data on student grades and performance was analyzed to find students and groups of students to focus on. *(Staff Meeting documents)* ● Math collaboration in course-alike teaching teams use student progress to adjust instruction and curriculum, and refine program goals for

		in a coordinated manner. ● Utilize results and teacher learning in the PLC process to improve teaching and learning outcomes. ● Explore options to utilize interdisciplinary PLCs. ● Utilize PLCs to articulate sequential courses. ● ~~Explore increasing time for teacher collaboration.~~		horizontal alignment. *(Math Department meeting notes)* ● To help ensure correct placement of incoming students, students take the SB359 Math Placement Exam. *(Informational documents, placement results)* ● Math teachers share student performance data to direct collaboration on instruction and curriculum. *(Math department documents)* ● In science, feedback is solicited from students to figure out what they like/dislike, what works and doesn't work to better engage them in class. In Chemistry, students are given common assessments and after grading teachers look at student scores and reflect/adjust instruction based on how students perform. In Living Earth, students complete a semester evaluation that is reviewed to make adjustments to the curriculum and instruction based on the student feedback. *(Science department documents)*

| A1.b: Define, explore and utilize curriculum and teaching practices focused on engaging students in deep learning. | ● Access
● Equity
● Math | ● Provide a coherent plan of professional development on instructional strategies and curriculum development.
● Possibilities include:
  o Equity/access for students of color, low-SES status
  o Culturally responsive instruction
  o Project-based learning
  o Integrated curricula
  o Next Generation Science Standards (NGSS) instructional methodologies
  o Expanding the classroom boundaries using technology.
  o Inquiry-based instruction.
  o Standards-based grading practices.
  o Technology and 21st-century skills integration
  o Curriculum development focused on student | 2. Continue working on ways school program goals and proficiency scales can be further aligned to the California Common Core Standards

4. Explore ways to deliver curriculum so that students "see" themselves in the curriculum and thereby become excited and want to attend, participate and extend the curriculum.

5. Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills.

6. Ensure the success of ALL students by researching and offering professional development opportunities which focus on issues of equity and access for students of color and/or low socio-economic backgrounds.

9. Explore ways to expand student access to alternative | ● Teachers have been involved in a variety of professional development including a math differentiation workshop, sessions on equity and culturally responsive texts in English, subject-area and instructional strategies workshops and conferences, Google Apps, project-based learning and integrated curriculum workshops. (*Staff Development records*)
● Teachers have been involved in trainings with Beyond Diversity and Deborah McKnight to improve the staff's equity and access awareness. (*Staff Development records*)
● Architectural Design, Computer Programming, NGSS science courses redesign - Physics and the Universe, The Living Earth and Chemistry and Earth Systems, Contemporary Issues/Ethnic Studies, AP Capstone and 9th and 10th grade Humanitas programs are rooted in inquiry and student interest. (*Curricular materials for each course*)
● Engineering pathway improved and formalized to include a 3-year sequence including |

		interest and increasing course variety.	career pathways: i.e., Career Technical Education(CTE)/Regional Occupational Program (ROP) 10. Assessment results and report cards show that Hispanic/Latino and Low SES student achievement is an ongoing concern. 12. Continue developing opportunities for students to demonstrate success through alternate technical pathways.	introduction, design and fabrication. (*Curricular materials*) • Task forces have been created for English, Math, Science, Social Studies teachers to work on the implementation of their respective state frameworks, curricula and instruction. For example, California Social Studies Framework that encourages curricular design involving deeper learning. *(District Task Force(s) documents)* • Math department trainings in online programs such as Desmos to engage and instruct students. (*Math department plans*)

A1.c: Ensure that all students have access to grade-level learning.	● Access ● Equity ● Math	● Provide proper supports (tutoring, subject-specific support class, AVID, SMART period support, flexible class sizes, paraeducators) to ensure that students learn successfully in grade-level classes, particularly students of color, EL students, and low-SES students. ● Explore offering off-semester (out of sequence) courses. ● Move all students from below grade level classes to grade-level classes by the time they graduate with support necessary for success. ● Expand providing technology for students who can't afford their own devices/access. ● Partner EL students with staff and students who share their language and culture. ● Improve communication with low-SES families and families of color to	7. Ensure that ALL students, in particular African American and Hispanic students have full access to UC/CSU a-g classes and Advanced Placement (AP) classes 8. Explore ways of reducing the opportunity gap of students and becoming more inclusive of parent diversity, perhaps with the creation of community liaisons who would outreach and mitigate the cultural divide. 10. Assessment results and report cards show that Hispanic/Latino and Low SES student achievement is an ongoing concern.	● Intermediate Algebra added as UC a-g course so all math courses meet UC a-g requirements except Algebra Foundations, a pre-algebra class. *(UC a-g list)* ● Class size reductions for Foundations of Algebra, Algebra 1, Geometry A, and Intermediate Algebra. *(Master Schedule documents)* ● Geometry A added to help students meet math requirement. *(Master Schedule documents)* ● Added Math Academic Workshop course to assist general education students needing extra assistance in 15-16 and 16-17. *(Master Schedule)* ● Offered math tutoring by math teachers after school. *(Math Tutoring documents)* ● Added EL Math Academic Workshop course to assist EL students. *(Master Schedule documents)* ● Open enrollment for Math courses, including Honors and AP courses to provide greater access to advanced math classes. *(AP/Honors Matrix)*

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		better involve them in the success of their students.		● Added a support period, paraeducator and peer tutors to our ELD program. *(Personnel records, student schedules)* ● Students with IEPs have been clustered to increase effective communication between teachers and case managers and, thereby, support for students. *(Master Schedule)* ● Added AVID program at all grade levels to build student academic skills and access to higher education opportunities after high school; AVID is in its fifth year. *(Master Schedule)* ● Added AP Capstone with no prerequisites and intention of an open enrollment, skill-based AP program aimed at being more accessible to all students. *(Master Schedule)* ● Reduced obstacles to entry into Advancd Placement and Honors classes. *(AP/Honors Matrix)*

A1.d: ~~Explore~~ Continue scheduling 9th / 10th graders into cohorts (small learning communities) of teachers	● Equity ● Math	● ~~Explore benefits and drawbacks of grouping students into cohorts.~~ ● ~~Examine ways to group 9th and 10th grade students into "houses" or small learning communities.~~ ● ~~Pilot cohorts with teachers who are interested.~~ ● Cluster students of color, EL students, AVID students, AW students, and special education students to improve communication between teachers. ● Review successes and challenges of Humanitas 9th and 10th grade small learning community.	1. Explore options for restructuring PLCs from subject matter groups to interdisciplinary collaborative groups in order to facilitate dialog across subject/content areas. 4. Explore ways to deliver curriculum so that students "see" themselves in the curriculum and thereby become excited and want to attend, participate and extend the curriculum.	● Created small learning communities from 2016 to 2021, of students in the 9th and 10th grade Humanitas program. (*Master Schedule*) ● Clustered 9th and 10th grade Special Ed, ELD and students of color with groups of general education teachers; clustered ELD students with a counselor. (*Master Schedule*)
~~A2.a: Increase diagnostic screening and assessment~~	● ~~Access~~ ● ~~Equity~~ ● ~~Math~~	● ~~Identify priority subjects for administering diagnostics~~ ● ~~Identify needed diagnostics to identify students needing extra support~~	5 Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills. 7. Ensure that ALL students, in particular African American and Hispanic students, have full access to UC/CSU a-g	● Created and implemented incoming 9th grade diagnostic pre-screening to ensure appropriate math placement. (*Math placement documents*) ● Math department looked at several online programs to deliver instruction - adopting new textbooks with online lessons and practice. (*Math department notes*)

			classes and Advanced Placement (AP) classes.	

| A2.b:
A2.a:Refine
Academic
Workshop | ● Equity
●
  Access
● Math | ● ~~Streamline and clarify identification process that includes using data to target individual student needs.~~
● ~~Implement general and subject-specific sections based on identified needs.~~
● Improve communication between AW teachers, subject teachers and parents.
● ~~Provide opportunities for students to enter and exit Academic Workshop as needed.~~
● Expand AVID courses and strategies.
● Conduct instructional workshops with special education teachers and academic workshop teachers to provide strategies and support to academic workshop teachers.
● Revise Academic Workshop strategies and instruction.
● Add ELD Math Academic Workshop. | | ● Formalized criteria for selecting students for Academic Workshop. (*Counseling Documents*)
● Scheduled multiple Academic Workshop sections in same period with teachers from a variety of academic departments to provide subject-specific support, as needed. (*Master Schedule).*
● Scheduled most Academic Workshop sections late in the day so students could enter and exit more easily. (*Master Schedule*)
● Added an ELD Academic Workshop section, which includes Math support. (*Master Schedule*)
● Added two new general education AW classes for the 2021-2022 school year, totaling 6 sections. *(Master Schedule documents)*
● Increased counselor visits to Academic Workshop classes (i.e. open door policy; counsellors "push in" at any time to work with students). *(Counseling documents)*
● Enhanced communication between all AW stakeholders (students, parents/guardians, |

				teachers, counsellors, administrators, etc.). *(Academic Workshop documents)* ● Aligned across all 6 GE Academic Workshop classes: executive functioning lesson plans, course policies, etc. *(Academic Workshop documents)* ● Increase awareness among faculty about how to utilize Academic Workshop teacher support *(presentations during staff development by AW teachers)* ● Currently implementing opportunities for college and career center conversations and future field trips to community colleges. *(Academic Workshop documents)*
~~A2.c: Reconfigure SPED AW to facilitate support.~~	~~● Equity~~ ~~● Math~~	~~● Improve process for communication between general education and special education teachers.~~ ~~● Utilize para-educators more strategically to support students in general education classes.~~	3. Explore ways to use the PLCs as a vehicle to support the deeper interdisciplinary professional conversations that use data to inform instruction.	● Professional development provided to staff focused on effective instructional strategies, differentiation, accommodations and modifications for special education students. *(Staff Development documents)* ● Adjusted general education teachers' assignments to cluster Special Education Academic Workshop sections for 9th and 10th graders,

				reducing the number of teacher contacts for general education and special education teachers. (*Master Schedule)* ● Meetings between Special Educators and each general education teacher in the Fall to discuss students on their shared caseloads. *(Special Education documents)* ● Added electronic-access for teachers to IEP profiles. (*Special Ed communications*) ● Paraeducators support all math support classes. (*Paraeducator schedules*) ● Paraeducators support modified students in Science and Social Studies. (*Paraeducator schedules*) ● Para-educators support any classes with more than 5 Special Education students. (*Paraeducator schedules*) ● Special Education has articulated with math and science departments to explore best ways to help special education students. (*Department meeting notes*)
A2.d: Refine SMART period	● Equity ● Math	● Offer specific supports during SMART (e.g., program goal re-learning,		● The bell schedule adopted for the 2021-2023 school years includes doubling the

		subject specific locations, group/individual spaces, quiet/collaborative spaces) to better target students' needs. ● More directive use of SMART. ● Explore increasing SMART period time.		frequency and duration of SMART period. (*Bell Schedule*) ● Peer tutoring in math classes during SMART period (*Math teacher reflections*) ● Tailored study sessions during SMART period
A2.e: Refine Case Review Team	● Equity ● Math	● Create a structured referral system and pathways for academic issues that include teachers in the process. ● Create a more flexible CRT team based on needs of students.		● Adjusted membership of Case-Review Team to be more efficient while providing a variety of viewpoints and feedback more specific to student needs. (*Case Review Team documents*) ● Codified system for referrals and flow chart for process. (*Case Review Team documents*)
A2.f: A2.b: Provide new learning opportunities for students who do not meet program goals by the semester's	● Equity ● Math	● AW/Independent Study for finishing incompletes and remediation. ● Beginning of semester SMART centers for finishing Incompletes. ● Use computer-based or online courses for credit redemption. ● Examine on-site credit redemption options ● Summer transition program to help at-risk	5. Explore the use of technology to not only deliver traditional instruction but also to differentiate and enrich instruction to support deeper inquiry and creativity needed to develop 21st century skills. 7. Ensure that ALL students, in particular African American and Hispanic students have full access to UC/CSU a-g classes and Advanced Placement (AP) classes.	● Increased the use of Independent Study to make up incompletes. (*Independent Study records*) ● Adopted Edgenuity (previously Accellus) as an online, technology-based independent study and credit redemption tool. (*Exploration documents*) ● Reinstated Summer School in 2020 as a means for students to earn credits and make up for missed learning opportunities. (*Summer School documents*)

end		students transition into Redwood during summer before 9th grade ● Summer-intensive and/or intersession workshop/boot-camp support to accelerate students lacking foundational skills/content knowledge ● Increase articulation with feeder schools to improve student content knowledge and skills preparation	10. Assessment results and report cards show that Hispanic/Latino and Low SES student achievement is an ongoing concern.	● Math department articulating with middle schools. (*Math department notes*)

A2.g: A2.c: Provide tutoring and individual assistance through the use of volunteers, trained peer tutors and teachers	● Access ● Equity ● Math	● ~~Coordinate with Marin County School Volunteers and other community partners to train and schedule volunteers into classes where needed~~. ● Provide tutoring by college students and pre-service teacher candidates before, during, and after school, particularly for struggling students of color, EL students, and low-SES students. ● Provide ~~school service credit for~~ student peer tutors ~~with~~in the class. ● Provide adult tutoring when students can take advantage of it. Target participation as needed. ● ~~Explore the creation of a math center~~ Provide math tutoring before school, during lunch, and after school.		● Peer tutors and adult volunteers used in lower-level math classes and AVID class 2018-2019. Need to revisit when COVID restrictions are lifted(*Student schedules and personnel records*) ● We are continuing attempts to attract volunteers through local colleges and organizations but have had difficulty filling our need. (*Personnel records*) ● Math Tutoring Center provides math support for students after school. (*Math Center documents*) ● Many math teachers provide student support before school, during lunch and after school. (*Math teachers' reflections*) ● ELD program uses Peer Tutors extensively. *(Student schedules, ELD documents)*

Impact on Student Achievement – Goal A - Academic Goals

This goal was determined by all our shareholder groups reviewing student learning data showing that, while many of our students were very successful, we also had specific groups of students that were not as successful as they should be.

Over the past six years, Redwood has implemented targeted changes to disrupt the predictability of achievement based on race, gender, culture, socio-economic status and learning ability. As indicated in the *Academic Accomplishments and Adjustments* table above, programs have been implemented and refined to ensure the achievement of all students. Overall, we are seeing continued steady success for most students at Redwood and we recognize students of color, specifically Hispanic/Latinx students, and low SES students, continue to need our continued focus and support.

Some hopeful signs do include the increase in student GPAs for students of color. Also, the percent of black students that have met UC a-g requirements (indicating some improvement in access), taken AP courses/exams and passed AP exams have increased as have black students' average ACT scores. Hispanic/Latino students have also seen an increase in ACT participation and average ACT scores.

Our mixed data in mathematics (higher departmental GPA and lower standardized test scores) may indicate improvement with the need to adjust to the new math standards and CAASPP exam as well as more work necessary to address the needs of students of color and low-SES students (as is true with other departments).

Our professional development work around equity has been received well and it is impacting teacher practices and student learning as more staff receive more training on equitable practices. inquiry-based learning, project-based learning, a focus on students connecting their learning to their own lives and student choice, when possible, to increase student engagement and enthusiasm for learning.

As the number of ELD students has increased, so has our support of EL students. We are seeing a stronger EL community and improved learning for our EL students. Most of our EL students speak Spanish or Portuguese as their first language, however we also have students who speak Korean, Arabic and Russian as their first language.

While we are seeing progress in this goal, we also have more work to do to make sure all students are succeeding academically. Staff understanding of the challenges and importance of this goal have grown in the last six years. We must continue supporting our teachers as they implement strategies and we must continue to assess and adjust schoolwide systems to best meet the needs of our students needing additional support.

Behavioral

Goal B: Decrease the amount of time students spend out of class for behavioral problems (B1), and create a culture that balances academic achievement and well-being for students and staff (B2).				
Objective	Critical Learner Need	Action Steps	Critical Area for Follow-Up	Accomplishments/Evidence
B1.a: Implement an Individualized Discipline Plan for students as needed.	● Equity	● ~~Reduce suspensions and serve suspensions in-school for all infractions that don't create safety concerns.~~ ● Partner with outside resources as needed. ● Explore the use of restorative circles or similar restorative justice practices. ● Increase communication of discipline policies, supports, and consequences.	13. Develop clear and consistent discipline guidelines that eliminate profiling by being both transparent, and equitable.	● Individual discipline plans created for students, as needed. (*Discipline records*) ● The vast majority of suspensions are served in-house to assure students are using suspension time to work on school-work and receiving social/emotional support through counselors, wellness center and partner support providers. (*Suspension records, counseling records*) ● Intentionally reduced the number of days students are suspended from class, and depending on the infraction, students are referred to support services in lieu of in-house suspension. (*Discipline records*) ● Increased utilization of restorative practices to teach students about the impact of their behavior and repair the harm they have caused. (*Discipline records*)

				● Codified system for behavioral referrals and added email and phone referrals for teachers. (*Discipline documents*) ● Provided individual teacher support, as needed, for implementing successful classroom strategies that limit behavior issues. (*Asst. Principals' records*)
B1.b: Support teachers with specific referral process for behavior issues.	● Equity	● Create a structured referral system and pathways for behavioral issues that include Case Review Team, as needed (see A2.d above).		● Teachers submit discipline referral by email and phone. (*Assistant Principals' records, Case Review Team records*)
B2.a: Increase on-campus activities designed to build a more cohesive RHS community.	● Equity ● Access	●Anti-Bias, Anti-Racism, Equity training for staff and students. Formation of staff and student equity teams. ●Create/expand advocacy clubs for students of color, EL students, etc. ●Increase diversity of parent participation. ●Welcome committee for new students, particularly students of color and ELD students. ●Coordinate and expand activities with Leadership, Link	14. Improve school to student communication regarding school events or situations to be treated as part of the community and not an afterthought.	● Link Crew, Leadership, Peer Resource, SLAM and Wellness Center organizing activities on campus. (*Student Activities records*) ● Link Crew, Leadership and Peer Resource received RaceWork anti-racism training to more effectively coordinate and lead activities on campus. (*Teacher lesson plans*) ● Link Crew matches students with new transfer students to welcome and introduce them to

		Crew and Peer Resource that focus on opportunities for ALL students to feel more involved in school. ● Implement a mindfulness program and provide opportunities for exercise, meditation, etc. for students and staff ●Improving communication in languages other than English.		the school community. (*Link Crew documents*) ● Advisory once a week is designed to inform students of community interests, events and opportunities to build community on campus. (*Advisory records*) ● Staff has been introduced to Mindfulness and some teachers are using mindfulness in their practice and with their students. (*Staff Development records, Teacher Lesson Plans*)
B2.b: Promote wellness and balance within the school community.	● Equity ● Access	● ~~Plan and implement Wellness Center~~ ● Parent education (e.g., alcohol and drugs intervention/prevention); anti-bullying; academic/social balance. ● Continue to build and support Friday Night Live (FNL) program.		● In addition to our counseling services, implemented a Wellness Center, which is in its seventh year, and a Virutal Wellness Center during COVID. (*Wellness Center records*) ● PTSA has conducted parent education events covering drugs and alcohol, bullying, academic/social balance. (*PTSA records*)

Impact on Student Achievement – Goal B – Behavior Goals

This goal was determined by our shareholders based on the impact of behavior incidents on student learning and student emotional health. While our student behavior compares favorably to other schools in the state, we still wanted to make sure our students were socially and emotionally healthy and ready for success. Additionally, as we moved towards an increased restorative behavioral approach, our staff was concerned that student behavior was declining or would decline. We have not seen that concern come to pass as our student behavior has not declined. Our suspension rate has remained low even as our enrollment has increased and we

believe that our in-house suspensions and restorative practices are helping minimize recidivism and allowing students to be academically successful even when they make behavioral mistakes. Our Wellness Center has increased the level of social/emotional support we have been able to provide and has provided significant support to the PTSA and many teachers as they incorporate mindfulness, health and developmental topics in their parent and student programs. Our Leadership, Link Crew and Peer Resource programs have coordinated efforts to make Redwood feel like a community even as we continued to grow.

Our work on this goal has resulted in fewer behavioral issues and reduced time out of class for students. It has also provided exponentially more emotional support for students resulting in fewer student transfers to our continuation school. We are also seeing greater student understanding of the learning opportunity behavioral incidents present and destigmatization of social/emotional issues and emotional support as a result of our Wellness Center services.

Attendance

Goal C1: Decrease number of absences and tardies and the impact of missed class time on teaching and learning.				
Objective	Critical Learner Need	Action Steps	Critical Area for Follow-Up	Accomplishments/Evidence
C1.a: Strengthen pre-SARB and SARB strategies	● Equity	● Create, review and revise attendance procedures and policies. ● Determine cause of chronic absences and tardies for individual students to create plans to address those causes more directly. ● Teachers sharing successful student-engagement practices. ● Parent/Student/Administration Pre-SARB meetings. ● Improve pre-SARB SART and SARB activities (improve communication with parents, guardians, daily tracking, refer to CRT) to support attendance more quickly and effectively. ● Use outside resources such as probation, DSY and other services to support attendance, as needed.	1. Explore options for restructuring PLCs from subject matter groups to interdisciplinary collaborative groups in order to facilitate dialog across subject/content areas. 3. Explore ways to use the PLCs as a vehicle to support the deeper interdisciplinary professional conversations that use data to inform instruction	● District attendance committee made recommendations that were adopted by the TUHSD Board policies regarding attendance. (*Attendance Committee notes, Board Policy revision draft*) ● Assistant Principals sharing chronic absences causes and strategies. (*Assistant Principals' records*) ● Teachers have done some sharing of successful student-engagement and attendance strategies (*Instructional Teams notes, Staff Development records*) ● Increased communication to students and parents about the importance of good attendance. (*Newsletters, school emails to parents*) ● Changes in pre-SARB activities include weekly email notification to all students and parents, more

				regular administrator check-ins with students and communications with parents. (*Administrator records*) ● Dynamic Solutions for Youth (DSY) has worked with students having attendance issues. (*DSY records/notes*)
C1.b: Create a more systematic way for students to make up missed work.	● Equity	● Clarify student responsibilities when returning from absences. ● Use SMART period to make up missed work. ● Use online/computer courses for making up program goals for long-term absences. ● Utilize technology to facilitate communication of assignments and possible alternative paths for learning after missing class time. ● Increase subject area expertise of Home/Hospital instructors by using teachers on staff when possible. ● Explore requiring SMART period when absence threshold reached. ● Explore patterns of missed class time (periods, courses, days, etc.).	11. Further help new students and families acclimate to the RHS culture by communicating in multiple languages, and alter meeting times and locations to increase participation of working families.	● SMART period being used by students to make up missed work and seek assistance, as needed. (*Teacher/Student reports*) ● Teachers using Canvas, Google Classroom and websites as online computer tools for makeup work for students returning from absences. (*Assistant Principals' notes*) ● Increased number of teachers posting assignments online (*Teacher/Student reports*) ● Teachers increasing flexibility with late/missing work, and holding more one-to-one meetings with students to resolve missing assignments, especially when remote. (*Teacher syllabi/expectations documents and emails*)

				● Teachers on staff used for Home/Hospital whenever possible (*Home Hospital records*)

Impact on Student Achievement – Goal C – Attendance Goal

This goal was determined by our shareholders based on the impact of missing class time on student learning. Raising parent and student awareness of the importance of attendance as well as closer monitoring of student attendance appear to be reducing student attendance challenges. We are encouraged by the decrease in absences and encouraged that we had the lowest chronic absenteeism rate in the county before the COVID pandemic but we would like to see even lower absenteeism.

We are hopeful that this improvement will continue with further work by teachers in the classroom, teacher and administration communicating with parents as well as further work by administration increasing student and parent awareness of the importance of attendance, the status of students' absences and additional intervention strategies for students with attendance challenges.

PROGRESS ON CURRENT ACTION PLAN/SPSA

Growth Areas for Continuous Improvement Not Yet Addressed

All growth areas for continuous improvement previously identified have remained the focus of Redwood's action plan/SPSA goals from 2015 to present.

Chapter Two: School Climate Profile

Photo by Kate McHugh, '22

GENERAL BACKGROUND AND HISTORY

Redwood High School is one of three comprehensive high schools in the Tamalpais Union High School District (TUHSD). Redwood opened in 1958 and serves seven small suburban communities in southern Marin County: Larkspur, Greenbrae, Corte Madera, Tiburon, Belvedere, Kentfield, and Ross. Larkspur and the surrounding communities are marked by expensive real estate prices. The cost of a home in these communities has a median home price of $1.8 million. Economic diversity and the challenges it brings to students are sometimes hidden in the apparent affluence of the area.

Redwood has a longstanding tradition of academic performance.The Redwood community benefits from high expectations for students, dedicated teachers and staff, and visible parent support. The school has received the California Distinguished School award four times (1990, 1996, 2003 and 2011) and was selected as a National Blue Ribbon School in 2008. Most recently, Redwood was named a 2015 California Gold Ribbon School.

PARENT ORGANIZATIONS

Parents are an integral part of the school community, and they provide input and support in many ways. Parents serve on the Redwood Site Council, a stakeholder group that focuses on student achievement, wellness and school organization by promoting empathy, kindness, and respect for oneself and others, fostering a safe environment that values both personal and academic goals, celebrating individuality, and cultivating tolerance and inclusiveness. Our Parent Teacher Student Association (PTSA) hosts student assemblies and events, staff appreciation events, campus beautification and monthly parent education events. Our Parent Advisory Council meets four times a year and consists of both parents and school administration with the purpose of soliciting parent input on a variety of school topics.

Parents actively support sports teams through team booster clubs including Pigskins, Hoops Club, Dugout and Grapplers. The Redwood Foundation, in coordination with Benchwarmers, provides funding to grant applications on behalf of athletes twice annually. The drama and music programs have active parent support as well. Parents volunteer in a variety of ways to support our school community, including ninth grade registration/enrollment, college and career center events, parent education, attendance office support and athletic support.

Our school also receives support from a number of other parent organizations. The Redwood Foundation has been an outstanding source of financial support over the years. Last year the foundation raised over $800,000, and the money is distributed to staff and students through grants which fund innovative classroom and school ideas and projects, the Benchwarmers

Athletic Booster club, the Fund-a-Need program, scholarships for graduating seniors, and medium to large capital projects such as field renovation, science classroom equipment purchasing, and college and career center upgrades.

COMMUNITY ORGANIZATIONS

The Redwood Alumni Association supports the school community in the areas of scholarship, athletics, arts, and beautification. Our alumni association also provides Redwood students with guest speakers each year.

The School to Career program is a partnership with the Marin County Office of Education (MCOE). The program provides students the opportunity to explore careers in a variety of areas through internships, job shadows and career-focused field trips. Internship opportunities are available to our students three times a year during fall, spring and summer. Typically, students intern for six to eight hours per week for six weeks. Internship partners include Buck Center for Research on Aging, Kaiser Permanente, Marin Independent Journal, Marin Youth Center and The Marine Mammal Center. During the summer, students participate in a career course program.

In January 2016,the Wellness Center opened on campus. Our Wellness Center staff works with the counseling department to expand existing support services for students. They coordinate and provide health, mental health, sexual health and substance abuse services and programs for Redwood students on campus. They offer direct services as well as prevention and education for students including health and wellness classroom presentations and school wide health education events. In addition, they facilitate and coordinate community partnerships that come on campus to provide direct support to students such as Bay Area Community Resources, Family Works, Huckleberry Youth Programs, Marin City Health and Wellness, The SPAHR Center, UCSF Nursing Interns as well as graduate interns for university partnerships such as UC Berkeley, San Francisco State University, and the Wright Institute.

Another community partner, 10,000 Degrees, is an organization with a specific focus on achieving educational equity and supporting students in need to access and complete higher education so they may positively impact their communities and the world. The organization works with Redwood students to provide college awareness, college preparation and planning advice, and financial assistance during high school and college.

Dynamic Solutions for Youth is a community organization that utilizes both a prevention and intervention model to address behavioral issues. The organization works with Redwood administration to support students through mentoring, discussion groups, and community service. Additionally, the director of Dynamic Solutions is on campus several times each week to work with students to resolve conflicts and to mentor students.

College Board Advanced Placement courses are a common part of student learning experiences at Redwood High School. This year, 982 individual students are taking 2189 advanced placement courses. This includes 78% (up 10% from 2018) of all 11th and 12th graders taking one or more advanced placement courses and 40% (up 2% from 2018) of 10th graders taking AP European History (the only advanced placement course available for 10th graders). Twenty different advanced placement courses are available at Redwood this year, including the recent additions of AP Capstone and AP Art History. Students in advanced placement courses score a "3" or better more often than is seen across the state and nationally.

COMMUNITY FOUNDATION PROGRAMS

Redwood is supported by a variety of community foundation programs, the largest of which is the Redwood High School Foundation which raises over $1,000,000 each year for use in Redwood academics, arts and athletics. The majority of these funds are allocated via staff requests made in fall and spring each year. Additionally, this foundation supports our main athletics booster organization, Benchwarmers, and our drama program.

Additionally, a few or our athletics teams raise funds to support their individual teams, our music program supports our music program and our Parent Teacher Student Association (PTSA) supports parent education, staff appreciation and campus beautification. These foundation programs allow us to provide extra resources to all areas of our school.

SCHOOL-BUSINESS RELATIONSHIPS

Our Redwood High School Foundation establishes and maintains school-business partnerships with local business donors. Most of these partnerships involve financial donations. Additionally, our School-to-Career Partnership (a county office of education partnership), allows our students to participate in job skill training, job shadows and internships.

Lastly, your PTSA organizes, each year, Career Conversations in which parents speak to interested students during lunches in the spring about their profession and answer student questions to raise student awareness about a variety of professions.

STAFF

Redwood employs 117 certificated staff members, 45 classified staff and 4 administrators. Of the certificated employees, there are 7 Counselors and 19 Wellness staff and partnerships. The staff is 37% male, and 62% female, with 2.5% of staff identified as African American or Black, 3.2% Asian, 16% Hispanic or Latinx, 1.3% Two or more races, and 82% White.

Certificated Staff

Redwood's certificated staff consists of Counselors, Teachers and a Wellness Coordinator. Together these staff members coordinate academic and personal learning experiences through which students grow, learning to set and achieve their goals.

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	116	113	122	
Without Full Credential	1	2	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Classified Staff

- **Direct Classroom Support** - Staff working directly with students in special education Academic Workshop classes, by pushing into classrooms to support special education students and the general education teacher, or as one-to-one support for students with special needs.

- **Administrative Support** - Staff assisting administrators with logistics and communication for student activities and relations, staff and community meetings, and school facilities.

- **Guidance Support** - Staff supporting the work of Counseling and Wellness who work to facilitate and balance student achievement, performance and personal wellbeing.

Classified Staff 2020-2021(FTE Equivalents)

Description	Am Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Two or More Races	Total
Paraprofessionals	0	0	0.87	0	1.75	0.87	10.24	0	13.73

Classified Staff 2020-2021(FTE Equivalents)

Office/Clerical	0	0	0	0	0.5	1	10.25	0	11.75
Other Classified	0	0.5	0	0	6	2	4	1	13.5

SCHOOL PURPOSE AND WASC ACCREDITATION STATUS

Redwood's purpose is to uphold the TUHSD vision and mission for every TUHSD student, regardless of their race, identity, language proficiency, socio-economic status, or learning ability. The TUHSD vision states:

"Staff, students, and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status." (June 2020)

The TUHSD mission states:

 "THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively." (August 2009)

The student learner outcomes from TUHSD Mission include:
- creative, passionate, self-motivated learners
- engaged citizens
- able to contribute individually and collaboratively
- able to address the challenges of a dynamic and diverse world
- demonstrate mastery of core competencies
- access and critically analyze information
- pose substantive questions, communicate effectively

Additionally, in July 2020, the TUHSD identified three anchors to ground its commitment towards its vision and mission. The anchors are Teacher/Student Relationships, Racial Equity, and Cycles of Continuous Improvement. These anchors are reflected in the 2021-2024 Local Control Accountability Plan (LCAP) goals.

The process by which changes occur to the district vision, mission, LCAP goals and anchors involve stakeholder development under the guidance of district leadership, and Board of Trustee approval. As concerns arise in the greater district community via student achievement data,

current educational research findings, and changes in socio-economic and socio-political climate, the district administration engages stakeholders to determine the areas of greatest need in our school communities. It is from these needs that the district focuses its efforts to best support students and their families.

In 2015, Redwood's received a six year WASC accreditation with a three-year mid-cycle review. Previously, Redwood received...

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

The Local Control and Accountability Plan (LCAP) is a state requirement as part of the historic Local Control Funding Formula (LCFF). Every school district in California must create an LCAP that describes how the needs of all students and especially those in the three targeted students groups are being addressed and are tied to student outcomes in eight state priority areas.

The LCAP document is revised each year to reflect current needs and priorities of our students and community. We are currently in the process of developing a new three-year LCAP in partnership with our stakeholder groups.

The first stage of the process involves consulting the community. The LCAP Committee meets eight times during the year to review progress data, collect input, and advise the superintendent on potential LCAP changes. In the fall, input will be solicited from all stakeholders, focusing on areas of greatest progress, need, and ideas for continuous improvement. The committee works collaboratively with staff to identify additions or revisions in the development of the new LCAP.

Stage 2 of the process is the planning and drafting phase. In late winter the committee reviews all feedback received and drafts revisions to the LCAP. That draft is shared with stakeholder groups and the community at large for feedback.

In the spring, staff and the LCAP committee review feedback on the draft and make final revisions as needed. The final draft is posted online prior to the public hearing in early June.

Lastly, the School Board holds a public hearing and takes final action on the plan during their meeting.

To access the full report, go to: TUHSD District LCAP Report

The 2021-2024 TUHSD LCAP goals are:

- Goal #1: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.

- Goal #2: Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups.

- Goal #3: Improve communication and relationship with the community and stakeholder groups.

- Goal #4: Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known.

- Goal #5: Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

SCHOOL PROGRAMS

ACADEMIC PROGRAMS

Advanced Placement

We currently offer 20 Advanced Placement (AP) courses in all of our academic departments. Teachers of AP courses are trained in the College Board AP workshops before teaching the AP course. Over the last several years, we have worked to decrease the obstacles to students taking AP courses including AP courses that all students can take such as AP Capstone and AP English LIterature.

As we offer many AP courses, we also counsel students to avoid trying to take too many AP courses so they can maintain a balanced course load to maintain social emotional health while pursuing advanced study in areas of interest.

Applied Technology

The applied technology department specializes in providing students with 21st century knowledge and skills that will prepare them for post-secondary opportunities in all career fields. The courses allow students to use critical thinking and communication skills to create solutions in architecture, engineering and computer hardware analysis as well as software analysis and development.

Students achieve this level of readiness by completing projects designed to ensure their fluency with standards aligned course curriculum as well as through hands-on projects and minds-on experience creating solutions to real-world problems and situations they are likely to encounter once they are part of the workforce. Applied Technology programs maintain high level expectations for completing challenging academic and engaging practical projects.

AVID

AVID is an elective class that helps prepare students for college. Students take an AVID elective course in all four years of high school and it provides them with the skills and tools they need to be successful in advancing academically with the ultimate goal of attending college. For more than 30 years, AVID has been an instrumental program in preparing students for success in higher education.

Students are taught study skills, note-taking techniques, time management, writing and research skills, while being immersed in a college-going culture. Additionally, the AVID elective provides access to information about colleges, universities and careers through field trips, guest speakers, college tutors, scholarship opportunities, and college admission requirement information.

Academic Workshop

Academic Workshop is a general education support class. During this grade level-specific course, students learn study skills and life lessons. They also receive teacher and peer tutoring. The course is intended for students needing extra support as indicated by lower achievement and the need for improved organization, mentorship and trusted adult relationships.

Counseling

Each student, upon entering high school, is assigned to a school counselor who remains with them for the duration of their enrollment on campus. The school counselor is a resource to support all students in the areas of personal/social development, academic progress, and college and career goals. School Counselors work to support students and help them access resources for effective communication skills; balancing academic, extracurricular, and personal responsibility; and identifying personal strengths, values, and challenges to support a successful high school experience. School Counselors help students navigate high school as well as help them with post-high school plans. The Redwood Counseling Program offers a variety of topics and grade-specific informational evening programs for parents/caregivers during the year.

English

The English department provides students with the reading, writing, speaking and critical thinking skills that they use in a variety of their other classes. Students learn to write in the three main modes described by the Common Core Curriculum: Argument, Narrative, and

Informational Writing. Through the study of literature, students learn skills that aren't measured on standardized tests but are important for life after high school nonetheless: empathy, how to be human, a respect for different perspectives, etc. All courses teach critical thinking; what English provides our students is the opportunity to learn how to articulate that thinking more effectively. Students are given opportunities to practice with written and spoken language so that their modes of expression may allow them future success navigating the world.

In Redwood English classes, students are able to read about and discuss issues of emotional and psychological import, our students often come to us (frequently via written pieces) to unburden themselves. Coming off the trauma of pandemic, this has proven to be not only important, but necessary to health and stability of our students. Students are prompted to think creatively and critically about themselves, the texts we explore, and the world around us. Students are expected to communicate and collaborate with others in order to gain and share understanding.

One of our core beliefs is that literacy – reading, writing, speaking, and listening – are essential skills for success in the modern world, and thus are our main forms of assessment. Students are provided with a wide range of opportunities to read, write, and speak for different audiences and purposes. The focus is on developing skills using literature and nonfiction as sources for discussion, analysis, critical thinking, discovery, debate, and writing as well as communication skills that work across all disciplines.

Math

Within the intellectual landscape of the 21st century, there is a need to provide a language that is unambiguous and coherent to be used in the description of nature. One such language is mathematics. Mathematics also provides the means to analyze, quantify and produce the changes in society and therefore, is essential to the ability of students to function productively in society and give them the skills necessary to be successful in their personal goals, be them of either academic or professional nature.

The mathematics department at Redwood high school is a cohesive team that takes input from current standards of education and has created a program that covers the necessary instruction from the beginning steps of quantification and arithmetic operations, to advanced analytic tools of calculus and descriptive and predictive methods used in statistics. This is achieved not through a dry exposition of concepts and data but through an active and adaptive interaction with students whose teachers meet them in the progressive and consistent development of skills that are used in other areas of their education. The expectation that students can excel at the acquisition of skills and incorporate them seamlessly in their mental makeup is easily seen in the wide variety of achievements and academic choices shown by the community. That expectation stems not from a goal of ability to deliver facts, but from the development of cognitive tools that are transferable to all areas of sciences and humanities.

This is the product of collaboration, discussion and fine tuning that is part of the ethos of the department

Physical Education

The Redwood High School Physical Education (PE) department maintains a key role in the greater Redwood community in various ways. The curriculum focuses on motor, cognitive, and affective development for all students. Through the teambuilding and communication learning activities, students will create positive relationships with one another (regardless of student differences and experiences) as well as create a sense of community in and out of the classroom. Physical Education also focuses on the importance of building and maintaining fitness and health not only for the physical benefits, but also as they impact mental health. The goal is to create lifelong movers. Physical Education also focuses on developing both social and personal responsibility through individual and group activities designed to create a safe space that encourages risk taking. The PE department utilizes differentiated instruction and alternative forms of assessment to meet the needs of ALL students (GE, ELL, SPED) by including collaboration and communication specifically with ELL and SPED teachers on various assignments/activities.

Science

In science, students gather evidence and think critically as they apply content knowledge and practical experiences to observed phenomena, in many cases local and first hand. In science classes, students are challenged to consider the interconnectedness of all systems, both living and nonliving at the local, regional, national and global level. Upon graduation, all Redwood students will have demonstrated proficiency of the Next Generation Science Standards (NGSS) and met the minimum standards for acceptance to the University of California and California State University schools. To that end, in the last four years, three required courses have replaced the two integrated courses 9th and 10th graders used to take to meet graduation requirements. Through extensive site and district collaboration, the Science Department has adopted Physics in the Universe for 9th graders, Living Earth for 10th graders and Chemistry in the Earth System for 11th graders.

NGSS allows learning to be contextualized and relevant to students by bringing the living and non-living world at large into our classrooms, and simultaneously making the outside world our classroom for opportunities to enhance learning. Students learn to make connections between science practices and frameworks of thinking - structure and function, scale and proportion, cause and effect, matter and energy. Teachers use instructional strategies flexibly to ensure students are connected and supported academically and social-emotionally. Lessons foster personal connections through collaboration, and that intentionally incorporate technology to support and facilitate learning. To deepen learning students use reflection and feedback to inform their understanding and skills. Redwood provides a breadth of upper-division electives from which students can choose and explore different sciences.

Social Studies

The Social Studies department impacts the Redwood community and beyond in a number of ways. All students are required to take four years of social studies which includes courses in economics, government, US history, world history, world cultures and geography and social issues (state mandates in health and wellness. This allows students to get four years of experience with 21st century skills, aiding our goal of teaching students the skills required to be global citizens. This is made possible by using current events and integrating life skills like financial literacy and civic engagement, alongside 4 years of Social Studies curriculum. Academically, students are prepared for whatever comes after high school. Many of our courses mirror what may be taught in a 100 level college course; and also include the skill development of note-taking, research, discussion, and writing that students will use in higher education and the workforce.

Additionally, within the Redwood community Social Studies offers electives and the required 9th and 12th courses which are heterogeneous around student academic levels. AP and honors courses are offered in many subjects. These courses offer students the opportunity to learn from peers that they may not necessarily have in other classes. The belief is that this builds more community across the school and within each grade level. Finally, because of the large size of the department, Social Studies has many teachers involved as club sponsors, coaches, and advisors. This reach expands into the community, providing more opportunities for students to connect with their teachers and build upon the relationships developed within the classroom.

Visual and Performing Arts (VAPA)

The Redwood Visual and Performing Arts department offers students inventive strategies to express complex ideas in new and creative ways. The department celebrates diverse perspectives and prioritizes providing a safe place to respond to current events through artistic self-expression. Our revised curriculum reflects this stronger emphasis on equity and cultural representation in the arts. The department utilizes project based learning to teach both technical skills and creative risk taking. The sequential programs guide students in structured creative inquiry as an avenue to both self-discovery and globally minded innovation. The sequential programs, from introductory to AP/Honors, guide students in structured creative inquiry as an avenue to both self-discovery and globally minded innovation.

World Languages

The Redwood World Languages department strives to provide an all-encompassing experience where students learn to work collaboratively, take responsibility for the community they live in, and engage in meaningful interactions with members of the Spanish and French-speaking communities. Students apply their knowledge in multiple cultural contexts through language acquisition. The curriculum of Redwood World Languages department lends itself to developing cultural awareness and fosters the growth of global citizenship.

SUPPORT FOR ENGLISH LEARNERS

The ELD program welcomes newcomer students and English Learners to Redwood to help them form a community as they integrate into the larger Redwood community. We support students in ELD Academic Workshop, Tutorial (SMART), and two levels of ELD classes with relevant and engaging curriculum. We advocate for students to grow and access grade-level curriculum in content areas, working closely with clusters of teachers of EL students, and other staff in meeting student needs. One of the main goals is students' development of academic English, but we also oversee their social-emotional development and facilitate their access to equitable opportunities. The ELD Department is inclusive in honoring the many cultures we share in our classrooms and providing a safe, nurturing learning space. We also invite families to be involved in providing feedback through the ELAC committee.

Our ELD program has expanded to run five periods with two full time teachers and many student tutors. We mainly use the ELPAC for evaluating English proficiency in our students who speak English as a second language. It is given annually and called the "Summative ELPAC". (The Initial ELPAC is given only once when a new student begins a public school in CA.) We use overall grades as an indicator, success in a mainstream English class, and other key classes, and growth from ELD 1-2 to 3-4, leaving ELD AW behind, joining our AVID program. The CAASP test results also are used to gauge progress in English language development to a certain extent. There are a lot of indicators that the ELD teachers and the dedicated counselor use to monitor student progress.

SUPPORT FOR LOW-SES

To increase access for Redwood students, the Administration and Redwood Foundation have worked collaboratively to provide financial support for student activities and associated items. Additionally, as part of its annual fundraising and allocation process, the Redwood Foundation provides college scholarships to students with financial need. To further support Low-SES students, the Wellness Center provides counseling support for students managing the challenge of being in financial need in such a wealthy community.

SPECIAL EDUCATION SUPPORT

Special Education at Redwood High School strives to engage students with Individual Education Plans in order to reach their full potential. Students who have been assessed and qualify for Special Education services receive specialized academic instruction in a small group setting. Within instruction, students learn strategies to meet their IEP goals and are given individualized support to meet the core content standards, along with support accessing their accommodations

and/or modifications to support them in their general education classes. Some students with an IEP benefit from a smaller group setting and/or a modified curriculum. Our goal is always to offer the least restrictive environment for all our students. In certain cases, a therapeutic environment and/or services are offered. We offer a variety of modified courses, based on student needs. Our special education teachers and paraeducators work closely with general education teachers to modify and accommodate assignments. Pareducators provide support both in the classroom and during academic workshops. Modifying and accommodating students is done as a team and may look different for individual students. Additionally, our team supports students to transition from high school to post graduate education and/or the workforce. Instruction around building executive functioning skills is emphasized.

SCHOOLWIDE LEARNER OUTCOMES/GRADUATION PROFILE

The TUHSD Graduate Profile identifies skills related to collaboration, critical thinking, cultural competence, communication, creativity and independence, and character. A full description is available on the TUHSD Graduate Profile

DEMOGRAPHIC DATA

PARENT EDUCATION LEVEL

Redwood parent education level is quite high with almost 90% of parents having graduated college and over 50% of parents have a graduate degree or higher.

2021-22

Education Level	Percentage
Graduate Degree or Higher	52%
College Graduate	37%
Some College	4%
High School Graduate	2%
Not a High School Graduate	1%
Declined to State	4%

STUDENT ENROLLMENT

School Enrollment from 2017-2021as disaggregated in the tables below by grade level, gender, learning needs, and ethnicity reflects a student population that has net growth of 100 students The percent enrollment by grade level has been mostly consistent with the greatest change in the number of ninth graders enrolled in the 2021-2022 school year as compared to the previous years. The percent enrollment of ninth graders has decreased from 28% in 2018-2018 to 24% in 2021-2022. This decrease is consistent with district enrollment projections, although may be exacerbated by families choosing alternative academic settings for their students due to the pandemic.

The difference in the percentages of males and females enrolled was as great as 6% from 2017-2019, and has steadily decreased until being even at 50% for the 2021-2022 school year. As of the 2021-2022 school year, students are now able to enroll as non-binary. Noticeable changes in percent enrollment by student learner need include the decreased percentage of Low SES for the 2021-2022, which was 8% from 2017-2021 and is now 3% for the 2021-2022 school year. Another change is the percent enrollment in Special Education and 504, with an increase of 3% for each student group. The percent of students enrolled in Special Education increased from 8-11%, while the percentage of students enrolled with a 504 increased from 3-6%.

Percent enrollment by ethnicity has been fairly stable with some changes in 2021-2022. From 2017-2022 the greatest percentage of students are enrolled as white, followed by Hispanic or Latino, Multiple, Asian, Other and African American or Black. The changes in percent enrollment may be partially explained by students enrolling as having multiple ethnicities.

In terms of students enrolled in focused programs at Redwood, approximately 13% are enrolled in special education, approximately 50% are enrolled in an Advanced Placement course, 29% in Honors classes, 2.5% in AVID, and 4% in General Education Academic Workshop classes.

Redwood does not qualify as a TItle I school. The percentage of students who are eligible for free or reduced lunch is approximately 10%.

Redwood - Enrollment by Grade Level

Year	Total	Other	09th	10th	11th	12th
2017-18	1836	4%	28%	24%	25%	23%
2018-19	1928	4%	28%	26%	23%	23%
2019-20	1952	4%	27%	27%	24%	22%
2020-21	1986	4%	26%	26%	25%	23%

2021-22	1935	3%	24%	26%	25%	25%

Redwood - Enrollment by Gender and Learning Needs

Year	Total	Male	Female	Non Binary	Low SES	EL	SpecEd	504
2017-18	1836	53%	47%		8%	2%	8%	3%
2018-19	1928	53%	47%		8%	2%	10%	5%
2019-20	1952	52%	48%		8%	2%	11%	5%
2020-21	1986	51%	49%		8%	2%	11%	6%
2021-22	1935	50%	50%	0%	5%	2%	11%	6%

Redwood - Enrollment by Ethnicity

Year	Total	Afr Amr	Asian	Hispanic	White	Amr Ind	Filipino	PI	Multiple	Other
2017-18	1836	1%	7%	13%	73%	0%	1%	1%		4%
2018-19	1928	2%	7%	14%	71%	1%	1%	1%		4%
2019-20	1952	1%	7%	16%	70%	1%	1%	0%		4%
2020-21	1986	2%	8%	15%	69%	1%	1%	0%		4%
2021-22	1935	1%	5%	15%	68%	1%	0%	0%	6%	3%

ENGLISH LEARNERS

Whereas English is the language spoken by most student at Redwood, other predominant languages include Spanish, Portuguese and Russian. The number of students enrolled as English learners has fluctuated from 1.8% in 2017-2018 to 2.2% in 2018-2019, back to 1.8% in 2019-2020 to 2.5% in 2020-2021.

Enrollment by Language Acquisition Status

Years	Total	English Only	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient	To Be Determined

Enrollment by Language Acquisition Status

					(RFEP)	
2017-2018	1,809	88.4%	5.0%	1.8%	4.8%	0.0%
2018-2019	1,928	87.2%	4.3%	2.2%	6.3%	0.1%
2019-2020	1,947	86.1%	4.5%	1.8%	7.6%	0.0%
2020-2021	1986	86.4%	4.0%	2.5%	7.1%	0.1%

Redwood English Language Proficiency Assessments for California (ELPAC) Overall by Number & Percent

Years	Students Tested	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
2017-2018	38	7	8	10	13	18%	21%	26%	34%
2018-2019	34	8	6	11	9	24%	18%	32%	26%
2019-2020					No Data				
2020-2021	41	13	10	6	12	32%	24%	15%	29%

DATA ADDRESSING EIGHT STATE PRIORITIES

LCFF PRIORITY 1 - BASICS

The Redwood staff consists of 3 National Board Certified Teachers, 58 staff members with advanced degrees, 8 percent of teachers teaching outside of credentialed areas, and zero teachers enrolled in intern programs.

PROFESSIONAL DEVELOPMENT

Professional development at Redwood High School has aligned to the school Action Plan/SPSA goals, as well as the TUHSD LCAP goals and priorities. The types of staff development activities and percent participation of staff is included in the table below.

Redwood Professional Development Participation

Program/Activity	% of Staff

Equity/Anti-Racism	100
Relationship Building	100
Instructional Strategies (cuturally relevant teaching, teacher efficacy, student self assessment, formative assessment, grading reform, student engagement, etc)	100
Alternative Assessment	100
School/Student Safety	100
Bell Schedule Change	100
Content-Specific Curriculum and Instruction	40

SCHOOL SITE SAFETY

In alignment with Ed Code The School Safety Plan is developed by the school administration and approved by the Site Council each year and finally by the Board. The plan is designed to address a wide range of safety issues at schools, such as emotional well-being, school shooters, fire drills, etc. The annual review involves reviewing the plan, identifying and making recommendations for improvement.

LCFF PRIORITY 2 - IMPLEMENTATION OF ACADEMIC STANDARDS

DISTRICT

The Tamalpais Union High School district utilized Board Policy 6141 and Board Policy 6011 to develop, update and align courses of study with a focus on aligning standards taught across the school sites. Board Policy 6141 states: The Board of Trustees has the responsibility for establishing what students should learn, within the broad requirements established by the state of California in the Education Code. The Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The Board shall adopt a district curriculum which reflects the district's mission, philosophy and beliefs; responds to student needs and abilities; and is consistent with the requirements of law. Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

As for the Academic Standards, Board Policy 6011 states: The Board of Trustees recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each

area of study. The Board shall adopt high standards for student achievement that meet or exceed statewide standards and challenge all students to reach their full potential.

The district standards include the K-12 Student Learning Outcomes developed in collaboration with the K-8 feeder school districts and College of Marin. The development process includes staff, students, parents/guardians, community members and representatives of higher education. Outcomes are based on a review of state content standards and an assessment of the skills that students will need in order to be successful in the workplace and in higher education, including basic skills, problem-solving abilities, technology, teamwork, and conceptual thinking.

The district(s courses of study, adopted by the Board, describe individual course standards (content and performance) that meet or exceed the K-12 Student Learning Outcomes and the appropriate state Content Standards. Currently, TUHSD facilitates Math, English and Science Task Forces comprised of multiple teachers from each school site. The focus of these groups is to ensure course alignment to standards.

SITE

Course alignment at Redwood has, in the absence of Teacher Leadership since 2018 (due to budget cuts), been more of a challenge. It has been more dififcult to coordinate, organize and facilitate course alignment without department leaders. While some curricular and instructional alignment has occurred, it is less consistent and more dependent on individual teachers or small groups of teachers. The responsibility has primarily been facilitated through department meetings and course-alike groups with the guidance of administrators and members of the TUHSD subject-specific task forces.

LCFF PRIORITY 3 - PARENT ENGAGEMENT

Parents are involved in school decision-making mostly through our school communications, Site Council, PTSA, Redwood Foundation and Athletic Boosters. School communications share important school information and establish an environment of responding to parent concerns. Each of the main parent groups receive regular school updates and are solicited for input on various school decisions.

We still need to increase the number of parents of color involved in each of these groups and providing input to our decision-making. We do not have as many parents of color involved in school decision-making or parent groups as we should.

LCFF PRIORITY 4 - PERFORMANCE ON STANDARDIZED TESTS

SCHOOL PERFORMANCE DATA AND RESULTS

Redwood is a high performing school where students have historically done well academically and performed well on standardized assessments. The data sources analyzed by stakeholders regarding Student Performance on Standardized Tests is depicted in charts and graphs linked here.

ADVANCED PLACEMENT

Redwood's 2021-2022 Advanced Placement (AP) offerings and 2018-2021 test results are as follows:

Advanced Placement Courses		
AP English Language and Composition	AP Calculus AB (choice of either AB or BC)	AP Spanish Language and Culture
AP English Literature and Composition (12th grade only)	AP Calculus BC (choice of either AB or BC)	AP Spanish Literature and Culture (not offered in 2021-2022
AP Seminar (11th grade only)	AP Statistics	AP Art History
AP Research (12th grade only)	AP Computer Science	AP Studio Art
AP US History (11th grade only)	AP Biology	*Drawing/Painting, Photography, or Ceramics/Sculpture*
AP European History	AP Chemistry	
AP Economics (Macro & Micro 12th grade only)	AP Environmental Science	
Honors Courses		
Honors Advanced Exposition	Honors Physics	Honors Photography
Honors Advanced Algebra	Honors Spanish 7-8	Honors Advanced Drama
Honors Pre-Calculus	Honors Architectural Design	Honors Theatre Directing
Honors Biomedical Science	Honors Ceramics	

Advanced Placement (AP) Test Results

Year	Enrolled	Tests Given	Scored 3 or Higher
2018-19	767	1,532	90%
2019-20	812	1,614	90%
2020-21	833	1,724	83%

SAT/ACT RESULTS

Redwood has a tradition of strong test scores on both SAT and ACT exams. The table below outlines student achievement on these assessments for the Class of 2021.

SAT Test Results (Class of 2021)
417 seniors; 210 students tested; 12 National Merit Commended Students in the Class of 2020

SAT Scores	Evidence Based Reading and Writing	Mathematics
Mean/Average	670	681

ACT Test Results (184 student tested from Class of 2021)

Composite	English	Math	Reading	Science
29	30	28	30	28

CAASPP - SMARTER BALANCED

Redwood has excellent scores on the Smarter Balanced Assessment for both English Language Arts and Math. As identified in the stakeholder analysis of standardized test scores, Redwood students earn above average scores compared to schools within the district and state. Redwood outperformed the district, county and state Smarter Balanced test for "At or above standard." The ELA data from the Smarter Balanced test indicates 81% of Redwood students "At or above standard," compared to 78% of students in the district and 59% of students in the state. In looking at the most recent Math results reported, Redwood students scored above 65%, compared to the district's 62%, county's 47%, state's 33%.

Smarter Balanced - ELA : % At or Above Standard

School	2016	2017	2018	2019	2021
Redwood	**77%**	**81%**	**75%**	**74%**	**81%**
District	72%	76%	71%	72%	78%
Marin County	67%	69%	66%	63%	
California	59%	60%	56%	57%	59%

Smarter Balanced - Math : % At or Above Standard

School	2016	2017	2018	2019	2021
Redwood	**67%**	**66%**	**66%**	**65%**	**66%**
District	56%	60%	56%	58%	62%
Marin County	47%	46%	47%	47%	
California	33%	32%	31%	32%	33%

Redwood has high passing scores in English Language Arts, with White and Asian students at or above standards with Hispanic and African American below standards. 81% of students at or above standards in English Language Arts shows that many Redwood students are mostly proficient in reading and writing.

The percentages of students at or above standard are lower for Hispanic and Latino students at 67%, and Black or African American students at 60%. For students with IEPs or 504s, Smarter Balanced accommodations such as text-to-speech, calculation devices, etc, are automatically built in for students to see, access, and use. Students from a low SES background went from 39% at or above the standard in 2017 to 63% in 2021. Overall, Hispanic, African American and Low SES students perform lower than their peers, indicating that they may need additional supports.

Smarter Balance ELA Results - Students At or Above Standards (% and Number) by Ethnicity

Ethnicity	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
African American	100%	50%	17%	50%	60%	1	4	6	2	5
Asian	86%	91%	80%	78%	88%	22	22	30	23	25
Hispanic	62%	54%	66%	58%	67%	34	41	50	62	57
White	78%	82%	77%	76%	83%	259	304	318	290	308

The percentage of RHS students who met ELA standards is above local / state average, and in steady progress. English Language Learners are highly benefiting from our ELL program, with truly competent and dedicated teachers. From the data, it appears most low SES students are not benefiting from school programs in preparation for standardized tests comparable to their peers. That being said, students from low SES have gained ground on students for high SES over the last five years.

Smarter Balance ELA Results - Students At or Above Standards (% and Number) by SES

	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
High SES	78%	84%	77%	78%	83%	331	368	395	358	400
Low SES	60%	39%	51%	43%	63%	10	26	37	49	32

The Smarter Balance Math results for students "At or above standards" by ethnicity indicates the percentage of African American or Black students meeting or exceeding expectations from 2017-2021 decreased from 50%-20%. Over this same time period, the number of Hispanic or Latino students at or above standard increased from 38%-54%. The percentage of Asian and White students meeting and exceeding standards was relatively steady from 2017-2021. On average 80% of Asian students and 68% of White students were "At or above standards."

Smarter Balance Math Results - Students At or Above Standards (% and Number) by Ethnicity

| Ethnicity	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
African American	100%	50%	50%	0%	20%	1	4	6	2	5
Asian	82%	82%	83%	70%	88%	23	22	30	23	24
Hispanic	40%	38%	50%	42%	54%	30	42	48	62	52
White	67%	68%	67%	69%	67%	254	296	318	300	303

GPA

In evaluating GPA by Ethnicity, all students GPAs have increased from 2018-2021. The most significant changes are reflected in the GPAs of Black or African American and Hispanic students. Black or African American GPAs increased from 2.68-3.23, and Hispanic GPAs increased from 2.94-3.32. This increase reflects the number of students who are meeting academic standards in their coursework.

GPA by Ethnicity

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	3.64	3.66	3.70	3.85	3.80
Black or African American	2.55	2.68	2.76	3.13	3.23
Hispanic	2.95	2.94	3.06	3.33	3.32
White	3.43	3.48	3.53	3.69	3.70
All Students	**3.38**	**3.41**	**3.46**	**3.64**	**3.63**

Redwood is closing the gap on GPA based on SES data. The GPA's of low SES students are increasing and getting closer to the GPAs of high SES students. From the Smarter Balanced data, higher SES students perform better than low SES, though there has been a positive trend with only 39% of low SES students reaching proficiency in 2017 and 63% reaching proficiency in 2021.

Redwood High Grade Point Averages by SES
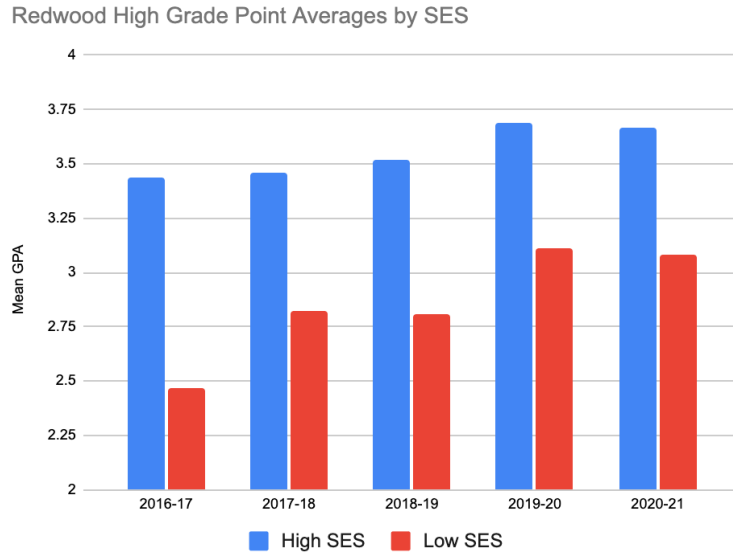
COLLEGE AND CAREER READINESS

The California School Dashboard indicates improved college and career readiness for Latino or Hispanic and Low SES students in 2019, the last year with reportable data. The overall percentage of students demonstrating readiness from 2017-2019 is reported below. In their analysis, stakeholders identified that whereas most students are ready for their post-secondary experiences, over 20% of students are approaching preparedness or not prepared. Supporting all students during high school to ensure they are prepared for their experiences after graduation is one of Redwood's area for growth.

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.
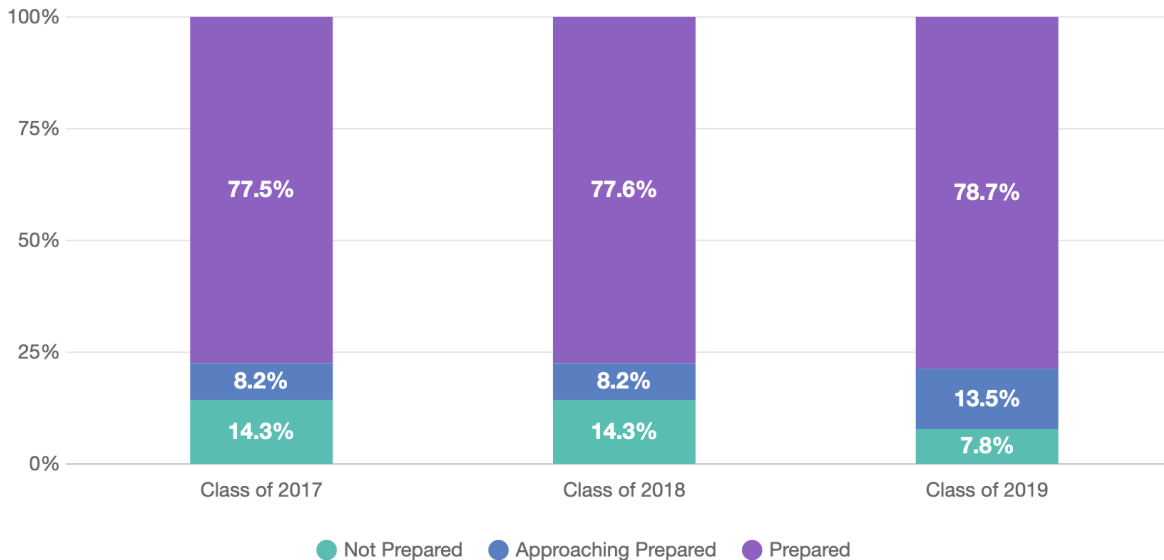
LCFF PRIORITY 5 - PUPIL ENGAGEMENT

Redwood High School aims to provide learning experiences for all students that are engaging, challenging, and relevant. Redwood also strives to create a culture of support for students who may need added interventions to attend school regularly and graduate with their peers. The data sources analyzed by stakeholders as evidence for Redwood's Pupil Engagement is accessible with this link.

GRADUATION AND DROP-OUT RATES

According to District and State data sources, Redwood has rising graduation rates and low dropout rates. The graduation rate has been between 97-98.5% in the past 5 years, higher than both county and state levels. From 2015-2019, the number of school dropouts steadily decreased and is lower than the district, county and state averages at 1.2%.

Although the data is not disaggregated by by ethnicity or SES, graduation and dropout statistics highlight the achievement of Redwood's African American, Hispanic, SPED, and low SES populations staying in school while overcoming significant achievement barriers. Redwood is committed to helping students prepare and achieve graduation. Students thriving at Redwood are those who are driven to graduate, who don't need intervention, or who fit the interventions available at Redwood. Data that is not included, yet would be interesting to evaluate are those students who transfer from Redwood because the supports are not working for them; the number of at-promise students who leave Redwood each year to attend schools that better suit them.

Graduation Rates by Academic Year

LEA	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
California	83.2%	82.7%	83.0%	84.5%	87.6%
Marin County	91.3%	87.8%	87.1%	89.9%	87.4%
District	96.1%	95.2%	94.3%	94.8%	95.8%
Redwood	**97.0%**	**97.5%**	**95.3%**	**98.0%**	**98.5%**

Dropout Rates by Academic Year

LEA	2015-16	2016-17	2017-18	2018-19	2019-2020
California	2.6%	6.7%	6.7%	6.6%	7.0%
Marin County	1.2%	6.4%	6.7%	5.3%	5.8%

| Tam District | 0.6% | 2.3% | 2.5% | 1.8% | 1.8% |
| Redwood | 0.6% | 1.3% | 1.4% | 0.2% | 1.2% |

ATTENDANCE

Although Redwood is a Basic Aid school and does not rely on daily attendance data for funding, attendance has been a Action Plan/SPSA goal from 2015-2021. The goal aimed to "Decrease number of absences and tardies and the impact of missed class time on teaching and learning." Accomplishments made in an effort to reach this goal include changes to Board policies regarding attendance, Assistant Principals sharing chronic absences causes and strategies, Teachers sharing of successful student-engagement and attendance strategies, increased communication to students and parents about the importance of good attendance, weekly email notification to all students and parents, more regular administrator check-ins with students and communications with parents. These efforts have decreased the overall number absences per student per year from 2018-2021. As a reminder, this timeframe includes data for 2020, most of which was disrupted by COVID.

Absences per Student by Year
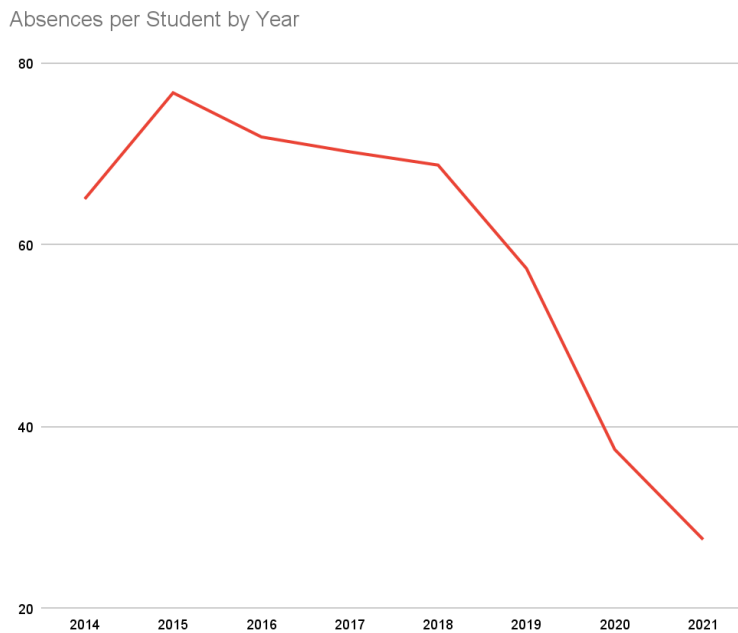
Inherent to Redwood's excused/unexcused attendance data is parental involvement in reporting. Some student absences may be reported or changed to an excused absence by a parent when the absence would otherwise have met the criteria for an unexcused absence. The students with unexcused absences are disproportionately those with suspensions and lower socio-economic status. By ethnicity, it is clear African American and Hispanic groups have the greatest average of unexcused absences.

RHS Average Number of Unexcused Absences by Socio-Economic Status
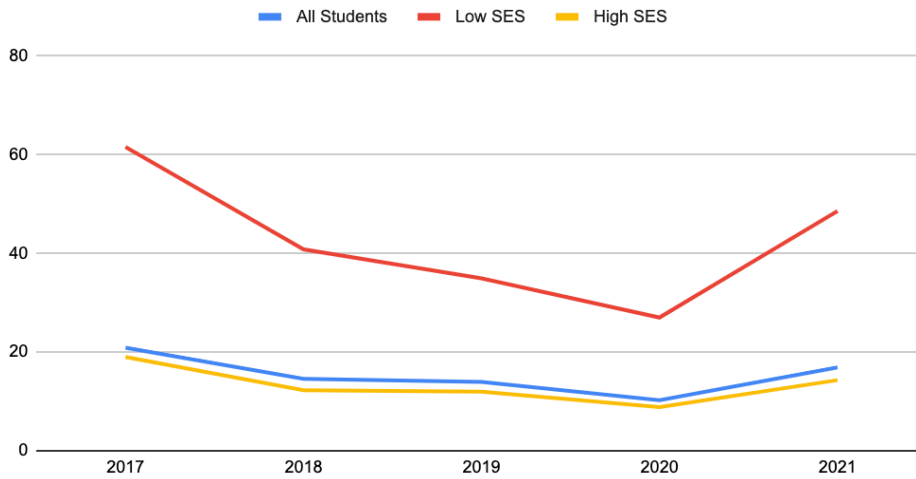
RHS Average Number of Unexcused Absences by Ethnicity
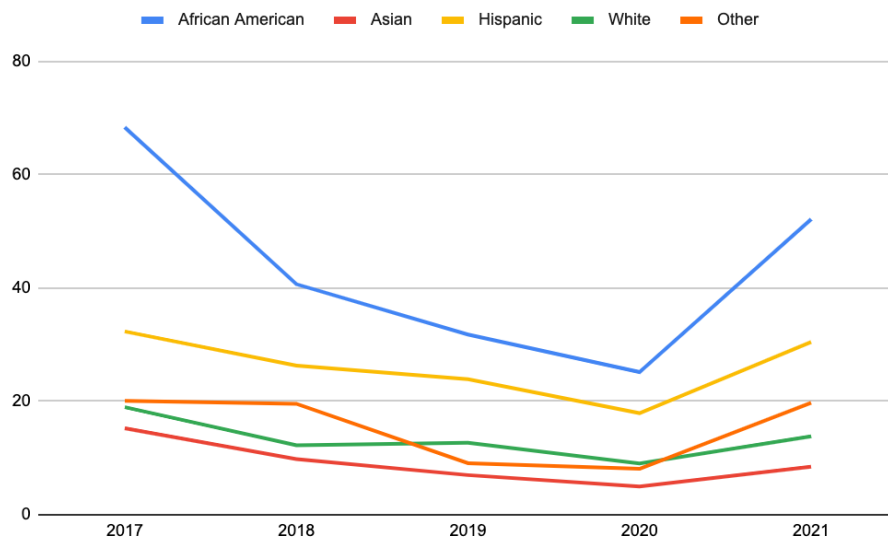
CHRONIC ABSENTEEISM

Chronic absenteeism is a measure of how many students are absent more than 10% of the instructional days they are enrolled in school. According to the California Department of Education DataQuest, from 2016-2019, approximately 95% of Redwood High School's chronic absenteeism rates were from excused absences, while 5% were due to unexcused absences or out of school suspensions.

Chronic Absenteeism by Academic Year

LEA	2016-17	2017-18	2018-19	2019-2020	2020-2021
California	10.8%	11.1%	12.1%	No Data	14.3%
Marin County	8.7%	10.0%	9.1%	No Data	6.0%
Tam District	13.6%	15.4%	11.5%	No Data	0%
Redwood	**8.3%**	**10.7%**	**6.5%**	**No Data**	**0%**

LCFF PRIORITY 6 - SCHOOL CLIMATE

Student emotional and physical safety is a top priority at Redwood High School. As established in the WASC 2015 Action Plan and present in the current SPSA, Redwood set a goal to "Decrease the amount of time students spend out of class for behavioral problems, and create a culture that balances academic achievement and well-being for students and staff." In an effort to achieve this goal, restorative practices were instilled to systems of behavior intervention and suspension responses. Additionally, concerted efforts were made to expand stakeholder education on equity and inclusivity to promote awareness, acceptance and respect for all stakeholders. The data sources analyzed by stakeholders as evidence for Redwood's School Climate is accessible with this link.

SUSPENSION AND EXPULSION RATES

From 2016-2017, Redwood suspensions have been trending down and at a lower rate than the district. Our overall suspension numbers seems to drop over the course of a student's time at Redwood. 39% of suspensions come from 9th grade, while 13% came from 12th grade. Declining suspensions could demonstrate our students are learning from the suspension process and that suspensions are being used in the correct cases, as to have an impact. In theory, if suspensions are dropping over the course of a student's time a Redwood, that could imply that fewer students are impacted by the actions causing suspensions over the course of the careers at Redwood. This could imply that students are more comfortable at Redwood in solving problems or seeking help from our faculty or resources like Wellness as they spend more time here, instead of turning to substances of violence. If that is the case, that creates a

better community for all students on campus.

Average Number of Suspensions per 100 Students
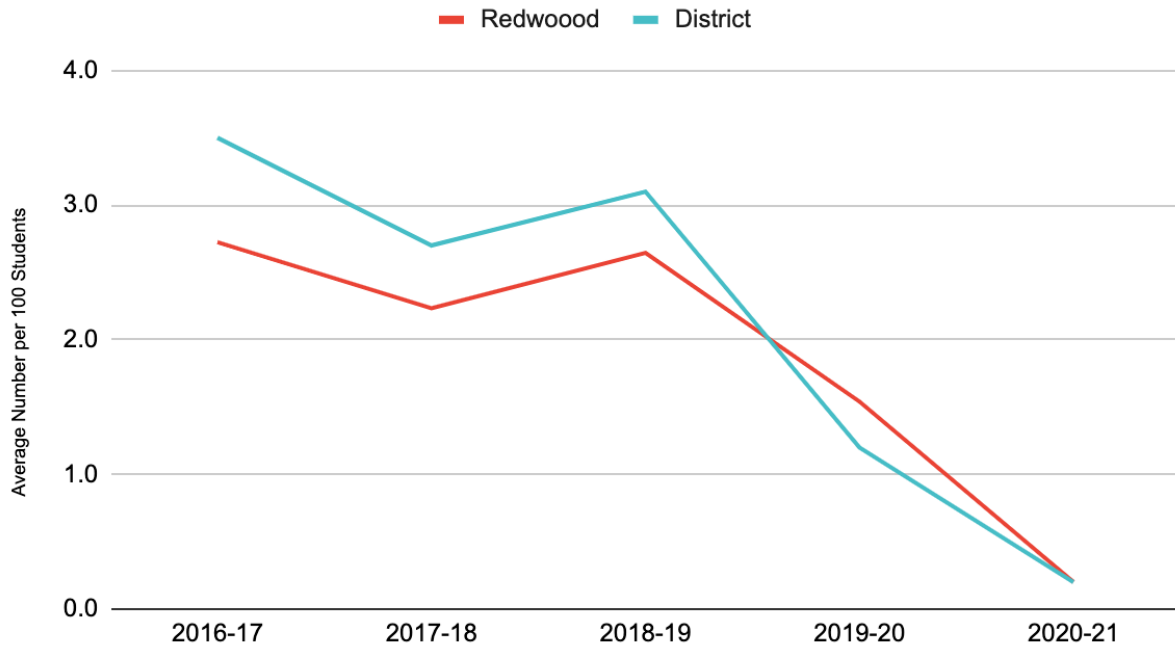
More suspensions in 9th grade (39%), may imply that the students in 9th grade are exposed to a more volatile environment than students in the upper grades. Retention of students, particularly students of color, is very important at the start of high school for graduation rates, so this could affect their sense of community and safety, making them more likely to leave Redwood.

Historically, students of color are suspended at a higher frequency than other students. The data shows 17% of suspended students are Latino while making up 14% of the general school population, and 9% of suspended students are African American, while they barely make up 1% of school population.Therefore, by having an overall lower suspension average would mean that less students of color are being suspended. Latino and Black students are still disproportionately represented as a reflection of their student body makeup, so the school might need to investigate the reasons for that and do what we can on campus to reduce instances of high level offenses.

Declining suspension rates likely involves less disruption academically and socially in students' lives. However, considering the high rates of suspension for students who identified as Black or African American in the years 2016-17 and 2018-19 and the lower numbers for that population the past two years, perhaps they have benefited most from shifts in behavior interventions, although all students benefit from a climate where less behavior issues occur.

The reasons for suspension correspond with only high level offenses such as violence, threats, and harassment. Suspension numbers generally seem to reflect the racial makeup of the

school, though there are disproportionate numbers of Latino and Black syudents suspended. Gender divisions seem to be equitable. The administration is making concerted efforts to keep students on campus except in instances of high level offenses using other types of strategies are being used to combat inappropriate behavior. All students see that the school is willing to work with students for lower level offenses, but understand that there is a clear line that should not be crossed in order to avoid suspension or expulsion.

The data indicates the numbers of suspensions are decreasing and the raw numbers as a percentage of all students is low. Wellness is addressing some issues that might have ended up in suspension before, including substance abuse, which is decreasing as a percentage category of suspensions. EL students are benefitting because administrators and counselors are using wellness and restorative justice techniques, and considering cultural and linguistic barriers EL students might face to fully understand the rules and the implications of breaking them.

Suspensions have decreased while the rates of consequential behavior during non-pandemic years have not declined. Suspensions due to harassment, threats, intimidation against student or group have increased. Student populations that typically face stronger behavior penalties are benefiting from lower suspension rates in that the school is seeking alternate means rather than suspensions. The students who faced the bullying/harassment by the non-suspended student may feel they were not recognized for their trouble.

The suspension rate is low overall and the number of suspensions related to controlled substances has also decreased. The number of suspensions related to controlled substances decreased from 37 to 22 during non-pandemic school years. Male suspension rate has decreased over time.

Number and Percentage of Suspensions by Grade Level

Grade Level	2016-17		2017-18		2018-19		2019-20		2020-21		TOTAL	
9	14	29%	21	51%	24	47%	8	27%	1	25%	68	**39%**
10	17	35%	6	15%	9	18%	16	53%	1	25%	49	**28%**
11	12	24%	5	12%	12	24%	5	17%	2	50%	36	**21%**
12	6	12%	9	22%	6	12%	1	3%	0	0%	22	**13%**

Number and Percentage of Suspensions by Grade Level

TOTAL	49	100%	41	100%	51	100%	30	100%	4	100%	175	100%

Number and Percentage of Suspensions by Gender and Grade Level

Genders & Grade Level	2016-17		2017-18		2018-19		2019-20		2020-21		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	3	11	5	16	3	21	3	5	1	0	15	53
10	4	13	1	5	0	9	10	6	0	1	15	34
11	7	5	1	4	1	11	0	5	0	2	9	27
12	0	6	3	6	4	2	0	1	0	0	7	15
TOTAL	14	35	10	31	8	43	13	17	1	3	46	129

Number and Percentage of Suspensions by Ethnicity

Ethnicity	2016-17		2017-18		2018-19		2019-20		2020-21		TOTAL	
American Indian or Alaska Native	0	0%	2	5%	0	0%	1	3%	0	0%	3	2%

Number and Percentage of Suspensions by Grade Level

Asian	1	2%	1	2%	3	6%	0	0%	2	50%	7	**4%**
Pacific Islander	2	4%	0	0%	0	0%	0	0%	0	0%	2	**1%**
Filipino	3	6%	1	2%	0	0%	0	0%	0	0%	4	**2%**
Hispanic or Latino	9	18%	6	15%	6	12%	9	30%	0	0%	30	**17%**
Black or African American	6	12%	2	5%	7	14%	0	0%	1	25%	16	**9%**
White	28	57%	26	63%	33	65%	20	67%	1	25%	108	**62%**
Decline to state	0	0%	3	7%	2	4%	0	0%	0	0%	5	**3%**
TOTAL	**49**	**100%**	**41**	**100%**	**51**	**100%**	**30**	**100%**	**4**	**100%**	**175**	**100%**

Number and Percentage of Suspensions by Reason

Primary Reason per Suspension		2016-17		2017-18		2018-19		2019-20		2020-21		TOTALS	
(Ed Code 48900/BP5144 IIIA)		#	%	#	%	#	%	#	%	#	%	#	%
a(1)	Caused or Attempted to Cause Physical Injury/Fighting	4	8%	16	39%	11	22%	5	17%	1	25%	**37**	**21%**
a(2)	Willfully used Force or Violence Upon the Person of Another	0	0%	0	0%	2	4%	1	3%	1	25%	**4**	**2%**

b	Possessed Firearm, Knife, etc.	0	0%	0	0%	2	4%	0	0%	0	0%	**2**	**1%**
c	Possessed, Sold, Controlled Sub., Under Influence	37	76%	15	37%	22	43%	9	30%	0	0%	**83**	**47%**
d	Sold "Substitute" Controlled Substance	0	0%	1	2%	0	0%	0	0%	0	0%	**1**	**1%**
e	Robbery/Extortion	0	0%	1	2%	0	0%	0	0%	0	0%	**1**	**1%**
f	Damage to School/Private Property	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
g	Stolen School/Private Property	2	4%	0	0%	2	4%	0	0%	0	0%	**4**	**2%**
h	Possessed, Used Tobacco	0	0%	0	0%	1	2%	0	0%	0	0%	**1**	**1%**
i	Obscene Act, Habitual Profanity	1	2%	0	0%	0	0%	4	13%	1	25%	**6**	**3%**
j	Possessed Drug Paraphernalia	1	2%	1	2%	0	0%	0	0%	0	0%	**2**	**1%**
k	Disrupted School Activities, Willful Defiance	1	2%	2	5%	5	10%	2	7%	0	0%	**10**	**6%**
l	Received Stolen School/Private Property	0	0%	0	0%	1	2%	0	0%	0	0%	**1**	**1%**
m	Possessed an Imitation Firearm	1	2%	0	0%	0	0%	0	0%	0	0%	**1**	**1%**
n	Committed, attempted a sexual assault	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
o	Harassed, threatened, intimidated student (discipline proceed)	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
p	Unlawfully offered, arranged to sell, . . . drug SOMA	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
q	Aids or abets. . . the infliction or attempted infliction or injury. . .	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
r	Engaged in an act of bullying	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
s	Aids or abets. . . the infliction or attempted infliction or injury. . .	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
489 00.2	Committed Sexual harassment	1	2%	3	7%	1	2%	4	13%	1	25%	**10**	**6%**
489 00.3	Caused, attempted, threatened, participated in hate violence	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**
489 00.4	Harassment, threats, intimidation against student or group	1	2%	1	2%	4	8%	5	17%	0	0%	**11**	**6%**
489 00.7	Terroristic threat	0	0%	1	2%	0	0%	0	0%	0	0%	**1**	**1%**
x	Other	0	0%	0	0%	0	0%	0	0%	0	0%	**0**	**0%**

		TOTAL	49	100%	41	100%	51	100%	30	100%	4	100%	175	100%

CALIFORNIA HEALTHY KIDS SURVEY

The most important finding in our most recent Healthy Kids Survey was that a large number of students indicated they did not have an adult on campus they felt they could go to when they had a personal concern. Clearly, relationships between students and adults needed to be improved so no student feels they don't have an adult they can turn to.

CO-CURRICULAR ACTIVITIES AND CAMPUS LIFE

In addition to the academic program, Redwood currently has just over 65 active clubs for the 2021-2022 school year, with approximately 10% of the student body participating in them. There are also a number of student leadership and interest groups on campus including the student newspaper, the BARK; the student theater production company, the Ensemble Production Company; the Associated Student Body Leadership class; Link Crew, which hosts new student events; Peer Resource, that conducts wellness and social-emotional outreach; SLAM/SOAR, which educates the greater community about antiracism.

ATHLETICS

The Redwood High School Athletics program is robust with over 50% of students participating in at least one sport. Moreover, athletics receive tremendous parent and community support through booster fundraising and attendance at sporting events. Our Athletic Director is an award-winning athletics leader and we have an athletic trainer on-site every day and available during athletic events and practices for education and athlete treatment.

LCFF PRIORITY 7 - ACCESS TO A BROAD COURSE OF STUDY

Redwood High School offers students with a wide variety of courses from which to choose. Moreover, student choice is the main driver for scheduling classes each year. The data sources analyzed by stakeholders as evidence for Access to a Broad Course of Study is accessible with this link.

CSU/UC A-G ELIGIBILITY

CSU/UC eligibility upon graduation has been a TUHSD focus district-wide. The Board has approved adjustments to courses and graduation requirements to ensure students graduating with a TUHSD diploma are also meeting the minimum requirements for CSU/UC. Redwood is trending with better proportions on many measures in comparison to the district overall. Trend lines are either above the district trend line, or below when a lower measure indicates greater performance, for White, Asian, Other, and high SES. It appears that Redwood's Latino or

Hispanic populations, while not having as much of the benefits of the other populations already mentioned, have a better performance and options than the district average for the same population. African American or Black students appear deserving of greater attention at Redwood, as the trends are either the same or below the districts in each category.

In general, Redwood seems to be making progress at gradual improvement, over time, for students in the low SES category students meeting A-G requirements. Additionally, African American or Black students overall seem to be, in the long run, on an upward trajectory. The pandemic year was an exception, but it seems like we are getting back on track. Our work with our Hispanic students seems to have hit a plateau. This is a larger group, and appears, from the data, to be underserved.
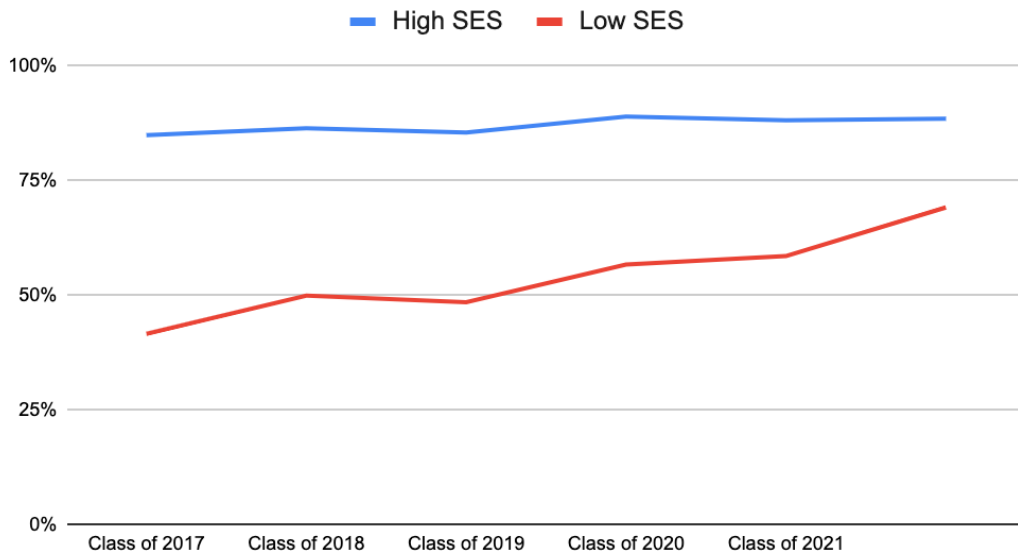
Redwood's strength is the high percentage of students completing A-G requirements, and that it has been increasing. In 2020, out of 351 students, 84% completed UC/CSU A-G entrance requirements. In 2021, out of 391, 86% of them completed UC/CSU A-G entrance requirements.

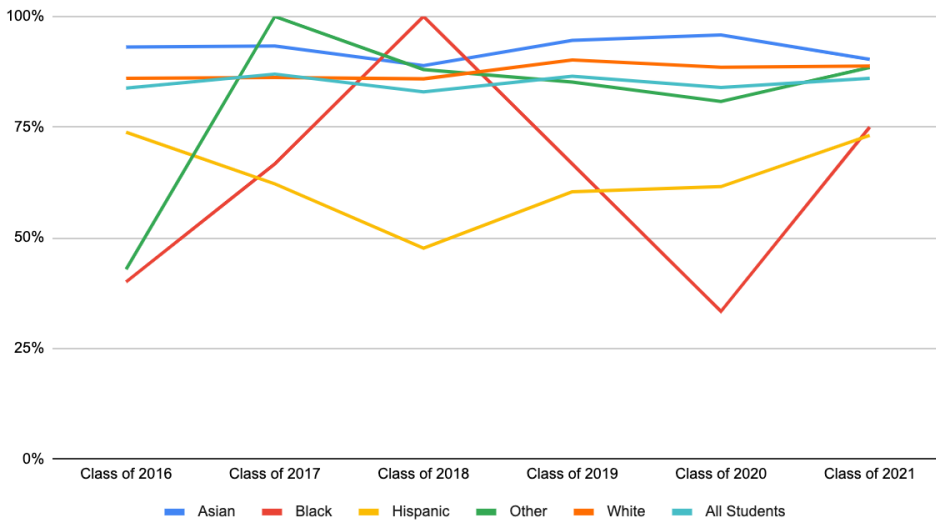**Class of 2012-17 Meeting UC/CSU a-g Requirements**
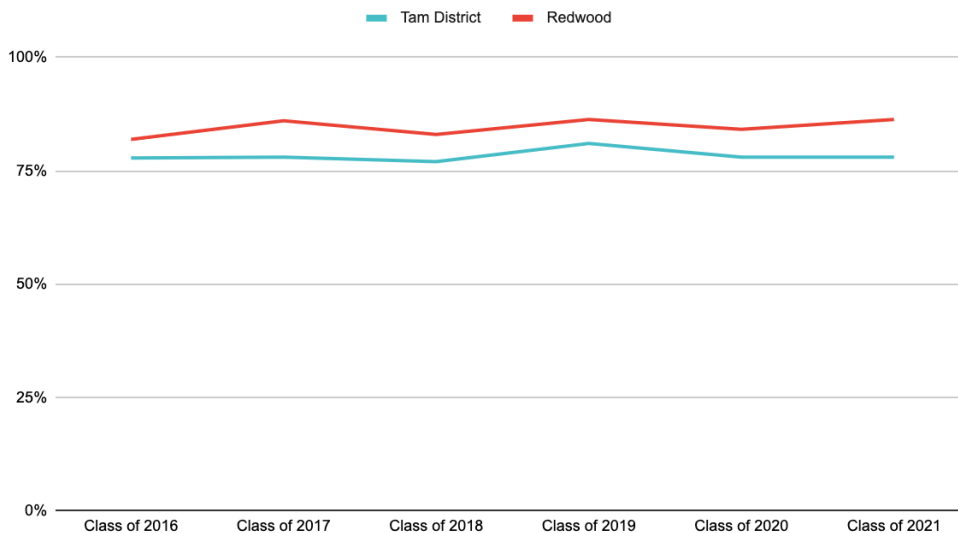
Redwood Seniors Meeting UC/CSU A-G Requirements by SES

Redwood Seniors Meeting UC/CSU A-G Requirements by Ethnicity

REPORT CARD ANALYSIS

Evaluating and sharing report card data has become more routine at the district and site level. The intention is to maintain focus on students most in need of interventions and supports, and identify the courses where students may face greater challenges to success.

- **D'S AND F'S**

When looking at D and F data, Redwood seems to have fair grading practices in place. Only 0.3 percent of students fail classes, only 1.7 percent earn D's. Students of high income and students who are White and Asian make up less of the students getting D's and F's, 0% who are White and 4% who are Asian. While 24% of the 2% of kids who are getting D's and F's are Black and 25% are Hispanic.

It appears we have reduced our D-F rates for Black or African American students by roughly 46%. It is common knowledge that all students have the right to free public education. Therefore, more students reaching success in that system, is positive progress. Further, the positive implications of this are not just felt by students who have historically been marginalized in education, but our larger society.

The data does not show which of the students are who getting D's and F's are also not meeting state standards on state tests, or other 3rd party data that is less subjective than grades. If a student is well below third party standards as shown by something like a state test or the PSAT, it would stand to reason that they would struggle to good grades. A closer look at individual teacher grading practices and individual students is required to really understand the data.

Redwood Percent of D-F students by Ethnicity and Year
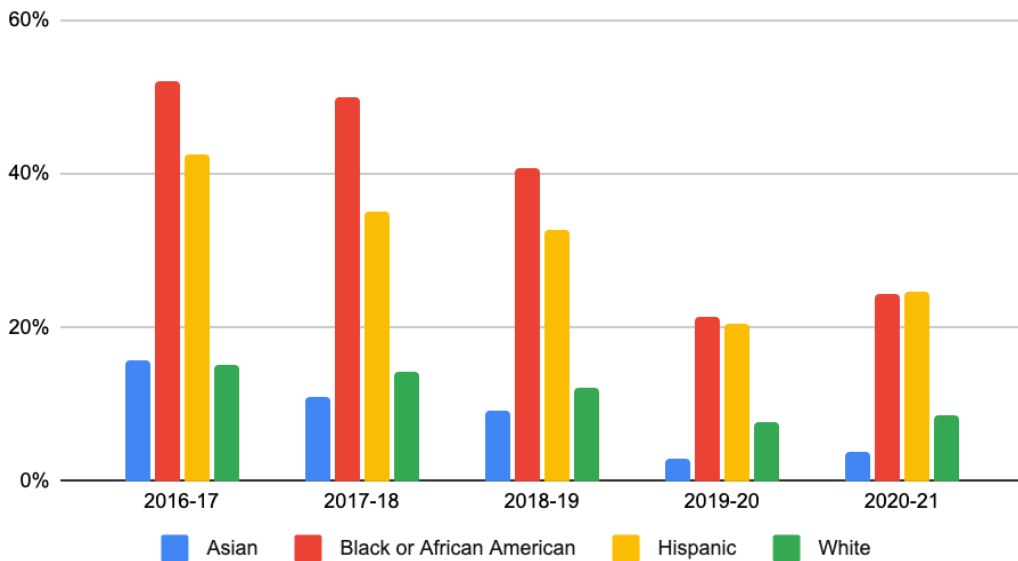
Redwood "D" and "F" Report
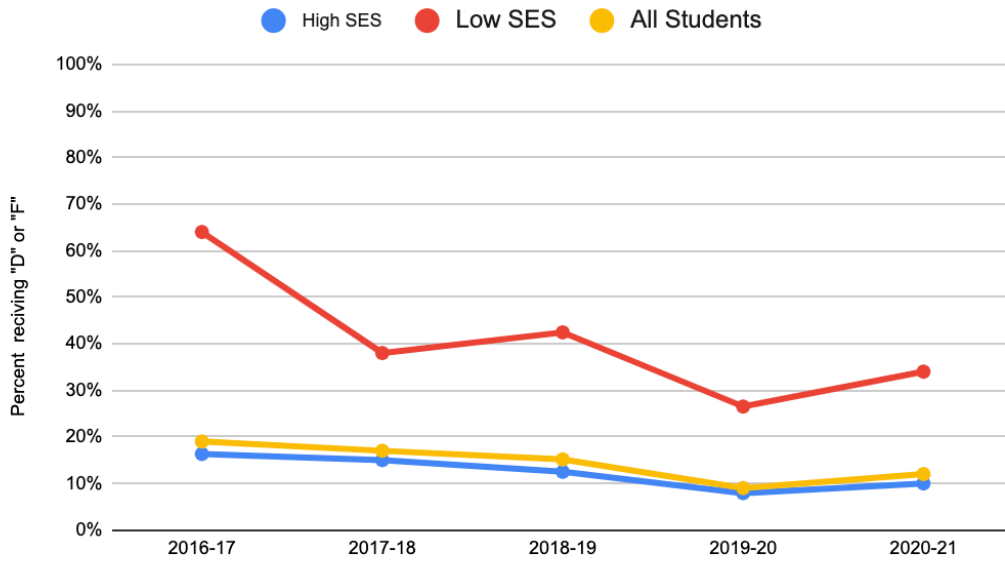
● **GRADE DISTRIBUTION**

Redwood provides high level of opportunity to achieve an A or a B, in all grade levels. 93.6% of all grades earned in 2020-21 by Asian students were either A or B. White students fell just below Asian students at 90.9% earning an A or B. By comparison, of African American or Black students only 77.2% of all grades earned in 2020-21 were either A or B. White students fell just below Asian students at 90.9% earning A or B. For some, 77.2% seems like a respectable number while 93.6% and 90.9 seem high, almost inflated.

Grade Distribution by Ethnicity

Ethnicity	A		B		C		D		F		Totals
American Indian or Alaska Native	142	64.5%	49	22.3%	23	10.5%	4	1.8%	2	0.9%	220
Asian	1,514	74.9%	377	18.7%	121	6.0%	8	0.4%	1	0.0%	2,021
Black or African American	191	46.5%	126	30.7%	71	17.3%	16	3.9%	7	1.7%	411
Filipino	164	60.3%	58	21.3%	37	13.6%	10	3.7%	3	1.1%	272
Hispanic	2,119	54.5%	972	25.0%	613	15.8%	162	4.2%	22	0.6%	3,888
Pacific Islander	44	49.4%	21	23.6%	23	25.8%	1	1.1%	0	0.0%	89
Unknown/Declined	601	66.2%	173	19.1%	103	11.3%	26	2.9%	5	0.6%	908
White	12,519	70.6%	3,593	20.3%	1,357	7.7%	212	1.2%	39	0.2%	17,720

Since 2016, Redwood has improved in almost all areas. Redwood has made consistent progress in terms of seniors with low SES meeting UC entrance requirements, reducing

students of low SES and all ethnicities receiving D or F grades, and students of all grade levels receiving D or F. Students of low SES and all ethnicities are seeing some benefit over time, while Black, Hispanic and students are still not seeing the same results as white students or students with high SES.

Redwood is making strides in helping students of low SES backgrounds achieve at the level of their higher SES peers.The charts show the gap narrowing between low SES and high SES students meeting UC/CSU A-G requirements. D and F grades for low SES students are at near all time lows according to the charts on the sixth tab. Students of low SES backgrounds. Higher SES students are also improving, but at a much slower rate.

LCFF PRIORITY 8 - OTHER PUPIL OUTCOMES

Redwood spends approximately $19,600 per pupil from District funds and another $500 per pupil from our Redwood High School Foundation. The bulk of the District funds are from local property tax revenue (basic aid) in addition to a smaller amount from State funding.

PERCEPTION DATA

At the beginning of the 2021-2022 school year and the current WASC cycle, Redwood sent out surveys to families and students through the district communication platform, ParentSquare. In addition to the surveys, which were voluntarily completed, Redwood administrators facilitated discussions with families and students to obtain qualitative narratives. The results from these sources are linked below:

- Student Input Survey Responses
- Student Input Narrative
- Family/Caregiver Input Survey Responses
- Family/Caregiver Input Narrative
- Site Council Minutes linked for 9/29/2021, 10/13/2021, and 10/27/2021.

The findings from the Student Input Survey responses are based on 164 student, or 8% of the student body voluntarily self-reporting. In addition to the survey results, two SMART tutorial classes provided student narratives, or qualitative data for staff to consider. The students were enrolled in elective dramatic or visual arts classes were made up of students in the 9th, 11th and 12th grades. Staff conducted further analysis of this data disaggregated by identified ethnicity.

Student narratives are summarized in the Student Input Narrative. Student perception from the surveys is reflected in the responses in the Student Input Survey Responses. Of students responding to the survey, over 90% of students agreed they understood the behavior and

academic expectations set for them. Approximately 80% agree they are able to access their teachers for individualized support and know the process for making up missed work and can find what they need on Canvas, Google Classroom or teacher websites. About 75% of students agree they feel safe at school and able to access individualized counseling and wellness support. The prompts that yielded the greatest deviation from agreement were: is racial equity a school priority; are there many ways in which they can demonstrate learning; are student-teacher relationships a priority; do you feel valued at school; is school-student communication is timely and clear; do you feel supported in reaching a balance between academics and personal well-being at school; is there a connection between classroom learning and life experiences.

The findings from the Family/Caregiver Input Survey responses are based on 305 family/caregiver responses, or 15% of the family/caregivers voluntarily self-reporting. Of the respondents, 27.9% were 9th grade families, 26.2% were 10th grade families, 32.1% were 11th grade families, and 29.8% were 12th grade families. Respondents predominantly identified their students' ethnicity as 74% White, 13.2% as Two or More Races, 5.2% Asian, and 4.9% Latino or Hispanic. In terms of their student's gender, 55.1% of respondents' students identify as Female, 55.1% Male, while others identified as 0.6% Non-binary. In addition to the survey results, two meetings were held with parents and students on our Site Council.

Family/Caregiver narratives are summarized in the [Family/Caregiver Input Narrative](#). Staff perception from the surveys is reflected in the responses in the [Family/Caregiver Input Survey Responses](#). Staff further analyzed this data disaggregated by identified ethnicity.

Of families/caregivers responding to the survey, approximately 95% stay involved in their students education at Redwood by asking their student about their day; 67.9% use Synergy; 63.9% use the school website or social media; 35.4% email teacher, counselors or the administration; 31.1% use Canvas, Google Classroom or teacher websites; 14.4% participate in Site Council and PTSA.

Of the families and caregivers responding, over 80% agree that school to home communication helps them feel connected to the school, that the academic program prepares students for options after high school, and that school communication is timely. Approximately, 75% of respondents agree that school communication being clear and they are able to access social-emotional support for their student. The prompts that yielded the greatest deviation from agreement were: is racial equity as a school priority; you can access academic support for their student; I feel included in the school community; student-teacher relationships are a priority; the school is supporting students in reaching a balance between academics and personal well-being at school; I can support my student by referring to Canvas, Google Classroom or teacher websites; I feel able to support their student making up missing work.

Parent and student Site Council Representatives shared their perspectives over the course of three meetings where they were asked to comment on Redwood's strengths and ares of growth based on their personal experiences as well as the Community Profile Data. Of the eight parent and student representatives, one elected parent and one student leadership student per grade

level shared their perspectives if all were in attendance. The minutes reflecting their perceptions are: Site Council Minutes - October 13, 2021, and Site Council Minutes - October 27, 2021.

Summary of Profile

STAFF ANALYSIS

During a series of staff meetings, staff worked individually and in small groups to evaluate the Community Profile data and stakeholder input. Staff was prompted to identify areas of strength, areas of growth, preliminary learning needs and questions for further consideration.

- **ANALYSIS OF COMMUNITY PROFILE DATA**

The preliminary learning needs and questions to explore further from the Community Profile Data analysis are linked here: Staff Generated Preliminary Student Learner Needs & Further Questions - Community Profile Data.

A number of student learning needs surfaced in order of most commonly noted are: supporting and valuing students for reaching a balance between academic and personal well-being; the need for restorative justice or alternative forms for intervention to reduce suspensions, especially for students with social-emotional needs; differentiation and scaffolding in challenging courses; support for students of color, including more communication with students and families to determine needs.

Other learning needs noted were a greater personalization and fostering of self-motivation and independence in learning; consistency in keeping grade books and not failing students; using a single learning platform and consistency in online access; increasing academic achievement of Hispanic/Latinx students; more inclusive school environment; more support, relevance and definitions of success for Hispanic/Latinx students; social-emotional support strategies and valuing social-emotional development; supporting EL students and including classroom aids for EL students; supporting low SES students and increasing access for success.

Staff raised questions for further consideration through their analysis of the Community Profile data. The questions that surfaced were:

- How can we create a robust system of interventions that are available to all students?
- Are the current interventions/supports working? Are we seeing traction with what we're currently trying?
- How do we get kids excited to come to school and stay there?
- How can Redwood influence students and families to lower the number of absences?
- How can we provide access to all curriculum to all students?
- How do you empower these students to reach out for help or feel comfortable to reach out for help?

- ○ How can we keep students of color at Redwood? What training is necessary for teachers/staff to create this inclusive, safe anti-racist environment? What support is the admin willing to give us to make this happen? How can the admin help with this?
- ○ How might we adjust our grading practices to fit the needs of all students?
- ○ Would SLC's help with freshman integration?
- ○ How are current academic support programs decreasing absenteeism in mainstream classrooms?
- ○ Can we track student data of students who are enrolled in support programs such AVID, SLAM, AW (regular-non SPED) to measure the effectiveness of those programs over time?
- ○ What did we do in the pre-pandemic years to explain the improvements made? Is there something specific we can point to for success?
- ○ Why are the unexcused absence rate and suspension rate higher for African American and Latinx students?
- ○ How do we identify who are low SES and what their needs are?
- ○ Are there ways in which we can more efficiently evaluate the data for those people who don't feel as though data evaluation is their strength?
- ○ How do we foster a growth mindset among our students while maintaining a healthy social-emotional work/life balance among the students and staff?
- ○ How can we determine the mental and academic health of screen time given we are using technology-based learning management systems?
- ○ How much missed learning was there due to COVID?

- ● **ANALYSIS OF STUDENT/FAMILY INPUT DATA**

After evaluating the Community Profile Data, staff analyzed the Student/Family Input data. A summary of these findings follows, and the full set of preliminary learning needs and questions to explore further from the stakeholder input analysis is linked here: [Staff Generated Preliminary Student Learner Needs & Further Questions - Student/Family Input](#).

Additional learning needs and questions from the student and family input are the emphasis on non-academic well-being and creating balance between academic and personal well-being, especially for Hispanic/Latinx students to have a sense of belonging at school and improved sense of safety at school with greater social-emotional supports. The Student/Family Input results reflect the need for greater real-world relevance in lessons/learning experiences, and for multiple paths to demonstrate mastery and experience success. Improved communication and inclusivity for all students and families in the school culture and community was emphasized.

Other themes that were noticed by staff include:

- ○ Ensuring students feel valued at school.
- ○ Prioritizing racial equity and student safety.
- ○ Student support for making up missing work.

- ○ Supporting students not going to college.
- ○ Asian students not feeling classroom learning connects to life experiences.
- ○ Assignment clarity and better study habits.
- ○ Concerns about workload and homework.
- ○ Connection to caring adults on campus.
- ○ COVID effects on learning.
- ○ Improved student-teacher relationships
- ○ More access to sports

Staff also raised questions for further consideration through their analysis of the Community Profile data. The questions that surfaced were:

- ○ Can we get more students to participate to provide feedback on surveys?
- ○ How can we increase Latino/Hispanic families' feeling of inclusion and emotional support in the school community?
- ○ What is the school doing to better support students developing a balance of academic and personal wellbeing? Where does the lack of balance originate?
- ○ How do we develop the relationships we need to better support the social-emotional wellbeing of our students with such curricular and time constraints?
- ○ Are there more efficient ways of accomplishing academic goals?
- ○ How can our non-white students move from neutrality around feeling safe and supported at school to feel connected with teachers and their school community?
- ○ How do we strike a balance between serving the needs of students and families that already are achieving academic and personal success while empowering students and families that may be struggling, but less inclined to ask for help?
- ○ What are doable and sustainable ways we can provide tangible support for SES families?
- ○ How are we communicating the expectations of students to our parent populations?
- ○ How can we provide systematic interventions to support students more efficiently?
- ○ How can we incorporate a focused curriculum around race and ethnicity across disciplines?
- ○ How can we increase families' confidence in supporting their students in making up missed work?
- ○ How can we establish a clearer line of communication with multiple platforms as options now?

SITE COUNCIL ANALYSIS

The parent and student members of also evaluated the Community Profile data. The insights they shard from looking at the data include identifying the correlation between low SES, low attendance and low GPA; the disparity between White and BIPOC students across many data sets; the outdated use of attendance and grades as measures of engagement and success. The questions that emerged from parents and students were:

- ○ What is being done systemwide that is successful, and how can that be applied to areas in need of improvement?
- ○ What supports are in place for students who are not achieving? Are families involved?
- ○ How can we better support and retain BIPOC students?
- ○ How is Redwood supporting students who are not CSU/UC eligible upon graduation?

PRELIMINARY STUDENT LEARNING NEEDS

From the stakeholder discussions and analyses, the preliminary student learning needs that emerged were:

- ● Supporting and valuing students for reaching a balance between academic and personal well-being.
- ● Increasing support for students of color, and enhancing communication with students and families to determine needs.

- ● Increasing the real-world relevance in lessons/learning experiences with differentiation and scaffolding.
- ● Increasing alternative forms for intervention, especially for students with social-emotional needs and students who are not CSU/UC eligible upon graduation.

Chapter Three: Evaluation of School Program

Photo by Keegan Williams '22

SELF-STUDY FINDINGS

- **Focus Group A**
Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Name	Department
Jane Chaplain	*Classified*
Dina Craft	*Classified*
Adriana Crespin	*Classified*
Jay DeMaestri	*Classified*
Mollie Elton	*Classified*
Diana Fernandez	*Classified*
Kathleen Mulcahy	*Classified*
Lynne Kennedy	*Counseling*
Joe Gonzalez	*English*
Megan Holguin	*English*
Jenni Sapio	*English*
Erin Schneider	*English*
Pat Dunne	*Mathematics*
Laurie Hailer	*Mathematics*
Nathan Johnson	*Physical Education*
Heather Long	*Physical Education*
Hailey Marcoux	*Physical Education*
Byron Nelson	*Physical Education*
Jessica Peisch	*Physical Education*
Melissa Boles	*Science*
Skip Lovelady	*Science*
Brian Miguel	*Social Studies*
Beth DeCarion	*Special Education*
Meagan Meyer	*Special Education*

Annie Nelson	*Special Education*
Jeff Sand	*Special Education*
Andrew Schroeder	*Special Education*
Lauren Bartone	*Visual and Performing Arts*
David Sondheim	*Administrator*

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, 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 the academic standards.

Indicators

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.

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.

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

A1. Prompts:

- *To what extent* does the school have 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?

- *To what extent* is the school's purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

Highly Effective	Effective	Somewhat Effective	Ineffective

The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

A1. Vision and Purpose Criterion	
Findings	**Supporting Evidence**
A1.1 Vision – Mission – Schoolwide Learner Outcomes The school has been **effective** at establishing a clear, coherent vision and mission (purpose) of what students should know and demonstrate. This determination is based upon the school setting high-quality standards that are congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and district goals for students. With a more accessible, user-friendly list of standards, both teachers and students would have increased impact in the classroom. Room for improvement still lies in the WASC (2018) Critical Areas of communicating in multiple languages, and holding PTA meetings in the middle of the day. Points 10-14 in the WASC 2018 Mid-Cycle report are still areas of improvement.	WASC 2018 Mid-Cycle Report Vision and Mission Draft of Graduate Profile Common Core, NGSS, NSSS, Others...
A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes There are **somewhat effective** processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes. There is limited opportunity for institutional feedback from the bottom up. Loss of department chair council, teacher leadership, and the former model for instructional council means there is less representation and input from classified staff, parents, teachers, administrators.	Board Meeting Agendas Union communication for meeting with Principal

A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP Students, parents, and other members of the school and business community **somewhat effectively** understand and commit to the vision, mission, the schoolwide learner outcomes, and the district LCAP. Community understanding of vision, mission, and outcomes is limited to superintendent Parent Square communications and Board meetings.	Current District Communication

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 single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

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.

A2.2. Relationship between the 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.

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

A2. Prompts:

○ *To what extent* does the governing board have policies and bylaws that are aligned with the school's purpose 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?

○ *To what extent* does the governing board delegate implementation of these policies to the professional staff?

○ *To what extent* does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

A2. Governance	
Findings	**Supporting Evidence**
A2.1 Understanding the Role of the Governing Board and District Administration The Governing Board's policies and bylaws **are highly effective** in aligning with the school's purpose in the areas of community understanding of the Board's role and how stakeholders can be involved. Board policies and procedures include the opportunity for public comment on items on the agenda, and on items not included on the agenda. Through public comment the community is provided the opportunity for involvement and input. Additionally, Student Trustees provide input and involvement on behalf of students from their school.	TUHSD Board of Trustees Meetings ○ Dates ○ Agendas ○ Norms ○ Videos ○ Minutes
A2.2 Relationship between the Governing Board and School The policies and bylaws **are effective** in that the school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school. Stakeholders are aware of the school's and district's primary goals of improving access to rigorous programs, and improving learning outcomes for all students while narrowing the opportunity gaps among various groups of students.	Board Policies & Administrative Regulations

While many Board policies are being updated, some still need updating to reflect the district's goals.	
A2.3. Uniform Complaint Procedures The school leadership is **highly effective** in that it uses the Uniform Complaint Process from the District, as necessary. School leadership indicates understanding the Uniform Complaint process and the process has been used, as necessary, with District cooperation, assistance and/or direction.	[TUHSD Uniform Complaint Procedures](#)

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.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, 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.

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.

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.

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

A3. Prompts:
○ *To what extent* based on multiple sources of data, does 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?

○ *To what extent* do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

A3. Leadership	
Findings	**Supporting Evidence**
School leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving schoolwide learner outcomes, academic standards, and college-and-career readiness standards **somewhat effectively**. There is less leadership now than there was in the past, specifically the last round of WASC. There is no longer a teacher leader program, nor department chairs. Teachers need to depend on other teachers, who are already spread thin, for support, resources, collaboration, etc. On a positive note, there has been lots of staff development to address the students who are in danger of failing, techniques and methods have been presented, collaborative time has been offered, support for the students who are most in danger of failing has been plentiful. Teachers were encouraged to use more flexible grading policies, practices, and techniques while distant learning, and coming out of distant learning back to full time in the classroom, to allow students who had difficulty accessing their education to stay engaged in their school work. It also allows for students who were ineffective during distant learning, to make up for the time when they were on zoom, and potentially lost content because of the circumstances.	TUHSD Teacher Resources SpEd/AW Teacher Slideshow for Staff
School leadership and staff annually monitor and refine the schoolwide	Site Council Minutes

action plan/SPSA and make recommendations to modify the LCAP as needed **somewhat effectively**. Teachers and staff are not always made aware of the progress being made in this area. Although Parent Square is effective and has been a solid instrument to disseminate information to parents.	[Redwood WASC Information](#)

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.

Indicators

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.

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.

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.

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

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.

A4. Prompts:
○ *To what extent* do 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?

○ *To what extent* is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

A4. Staff	
Findings	**Supporting Evidence**
A4.1. Qualifications and Preparation of Staff We are **highly effective** in our qualifications and preparation of Staff. The school has confidence in the district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The process 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. The majority of the teachers have advanced degrees and are teaching in their credentialed areas. The orientation into the district and teacher training programs aim to maximize teacher effectiveness. The programs are based on backwards planning, understanding by design, etc. and are pedagogically sound.	First and Second Year Teacher Program Instructional Coaches Certificated Data (pp 7-10)
A4.2. Professional Development and Learning We are **highly effective** in our 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.	Professional Development Opportunities

Volume and variety of professional development encompasses a lot of learning goals. The professional development in August is teacher-led, in addition to district led professional development on issues of wellness, equity, technological competence. There are also subject-specific options for teacher development. In terms of resources, teachers are required to complete a certain number of professional development hours, and are then encouraged to continue developing as educators by being financially compensated for our time.	
A4.3. Measurable Effect of Professional Development on Student Learning We are **ineffective** in our Measurable Effect of Professional Development on Student Learning. There are not effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance although staff has several opportunities for professional development as provided by independent organizations like The Anti-Defamation League or Visible Learning as well as colleagues who have been trained in strategies such as project-based learning or standards-based grading. There is no process in place for taking a measurement of the effectiveness of professional development on student learning. Teachers are unaware of a follow-up routine in place to measure the effects of professional development on student learning, other than soliciting some feedback from teachers at the end of a professional development. Teachers do not know how that feedback, often solicited through a Google Form, is used to improve professional development in the future. There have been attempts to introduce a Cycle of Continuous Improvement which involves measuring impact of strategies. The use of a CCI has been **effective** in the new teacher program.	[Portal](#) for signing up for professional development. [Cycle Overview](#) for New Teachers
A4.4. Supervision and Evaluation We are **somewhat effective** in our Supervision and Evaluation**.** The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator	Supervision and Evaluation [Evaluation Processes](#) [Alternative Evaluation](#)

and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. There are missing answers to many questions about policies and procedures. Even policies that are in place are not always effectively implemented or communicated; decision making processes are not always as transparent as they could be, and it is not always clear who is responsible for making which decisions. On the other hand, there is strong support for evaluating and giving feedback to new teachers. New teachers in the induction program are observed once a semester, and permanent teachers are observed and evaluated every two years. The observations and evaluations feature a pre-conference to develop the teacher's goals, the observation, and a post-conference for the teacher to reflect on their performance towards their goals and feedback from the instructional leader or administrator.	
A4.5. Communication and Understanding of School Policies and Procedures We are **somewhat effective** in having a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research. We are not systematic in our use of research and the data to provide and evaluate professional development in a continuous improvement cycle. Data and research drive our professional development offerings; however, there isn't much follow-up on the effectiveness of those strategies in order to continuously improve. There is room for improvement because although the planning of the professional development is based on at least anecdotal data, there is limited follow-through ensuring that teachers have implemented their learning, nor is there a measurement of the student learning based on the professional development. Teachers new to the site are onboarded in a **highly effective** program of teaching and mentoring. Instructional Coaches work with their counterparts at other sites and the District Office to maintain consistency and develop a sequence of instructional learning cohorts.	School Policies and Procedures RHS Resource Reference Sheet

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.

Indicators

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.

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.

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 the schoolwide learner outcomes).

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.

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.

A5. Prompt:
○ *To what extent* are the human, material, physical, and financial resources 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 the college- and career-readiness standards?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

A5. Resources	
Findings	**Supporting Evidence**
A5.1. Resource Allocation Decisions The school leadership and staff are **somewhat effectively** involved in the resource allocation decisions. There is a strong relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards. The LCAP funding is determined with school leadership consultation, but without comprehensive staff input. Budgets are then shared with staff, but all staff are not part of the decision making process on funding allocations. Even without budget knowledge, students are supported. Once budgets are delineated to departments, one staff member works within the department for ordering. The school budget is used for support (Instructional Coaches, Professional Development aligned to SPSA goals, math tutoring, peer tutoring, ELD support). A large portion of funding comes from the Redwood Foundation. Redwood Foundation puts priority on equity work and/or student growth in areas of opportunity. Staff can request funding from the Redwood Foundation. Red Fund for emergency housing support for students in crises. The district and parent support organizations provide funding for Wellness.	TUHSD LCAP ○ Overview ○ Documents ○ Meeting Dates and Agendas Redwood Foundation
A5.2. Practices There are **highly effective** 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. Budgetary expenses are initiated by departments, signed off by administration, then reviewed by the district with regular audits.	TUHSD Budget Page
A5.3. Facilities Conducive to Learning The school's facilities are **effectively** safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the	Facilities Update

schoolwide learner outcomes). Due to custodial lay-offs, bathrooms are not clean due to lack of staffing. There are few indoor, safe places to eat. Classrooms are cleaned daily. There is heat in all classrooms and A/C in up-stairs rooms. Supplies for cleaning readily available. There are cameras in high traffic areas for accountability. There is an IT specialist on-site and available to students and staff. One-to-one technology is provided for student growth.	
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 **highly effective**. Ordering of materials is consistent. Driven by departments, signed off by administration, then reviewed by the district. Students are getting new Chromebooks. One challenge is that the supply chain for textbooks has been difficult, leaving texts unordered.	Redwood Foundation Instructional Technology Resources supported by the District
A5.5. Resources for Personnel Resources are **ineffectively** available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs. There have been challenges to filling some positions (nurse, teachers, substitutes, etc.) Classified in particular is short staffed. There is not much diversity in staff. Human resources are **effectively** supported especially in their first two years in the District by the robust new teacher induction program. While there is ample opportunity for Professional Development, increased responsibilities result in the same time constraints leaving staff stressed and tired. Staff absenteeism has increased, and stresses can be shared with colleagues in unhealthy ways. PTA-sponsored staff appreciation is valued greatly. There is not enough	Staffing Guidelines (Board Policy 4.1) New Teacher Program Overview 2020-2021

coffee cake in the whole world.	

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Areas of Strength:
1. Improvements were made to be sure all students have an opportunity to learn. Increased general education academic workshops demonstrates allocation of resources to support learning results. Increased communication strategies effectively network students, parents, faculty and staff (RingCentral, Parent Square, and email) in a timely fashion.
2. Qualifications and preparation of Staff is supported by varied opportunities for professional development and learning. Staff meetings are regularly focused on sharing and developing best practices for successful student learning. Task forces and site councils have broad-based, inclusive, and collaborative planning processes to evaluate areas for growth based on evidence.
3. There is a clear vision. The relationship between resource allocation, SPSA goals /LCAP goals and vision and mission is strong. 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.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 is clear and consistent.

Areas for Growth:
1. The vision is not always accessible or user-friendly. Effective communication about SPSA and LCAP goals could be better disseminated to faculty and staff stakeholders with ncreased opportunity for institutional feedback from bottom up.
2. Clear departmental leadership could contribute to collaborative improvement with representation at the department level (for new teacher support, budget, dissemination of information, organizational support). Effective supervision and evaluation of Staff is needed determine the measurable effect of professional development on student learning. Resources are ineffectively available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.
3. Despite time and resources allocated to discussing the issue, there is still an apparent achievement gap that persists.

■ Focus Group B
Curriculum

Name	Department
Richard Foldenauer	*Applied Technology*
Monica Fieber	*Classified/Science*
Brandon Johnson	*Classified*
Fiona Allan	*English*
John Blaber	*English*
Jen Green	*English*
Xenia Rodriguez	*English Language Development*
Mark Reynolds	*English/Social Studies*
Heather Curtaz	*Mathematics*
Eunice Hong	*Mathematics*
Julie Norwood	*Mathematics*
Aaron Simon	*Mathematics*
Kelsey Kniesche	*Science*
Dave Nash	*Science*
Elise Rubio	*Science*
Ted Brown	*Social Studies*
Corin Greenberg	*Social Studies*
Ann Jaime	*Social Studies*
Ann Tepovich	*Social Studies*
William Crabtree	*Social Studies/Applied Technology*
Nicolle Plescia	*Social Studies/World Languages*
Mayanne Dahl	*Special Education*
Frank Labudzik	*Special Education*
Amy Baxt	*Visual and Performing Arts*
Susi Maxwell	*Visual and Performing Arts*
Tristan Bodle	*World Languages*
Greg Stevens	*World Languages*
Lisa Kemp	*Administrator*

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 the college- and career-readiness standards in order to meet graduation requirements.

Indicators

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.

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.

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.

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

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.

B1. Prompt:
- *To what extent* do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

B1. Rigorous and Relevant Standards-Based Curriculum	
Findings	**Supporting Evidence**
B1.1. Current Educational Research and Thinking The school **effectively** provides a rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. Students develop 21st century knowledge and skills necessary to succeed in a global and digital economy. Redwood is continuing to work on cross-curricular integration and coordination with our district and community partners. Redwood courses are developing curriculum in line with current education research, thinking, and documents such as the California Framework. Student work and student engagement in learning demonstrate the implementation of a curriculum defined by current research. Advanced Placement: AP course outcomes and curriculum approval documentation- large number of AP offerings and high pass rates on exams. All courses have been updated to align with the AP revisions that have happened over the last 5 years. Fewer AP courses require admission exams as they move toward open enrollment and there have been attempts to reach out to students of color who are under-represented in AP classes at Redwood. AP research provides a way for students to engage in cross-curricular work and engage in content that is relevant. Applied Technology: Redwood provides a large range of computer science courses for several skill levels. Courses in architecture, engineering and construction technology are offered to any interested student. (see page 4 of the Course Guide) English: Required English courses in the 9th and 10th grade years as well as the upper division "elective" English courses prepare all students to be articulate writers and discerning readers. Mathematics**:** Redwood participates in the District Math Task Force, which seeks to create a coherent guiding set of policies across the entire District. The math textbooks and content in the core areas of Algebra/Geometry and Algebra 2 are aligned with common core standards.	Course Guide AP Course Matrix Photos from Engineering Courses

Science: The district established science graduation requirements around the national NGSS framework. Accordingly, Redwood Science is in its fourth year of developing a curricula in-line with the Next Generation Science Standards. Social Studies: Social Studies is developing curriculum in line with Next Generation History Standards. With four years of social studies required for all students, Redwood graduates emerge with historical thinking skills that provide a foundation for a range of pursuits in social studies from economics to history to political science. World Languages: The World Languages program at Redwood is designed to reflect current research in linguistics. According to modern linguistics, languages are acquired by exposure to comprehensible input (CI), i.e. by hearing and reading messages in the target language, not by rote memorization of vocabulary and grammar structures. Acquisition is then demonstrated by productive skills, speaking and writing. Visual & Performing Arts: VAPA offers 4-year sequential programs that culminate in Honors & AP offerings. VAPA continues to expand its course offerings based on student interest and demand, including Advanced Placement Art History (offered to all interested juniors and seniors) & Honors Theater Production. VAPA continues to offer a student-run theater program and full music program. Over the last 4-6 years, the VAPA department has been committed to updating all of the course curricula to address a range of cultural references and be more inclusive. VAPA has updated syllabi, materials and assignments to be more flexible and aware, putting culturally responsive teaching at the front of each of our complete programs. The department obtains yearly grants which allows classrooms to host guest professional artists to further enhance teaching and learning as well as connect students to post-school career paths. Much has been moved to online learning platforms for extra support and access for students who miss class.	World Language Offerings Samples of Student Work in VAPA
B1.2. Academic and College- and Career-Readiness Standards The school is **effective** at defining academic standards and college-readiness indicators or standards for each subject area, course, and or/program that meet or exceed graduation requirements. The school needs work on defining career-readiness indicators or standards.	Course Guide

The master schedule is developed to ensure that elective opportunities are spread throughout the day so students have choice. It also supports the ability to access a 7 period day. The master schedule allows for para-educator support in many of our math classrooms. The bell schedule allows for two 55 minute support times per week. Work is done to hand create the schedules of Special Education students to ensure successful placement of those students. Clusters of EL students and students in other support programs are also specially placed to provide extra support with Para educators and selected teachers. Regular department meetings allow for articulation among levels and across curricular studies. The Curriculum Council and task forces for Math, English and Science create procedures used for curriculum development, evaluation, and revisions, the curricular organization of the school, including graduation requirements, credits, grading policies, homework policy. However, in the past 6-8 years less work has been done revising current courses and updating practices in a formal way. The College and Career Center supports students in finding part time jobs with announcements and work permits. An internship counselor visits once a week and we have a "job board" but no further opportunities on campus.	Bell Schedules Cluster Scheduling for student support Career Conversations for Students
B1.3. Congruence with Student Learner Outcomes and Standards The school is **effective** at establishing congruence between actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and college-readiness indicators or standards. The school needs work on establishing congruence between actual concepts and skills taught with regards to career-readiness indicators or standards Our graduation requirements meet CSU admission standards and provide ample UC-approved course offerings. Over 85% of Redwood High School students have developed post-secondary plans for either a 2 year or a 4 year college. Students also pursue post-secondary paths through technical institutes and the military.	Course Guide - Cross-curricular learning - historical thinking - development of skills in written expression
B1.4. Integration Among Disciplines The school is **somewhat effective** at integrating and aligning among academic and career technical disciplines.	Humanitas

There are some opportunities for collaboration within departments to create curriculum and share methodology but there is not much emphasis on inter-departmental collaboration. Past integrated programs such as Humanitas (9th grade English-history collaborative) and SAGE (12th grade science-social studies collaborative) have more recently been removed from course offerings as a result of staff choice. However, there are examples of integration and alignment among academic and career technical disciplines at the school, and Redwood continues to work on developing closer integration among disciplines. The Humanitas Program developed a cross-curricular approach to Social Studies and English instruction and ran for four years. Additionally, the Advanced Placement Research Seminar Program offers a comprehensive and cross-curricular approach in authentic-based research methods and students explore topics in many disciplines.	AP Capstone Course of Study
B1.5. Community Resources and Articulation and Follow-up Studies The school is **effective** at engaging with community partners and resources and articulating with local colleges and universities. The school is **somewhat effective** at articulating with feeder schools and technical schools. Redwood continues to offer school-to-work opportunities including internships and volunteering. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. EL teachers provide information about incoming 9th graders. Flow of information regarding students and their previous ELPAC scores between feeder schools and Redwood is somewhat effective. Information is important so that new students can be scheduled into EL support classes and clusters. There is close alignment with College of Marin in that students can enroll in classes while at Redwood and there is strong outreach to support graduating seniors who will enroll at COM. However, increased flexibility with student schedules at Redwood would encourage more students to access courses at COM as EL students benefit from enrolling in additional ESL courses at College of Marin throughout the summer.	College of Marin Math SB52 Assessment/Assessment Results College Handbook EL Teachers and Resources

| Math works closely with the middle schools to administer the SB52 test to ensure that students of color are not being placed in math classes that are below their ability. We also use the test to guide us in placement. The middle school teachers used to use the results of the test to guide their teaching. | |

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.

Indicators

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 pre-technical training for all students.

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.

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.

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.

B2. Prompt:

○ *To* what *extent* do 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 they prepared for the pursuit of their academic, personal, and career goals?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

B2. Equity and Access to Curriculum	
Findings	**Supporting Evidence**

B2.1. Variety of Programs — Full Range of Choices	Course Guide
The school is **somewhat effective** to **effective** at ensuring all students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. All students have access to a wide variety of Advanced Placement and curricular electives with some access to vocational education programs. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.	Graduation Requirements [Instructional Guide, pp. 5 and 6
There are a wide variety of courses in each department. School counselors check in with individual students. The number of college-bound students meeting requirements, including AP, is high. Students have access to the College and Career Center. Counselors and College Specialist support students in college counseling. School counselors are knowledgeable and well-versed when it comes to college expectations.	
Students are offered career exploration through the College and Career center. Schedules are built on student selection of classes. For example, Redwood has become more inviting for students who want to take AP (3 sections of AP US History to 7 sections over the last decade). Financial assistance is offered to students who might have difficulty affording AP exams. Departments provide advertising for elective programs.	
In-house opportunities are missing for career exploration and pre-technical training for all students. Redwood is very effective for college-bound students and not effective for those who aren't as there are limited program to explore options. Construction program is offered one time per week in the Spring and is no longer Career Technical Education. Other highschools with robust CTE programs in specific domains. That being said, work exemptions are often granted for students in lieu of a class at the end of the day.	
The staff who helps with internships is available one time per week in the Career Center. Students are not aware there are trade schools or how to access opportunities with trade schools.	
B2.2. Accessibility of All Students to Curriculum, including Real World Experiences	Course Guide
	Pathways Program
The school is **somewhat effective** to **effective** at providing a rigorous,	

relevant, and coherent curriculum that includes real-world applications and is accessible to all students through all courses/programs offered. Within classes, teachers make efforts to integrate real-world experiences, but there are few formal courses/programs that offer a more comprehensive curriculum integrating such experiences. Course enrollment patterns reflect the diversity of the school's students. While not offered at Redwood, the Pathways Program at Tamiscal is available to students at Redwood who are interested in getting real world experience either through a job or internship. Students continue taking classes at Redwood while being co-enrolled at Tamiscal. While there still are some criteria for honors and AP courses (A- or B- in prior courses, test in, prerequisite courses), some courses, like Math have eliminated all entrance tests for honors access. Regardless, students raise questions: Can I sign up for this? Do I need to meet specific entrance criteria? In AP classes where there are no requirements, it doesn't mean the student can succeed in the course just because they feel they can sign up for it. Some students feel limited in resources to support their success in courses they are enrolled in or wish to be enrolled in; lack of access to outside support and tutors. In cases where grade inflation (COVID) exists or prerequisites were not enforced, most of the students dropped the class because of the pace and homework load. Potential for remediation skills in higher level courses is not sustainable. SMART period is only feasible if teachers have the bandwidth to support students. Often students will feel overwhelmed and will end up dropping the class at the first drop deadline. The majority of our student population and culture is not okay with a lower grade in the class and/or a low AP score so they will drop the class. Students want to take art electives but are limited with their schedule if they require academic support (academic workshop).	
B2.3. Student-Parent-Staff Collaboration The school is **somewhat effective** to **effective** when it comes to parents, students, and staff collaborating in developing and monitoring a student's personal learning plan, including college and career, and/or other educational goals. There are open lines of communication. School counselors work closely with parents and students. Teachers positively engage in communication with parents and students.	Counseling Department Web Page

Specifically for more temporarily fragile students, there is a need to formalize ways of developing and monitoring a <u>preventative</u> plan for them to keep them on track and in good standing. **Student Study Team targets students who struggle to attend school.** Staff make referrals to counselors or assistant principals who work with students and parents, as needed to identify and implement supports. If unsuccessful, student may be referred to Case Review Team (CRT). Redwood parents are highly involved (usually). Counselors do a great job understanding their students and monitoring their progress toward goals. There is a huge 8th grade registration where parents and counselors sit down and look at classes. Anytime a parent has had a question/concern, school counselors are very responsive. Special education teachers are **very effective** at monitoring student progress and setting and supporting goal meeting. Students who are not in special education know how to access support should they need it, increasingly so as they progress through their four years of high school. EL population is well-supported. 10,000 degrees and other community partners support students attaining their postsecondary goals. Teachers respond to parents' questions and concerns regarding their student's progress in classes. Back to School Night and Open House are two yearly events that provide opportunities for parents and teachers to commiserate about student expectations, work and progress. Challenges exist for new students/parents within the community. Barriers to working parents because PTSA happens during the workday. Too many emails received by parents who don't feel involved. Effort could be made to offer workshops in other languages outside of English as Open House in the Spring reviews course offerings to help navigate course registration, but it's still in English.	[Special Education Presentation for staff](#)
B2.4. Post High School Transitions The school is **somewhat effective** to **effective** at implementing multiple strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. Although, it is not known who regularly evaluates their effectiveness.	[College and Career](#)

Redwood does a great job of preparing all students for all types of colleges - community colleges, universities, etc. Teachers write hundreds of college recommendations. Redwood has seven school counselors and one college and career specialist with annual meetings with each grade level:

- 8th grade = spring open house advising options pre-registration
- 9th grade = Fall/September introductory meetings and spring course advising and parent night for new parents also in September
- 10th grade = spring course advising and night event for students and parents in November for college planning overview
- 11th grade = November night event (same as the 10th grade) and spring semester course advising and individual junior conferences (approx.. 30 minutes with each Junior March-May) and spring SMART period workshops on post high school planning topics
- 12th grade = most seniors have individual meetings in the fall semester based on individual college deadlines and we offer SMART workshops weekly for these questions and assistance

There are individual meetings always available throughout a student's time at Redwood! These meetings account for the bulk of a counselor's daily work.

Redwood does an amazing job on 4 year planning and post high school planning with many structures in place. These services continued through remote/hybrid learning with night events being webinars.

Redwood has a College & Career Specialist available to all grades, who offers support throughout their time at Redwood. However, there is some degree of self selection to use these services. The College & Career Specialistsmeets initially with 9th graders and 10th graders in their Social Issues/ World History classes for an introduction to resources, Naviance, and a general overview of CCC. The College & Career Specialist also meet with individual students of all grades by appointment or drop in, as well as with families/ parents to answer questions and offer information. In these meeting post graduation and college options are of discussed. Some students are interested in 2 or 4 year paths, with the great majority applying to 4 years, and others are pursuing gap years, occasionally military, or trade school opportunities.

The College & Career Specialists customizes plans with students when different pathways are discussed. Guidance is alsoprovided through the college planning and selection process. The College & Career Specialist is available as much as a student want to meet, some do so with regularity, others meet a few times, or when questions arise. The fall semester is most heavily weighted with support for seniors applying to colleges, as they have application deadlines. The spring is focused more on juniors, offering insight and prep as they approach their college list selection and summer prior to senior year. Additionally The College & Career Specialist hosts events from college representatives, financial aid information, standardized testing information, our Career Conversations program, and our RHSF scholarship. Redwood surveys students the spring semester of senior year in which they are asked about the services used to support their post high school transition. There is limited longitudinal data for Redwood students to know what percent of our students who start a four year college complete their course of study.	

B. Curriculum

Areas of Strength:
1. The master schedule is created to allow for support for all students throughout the day.
2. There is a wide variety of programs/full range of choices. Redwood possesses a wide range of A-G class options to serve students of all needs. Students in Redwood encounter curriculum, across departments, that seeks to build connections between required content and current, relevant topics and issues. Redwood follows current educational research and documents such as the California Framework. Electives outside of college prep include: Computer Programming, Sustainable Agriculture, and Independent Living.
3. AP course outcomes and curriculum approval documentation- large number of AP offerings and high pass rates on exams. All courses have been updated to align with the AP revisions that have happened over the last 5 years. Fewer AP courses require admission exams as they move toward open enrollment and there have been attempts to reach out to students of color who are under-represented in AP classes at Redwood

Areas for Growth:
1. Continue to work on developing curricula that builds relevance for students of diverse backgrounds. Continue to work on effective differentiation for students who have a wide

range of learning needs, especially in Honors and AP courses without prerequisites. Continue to work on developing a wider suite of curricular pathways and supports for students, including inter-departmental collaboration and options for students get support and take electives of their choosing.

2. There are not systems or a playbook of successful strategies in place when a student is not successful despite good teaching, strong curriculum and current supports.

3. Redwood has limited career-readiness opportunities. An internship counselor visits once a week and we have a "job board" but no further opportunities on campus. Redwood is lacking in opportunities for courses in regard to CTE options, certificate programs.Aligning courses with middle schools, within the school and with continuing institutions (ie: College of Marin) however, increased flexibility with student schedules at Redwood would encourage more students to access courses at COM.

4. Student-Parent-Staff Collaboration is challenging given the timing of PSTA or Back to School night. Communication is often in English only, families with a different first language have trouble collaborating.

■ **Focus Group C**
Learning and Teaching

Name	Department
Tim Bingham	*Applied Technology*
Tom Eller	*Applied Technology*
Americ Alvarado	*Classified*
Mary Bender	*Classified*
Kathleen Savastano	*Classified*
Nidhi Shri	*Classified*
Carolyn Dahlman	*English*
Steve Hettlemen	*English*
Eric Best	*Mathematics*
Grace Heard	*Mathematics*
Rebecca Kittredge	*Mathematics*
Sam Mauro	*Mathematics*
Nykky Graydon	*Physical Education*
Jamie Garcia	*Science*
Joe Stewart	*Science*
Stephen Hart	*Social Studies*
Lindsey Kornfeld	*Social Studies*
Jim McDaniel	*Social Studies*
Laura Leones	*Special Education*
Bradford Butler	*Visual and Performing Arts*
John Mattern	*Visual and Performing Arts*
Elena Wright	*Visual and Performing Arts*
Alberto Aparicio	*World Languages*
Alison DoCarmo	*World Languages*
Bernadette Rattet	*World Languages*
Melissa Zeiher	*World Languages*
Jessica Skieresz	*WASC Coordinator*

C1. Student Engagement in Challenging and Relevant Learning 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.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt:

○   *To what extent* are all students involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in an equity-centered environment?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

C1. Student Engagement in Challenging and Relevant Learning	
Findings	**Supporting Evidence**
C1.1. Results of Student Observations and Examining Work Redwood is **effective** at making sure most students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in an equity-centered environment. Redwood offers a high number of AP courses and a variety of	Course Guide Bell Schedule Wellness Center IT Support

electives. AP scores are much higher across the board than the national average, demonstrating high college readiness. The AP course appeals process for courses that have an entrance requirement allow an opportunity for access. Courses offered at Redwood are applicable to real life. Students have a wide variety of choices and a 7 period days plus a 0 period. Double block periods with two SMART periods twice a week provide students with opportunity to get homework done in school. There are opportunities for self-expression across disciplines, demonstrating relevant and engaging learning experiences. Extracurricular and co-curricular choices provide opportunities for a wide variety of learners through clubs, sports, art, Music, and Drama. Although there is minimal access to on-campus vocational training/experiences, college and career readiness are addressed in many courses - Independent living, Street Law, Academic Workshop, help prepare students for careers and job readiness. Support is available for filling job applications and getting work permits through College and Career center. Overall well being of students supported through the school Wellness Center. The services provided through Wellness support student engagement, and overall achievement. There is a high level of technological support as each student given a chromebook and charger. Each teacher is using Google Classroom or Canvas so students can readily access course materials. The school invested funds to boost wifi reception and aid in universal access to online content, which plays a critical role in equity of access to modern education. Students can also access resources such as textbooks and Chromebooks in the Library throughout the day, which provides additional equity of access to all students.	AP Score Report
C1.2. Student Understanding of Learning Expectations Redwood is **effective** at making sure most students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in an equity-centered environment. Counselors & College and Career Center do a good job of making sure students are aware of A-G requirements and get support in preparing	College and Career Sample Syllabi Math Pathways

for college admissions etc. Teachers across subjects work to ensure that students have a clear understanding of learning objectives (daily, by unit, etc.) through various methods (writing on the board, classroom websites, daily note-sheets). Course Workshops and Open House both communicate clear course expectations regarding workload and topics to be covered for students and families. Access to rubrics across disciplines to communicate expectations	

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

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.

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

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

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

C2. Prompt:

○ *To what extent* do 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 that actively engage students, emphasizes creative and critical thinking skills, and applications?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree	The results of the self-study provide evidence that this factor has had a satisfactory	The results of the self-study provide evidence that this factor has had a limited	The results of the self-study provide evidence that this factor has had little or no

of impact on student learning, the school's program, and the school's operation.	level of impact on student learning, the school's program, and the school's operation.	impact on student learning, the school's program, and the school's operation.	impact on student learning, the school's program, and the school's operation.

C2. Student-Centered Instruction through a Variety of Strategies and Resources	
Findings	**Supporting Evidence**
C2.1. Teachers as Facilitators of Learning Teachers **somewhat effectively to effectively** facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.. Teachers use online tools and are highly effective in differentiation. Teachers are effective in modeling industry specific software in career focused courses, and are effective at preparing students for physically active and healthy lives. In World Language, teachers are effective in the use of Comprehensible Input and TPRS storytelling as a tool to reach every student no matter what their language proficiency in English or other home language may be. It is a way of inviting every student to participate at whatever level they're at in the learning process and it values every students' input. While there are many programs within our school that allow students these opportunities, not every class or department allows such opportunities/these are not distributed evenly across departments or even courses, meaning that some students access such experiences while others do not. Every department and course utilizes this to some extent, but some disciplines/courses have this far more than others. Project-based learning programs, such as Humanitas and AP Capstone allow for teachers to work alongside students, guiding them to resources and information needed to complete a task or answer a driving question without direct instruction. Multiple intelligences approach lets students show their learning according to their different abilities: i.e., speaking, writing, drawing. Many disciplines incorporate inquiry-based instruction. Use of technological tools such as Canvas, Pear Deck, EdPuzzle, Nearpod, Gizmos, Demos, online videos, etc. allow students to learn at their own pace while teachers support as necessary. Students are given different	AP Pass Rates Humanitas AP Capstone World Languages NGSS Courses of Study ● Physics in the Universe ● Living Earth ● Chemistry in Earth's Systems AP Capstone Project guidelines

choices to communicate learning (verbal, written, video, etc). Engineering and architecture teachers attend professional development on current industry drafting software and facilitate students' learning during project development. Students having access to software outside of classroom computer labs would allow for more effective opportunities. Most World Language students pass the AP exam with a 4 or higher. Teachers are certified instructors through the American Red Cross for First Aid, CPR, AED's and Swim Safety, self defense, fitness skills for lifelong movers, leadership skills, nutrition and health.	Engineering Projects, Images
C2.2. Creative and Critical Thinking Redwood is **somewhat effective** to **highly effective** in areas related to creative and critical thinking. While there are many opportunities for students to do so, homework and assessments vary greatly across departments/courses. Also, after a year and a half of remote learning, students are struggling to think critically, problem solve, and apply their learning from previous classes to their current classes. While many students can demonstrate these skills, not all students necessarily can. All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook. Students are highly effective in applying artistic and scientific learning in hands-on laboratory and vocational work. Students are effective in showcasing creative mathematical knowledge using online tools. Students are highly effective in demonstrating creative and critical thinking in World Languages. Students are effective in completing complex linguistic tasks. Students are highly effective in demonstrating skill competency when given realistic scenarios, written tests and skills tests. Students are highly effective in creating solutions to real world problems through empathic design projects. All science courses integrate the scientific practices listed in the Next Generation Science Standards. Science courses utilize relevant, modern technology to gather data and analyze data. Humanitas and AP Capstone classes are driven by student inquiry, requiring students to demonstrate creative and critical thinking skills, problem-solving, interpersonal/communication skills, and so on. AVID and AW classes teach students to think more deeply and metacognitively about their learning and take steps to be more academically successful as a result.	[Projects](#) for AP Capstone demonstrate critical thinking [Science Class Website](#) [Assessment](#) demonstrating critical thinking (science)

Students have access to a wide range of educational tools that help them to be creative such as Pear Deck, EdPuzzle, Nearpod, Gizmos, Demos, etc. Three-year required science curriculum incorporates NGSS modelling and differentiation. Science electives offer variety of opportunities: Sustainable Agriculture students spend 60% of their time working at on-campus, certified organic campus farm to grow, sell, and cook food; Biomedical Science students utilize cutting edge tools to study DNA; Physiology students contact regular dissections. Art students regularly share, present, analyze and appreciate their creations. Students create art using online tools like Desmos. Students analyze data collected in the field, the laboratory, and presented using online tools like Gizmos. In the target language (WL Dept) students sing songs, write elaborate stories, design curriculum for other students. Students create realistic scenarios to demonstrate their life saving skills and run other students through to test their knowledge. Students in the engineering courses transfer knowledge from one unit to the next to allow for practiced critical thinking in the creation of project solutions on climate change and other local issues.	
C2.3. Application of Learning All students **somewhat effectively** to **effectively** demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities. While most courses include some aspects of applying learning, there is room for improvement across all disciplines in this area. Sequential courses see the application of prerequisite learning as necessary for extending depth of knowledge. While many students can (or have the opportunity) to apply their learning, not all students necessarily can (or do). Theatrical and musical performances are **highly effective**. Students are highly effective at statistical and qualitative analysis of real world problems. Students are highly effective in applying knowledge through project based learning, speaking and creative writing tasks. Graphic Design and other visual arts courses are **highly effective** at utilizing guest artists and promoting community projects for students. Upper division science electives allow students to connect science content to specific scientific sub-disciplines. Science courses are beginning to transition to 3D assessments. Field trips (e.g., Slide	[Department Websites](#) [VIsual Arts](#) [Photography](#)

Ranch, AVID trips to colleges, ELD cultural field trips, art museums) and/or international trips (e.g., Ecuador sustainability and cultural immersion trip) help students to explore new opportunities in many subjects: foreign languages, social issues, history, etc. Government campaigns and mock senate allows students in government the opportunity to demonstrate understanding of government systems and political parties, while allowing exploration of ideas and beliefs, and healthy debate. Philosophical Chairs, 4 Corners, Socratic seminars, etc. allow students to explore ideas and beliefs that connect to the content of their classes - text discussions (e.g., real world questions tied to themes of the text), ideological debates, etc. Regular theatrical and musical performances: "Addams Family", etc. PBL: Students run the campus certified organic farm. Students choose personal interests and create a statistical model to help solve the problem. In the target language (WL Dept) create games, create software, create plays, go on scavenger hunts, practice yoga and other physical activities, volunteer in communities in developing countries, to demonstrate their knowledge.	Lessons for Lab Recordings by music students
C2.4. Career Preparedness and Real World Experiences Redwood is **somewhat effective** to **effective** at ensuring all students have access to and are engaged in career preparation activities. As mentioned above, while there are many programs within our school that engage students in these activities, not every class or department allows such opportunities/these are not distributed evenly across departments or even within the same course, meaning that some students access such experiences while others do not. It depends heavily on the course sequence that students pursue and their general areas of interest. Students participate in national design competitions that align with industry standards within engineering and architecture courses which is a highly effective opportunity for engagement of career experiences. Students have highly effective access to college preparedness. Students have effective access to internship and volunteer opportunities. Students have effective access to vocational opportunities. Students are effective in gaining life saving skills in water safety. Students enrolled in Engineering Design compete in the Biomimicry Youth Design Challenge. Students in Architecture and Honors compete in the Norwich University Design Challenge. The Engineering and Architecture and Design clubs allow students not	College and Career Engineering Project design winners (video, RHS students begin in minute 17)

enrolled in the pathways access to compete in local and national design competitions. Students have access to authentic audiences for their work, such as presentations in front of community stakeholders (local government, PTSA/Redwood Foundation, the Board of Trustees, parent education nights, etc.). Students have the opportunity for internships in their field of study (physiology, honors biomedical research, etc.) AVID program hosts guest speakers to inspire different career opportunities. Journalism, Nonfiction, and Yearbook classes have access to real-life journalists, and create products (opinion documentaries, the Bark newspaper,the Redwood Log yearbook, etc.) that are viewed, distributed, and/or sold to people in the community and outside of Redwood. College and Career Center hosts alumni speakers and career conversations. Music brings in real life musicians as guest performers and to speak. Drama brings in guest artists to broaden students' understanding and experiences. Engineering, architecture, and construction technology programs host design contests that are judged by real life architects and engineers for possible awards and recognition. World language classes boosts the use of foreign languages in a real world environment beyond the classroom setting by incorporating authentic texts, life experiences to their learning process, etc. Students have access to the College and Career Center that provides guest speakers to allow students to hear "Day-in-the-Life" discussions on a variety of careers. Extensive and diverse opportunities available for credit through the College and Career Center. Multiple clubs, international experiences, and other internship and volunteer opportunities. Courses available in agriculture, architecture, engineering, economics, construction and music all prepare students for careers. Students in class translating for non native speakers and helping to facilitate learning in mathematics, history and english.	Documentary Films for Nonfiction final project Film sample Project Guidelines Podcast on Investing-AP Econ student

C. Learning and Teaching

Areas of Strength:

1. Opportunities for self-expression across disciplines, demonstrating relevant and engaging learning experiences. There are many course offerings and school opportunities that provide real world experiences. Students apply and present learning in varied modalities: performance, presentation, laboratory, technical, language, artistic,

etc. Students analyze and solve real world issues in their local and national communities through project based learning and transferring knowledge from all classes.

2. Teachers are hardworking, motivated, thoughtful, and are continually learning new research based teaching techniques. Teachers use a variety of instructional methods across disciplines. Diverse and differentiated learning opportunities are available to students. Teachers across subjects work to ensure that students have a clear understanding of learning objectives.

3. We offer a lot of student choice, across all departments, especially in the upper division and elective courses.Access to funding for a variety of learning experiences - different technologies, computer applications, field trips, etc.Counselors & CCC do a good job of making sure students are aware of A-G requirements and get support in preparing for college admissions etc. Increase in the support systems available for students - AW, AVID, CCC, ELD, etc.

Areas for Growth:

1. Continue work to provide opportunities to all students for equity and inclusion. Equitable access to the programs we have. Not all pathways students can take incorporate the same opportunities. Not all students will have equitable access depending on the teacher(s) they have for a specific course/subject. In an equity centered environment, we have room for improvement because of: who is generally enrolled in AP classes, knowledge about tracks of study, bus schedules with access to 0/8 periods. In a 7 period day, students who may have a work release have to drop electives to get to work on time. Continue to help students achieve a work/life balance, provide counseling, mindfulness, and help with time management and scheduling. Minimal access to on-campus vocational training/experiences.

2. Use data to support effective teaching. Teachers can increase opportunities for real world connections in all classes. Opportunities for teachers to collaborate on improving creative and critical thinking, developing the opportunities mentioned above for all subjects/courses.

3. Streamlining how students/families access course information/school information online.

4. Work to be anti-racist.

■ Focus Group D
Assessment and Accountability

Name	Department
Brooksley Dixon	*Classified*
Meg Heimbrodt	*Classified*
Magdalena Maguire	*Classified*
Mark Reisler	*Classified*
Geronima Serrano	*Classified*
Jeff David	*Counseling*

Ian Scott	*Counseling*
Kendall DeAndres	*English*
Vanessa Kristal	*English*
Emily LaTourette	*English*
Debbie McCrea	*English Language Development*
Kaila Budwell	*Mathematics*
Jessica Crabtree	*Mathematics*
Karen Murk	*Mathematics*
Emily Adams	*Science*
Mitch Cohen	*Science*
Marissa Peck	*Science*
Kristi Perani	*Science*
Mark Summary	*Science*
Nickolai Butkevich	*Social Studies*
David Minhondo	*Social Studies*
Whit Long	*Special Education*
Natalie Pepper	*Special Education*
Amy Baxt	*Visual and Performing Arts*
Anna Alsina	*World Languages*
Saum Zargar	*Administrator*

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective 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.

Indicators

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

D1.2. Basis for Determination of Performance Levels: 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.

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.

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.

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.

D1. Prompts:

○ *To what extent* does the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

○ *To what extent* does the analysis of data guide the school's programs and processes, the allocation, and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

Highly Effective	Effective	Somewhat Effective	Ineffective

The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

D1. Reporting and Accountability Process	
Findings	**Supporting Evidence**
D1.1. Professionally Acceptable Assessment Process The school leadership and instructional staff are **effective** at effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. The district content task forces have release days to focus on equitable assessment. There has been improvement in reporting grade information via Synergy (ParentVue & StudentVue).	Content Area Performance Data CAASPP 20-21 Data
D1.2. Basis for Determination of Performance Levels The school leadership and instructional staff are **somewhat effective** at having agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. The math department pre-assessments indicate different levels of understanding/achievement based on previous year teacher. More vertical alignment is needed in upper division english courses. There has been great improvement in alignment in some courses (like Chemistry).	Math SB52 Assessment/Assessment Results
D1.3. Monitoring of Student Growth The school is **highly effective** at having 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. There are high graduation rates and college readiness (many students from Redwood go to college). 80% of our seniors graduate to a 4-year college, approximately 50% of our students attain a 3.7-4.4 gpa range, high graduation rates, students take courses above and beyond requirements for both graduation and college admissions.	GPA Data

In comparison to other school districts, we have high attendance rates and student eligibility to go onto higher education opportunities. There is high articulation with feeder schools for incoming freshmen and collegiate/post-graduation planning through the counseling department. Students with alternate learning needs, (IEPs, 504s, GEs, etc.) are offered programs for support and pathways to success. Additionally, multiple programs allow students to demonstrate their different talents and achievements: BARK, clubs, Peer Resource, Redwood TV, Leadership, Drama, Art Programs, Architecture + Engineering electives, SLAM, Yearbook, athletics, etc.	School Accountability Report Card (Evidence for a few of these statements) Differentiated Assessments
D1.4. Assessment of Program Areas In partnership with district leadership, the school leadership, and instructional staff are **somewhat effective** at periodically assessing 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. This does happen at the district level (rotating course review system) (district task force). However, there could be more horizontal alignment than vertical alignment among courses. There is no formal site-wide system for continuously assessing program areas in courses, although many teachers are conducting individual checks/balances of their policies to become more equitable.	Curriculum Council, working folder District Task Forces NGSS agenda Social Studies Task Force agenda
D1.5. Schoolwide Modifications Based on Assessment Results The school is **effective** at using assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process to form the basis for development of the schoolwide action plan/SPSA. Standardized tests indicate students of color and low SES students perform lower so program changes and professional development have been geared toward closing the achievement gap with increased support classes (AVID, AW). Attendance data, grades and teacher feedback are used during APT, CRT, and IEP meetings. Wellness	CRT Meeting tracking (with privacy redactions)

Center data provides insight into school needs, including the need for continued focus on equity and student and staff well-being in professional development. There is currently no mandated system or formalized process for cycle of inquiry, data analysis, etc, so many teachers are not actively doing this.	

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.

Indicators

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

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.

D2. Prompt:

○ *To what extent* do teachers employ a variety of appropriate assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the learning/teaching process to improve student learning?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom	
Findings	**Supporting Evidence**
D2.1. Demonstration of Student Achievement Teachers **highly effectively** use the analysis of formative and summative assessments to guide, modify and adjust curricular and instructional approaches. Formative assessments is ongoing in the form of frequent warm ups (daily or weekly) to gauge student learning and needed areas of growth, whole-class discussion, student group discussions, individual student work time, checks for understanding (exit ticket), homework/classwork review, AP classroom progress checks (just for AP curriculum), learning applications (Peardeck, Nearpod, Edpuzzle, Deltamath, Derivita, Kahoot) During Distance Learning, staff **effectively** pivoted to digital versions of formative assessments while making sure they were consistently checking for understanding. All formative assessments help teachers adjust their lesson plans on a regular basis, sometimes within a class period. Teachers utilize the info to assign future assignments and alter future assessments. Often summative assessments include retakes/test corrections to show learning or growth, analysis of multiple choice problems for areas of strength and growth, and imbuing multiple concepts within a single exam (spiralling) - not just testing one concept. Overall, test performance helps teachers know what students know. World language teachers use a variety of formative and summative assessments to evaluate students' learning. Timely feedback is important for formative assessment to be effective and for summative assessment to be more successful for students. The English department is effective at using a variety of assessment types in order to monitor student progress and growth. We use a variety of formal and informal writing and speaking assessments to track literary and non-fiction analytical skills. These assessments provide direct feedback for teacher instruction and allow for adjustments and modifications in order to better meet student needs. Teachers aim to provide feedback in a timely fashion in order to allow	Formative Assessment Examples history Summative Assessment Examples Calculus (common final) Slideshow of Professional Development on Assessing during Distance Learning Teacher feedback Codes

for and track student growth as we move through each individual unit of study. Additionally, students are given clear learning targets each day and over the course of the unit in order to clearly communicate the learning goals of each individual lesson and unit. Teachers in the math department effectively use a variety of formative and summative assessment types that help guide and modify the curricular and instructional approaches. There is some variation between upper level classes and lower level classes. Teachers provide timely feedback to students that helps guide instruction and inform progress toward learning goals. Science teachers use a variety of formative and summative assessment types to help guide instruction and assess student learning. There is variation as to how this looks for required courses (NGSS sequence) versus upper level/AP electives. Social studies teachers use a variety of traditional and non traditional summative and formative assessments. The extent varies upon the subject and level of the course. For example social issues classes do a lot of similar assessment, but most other mainstream sources do not. AP history courses, however, are highly aligned in their assessment types and content assessed. Also, there is no Alignment in how best to modify assessments for students with IEPs, or other learning modifications, with some teachers offering highly levels of accommodation whereas others only reduce the amount of questions.	[Living Earth](#) (10th Grade) Exam
D2.2. Teacher and Student Feedback Teachers **effectively or highly effectively** 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. There are six grading periods for systematic feedback, online gradebooks, online classrooms via Canvas and Google Classroom, parent and family access to our learning environments and grading. Access to grades serve as feedback and an opportunity for students to self-advocate	Student Feedback Examples

Holy Cannoli look at last year! Remote instruction was the ultimate example of adjusting instruction in response to student need.

Timely and specific feedback can be challenged by lots of papers/tests to grade. As can the adjustment and adoption of and to new technology. Having peer grading with a rubric can shorten the time of feedback and also help students learn their own strengths and mistakes. Evaluation surveys to hear from students what teaching methods help them learn best is informative.

Teachers use a variety of formative assessments in classrooms to gauge student engagement and elicit feedback. In most math classes, there are a significant amount of formative assessment types that are used: warm-ups, desmos activities, exit tickets, quizziz/kahoot games, delta math, matching activities, error analysis discussions, and more. All of these things help to evaluate the progress being made toward mastering the learning goal. All of these things provide feedback to our math teachers that helps to inform further instruction. The feedback gained from these informal or formal formative types of assessment helps us decide what we need to spiral more throughout the lessons. It allows us to see larger areas for improvement - things that can be retaught to the whole class and added on to an upcoming assessment to look for growth. For the most part, the lower level math classes use common assessments that gauge the effectiveness of the learning/teaching. There are multiple choice questions, true/false questions, and many open ended questions. There are a few teachers using ongoing learning goals that are tracked and some constantly reassessed in order to see growth in those essential learning goals.

There are a variety of formative assessments that are used in science daily, for example warm-up questions, lab discussions, a variety of online simulations and activities (Phet, Gizmos, kahoot), exit tickets and more. These allow constant evaluation of student understanding and provide insight into what students need in order to reach their learning goals. Science teachers are designing three dimensional assessments for the new three year course sequence (Physics in the Universe, Living Earth and Chemistry in the Earth System). A three dimensional assessment are often built from a specific phenomenon and allow students to engage in science and engineering practices (things scientists do) while demonstrating their understanding of disciplinary core ideas (standards) by using big ideas and crosscutting concepts (things used in all types of science). In Chemistry in the Earth System, students were given a three dimensional assessment on

the topic of combustion. The assessment (and unit) was based around the phenomenon of wildfires. In addition to the three dimensional assessments, there are also more traditional assessments given as well (multiple choice, free response questions etc)

Traditional assessments in Social Studies include multiple choice/scanton style tests that assess memorization of historical content and essays that summarize historical events. Non traditional summative assessments in the form of Dbqs, argumentative essays, skills based tests, short answer responses and projects with multiple approaches to completion (i.I.. accessing multiple intelligence types) are common in many classes. Though teachers rely more heavily on certain approaches, most all classes seem to offer varied summative assessments. Formative assessments are also used in the form of quizzes and exit tickets are used throughout the Department, though to highly varying degrees, as well as non traditional Formative assessment such as the use of kahoots, pallets, and pear decks are being used with increased frequency. The only assessment Alignment happens in social issues and AP courses, most all other classes are not aligned or are aligned between a small subset of teachers. How teachers modify curriculum is not aligned, except in AP classes, and is left to the individual teacher to make adjustments.

On a daily basis students in English classes are formatively assessed through annotation practice, reading comprehension exercises and text-based questions, collaborative analytical short writing responses, vocabulary assessment and practice, quick-writes, daily warm-ups, and exit ticket reflections that allow for monitoring student progress and the need for re-teaching or modification of instructional practices. In English class, we participate in a variety of summative assessments that include argumentative and persuasive essays supported by textual evidence and a clear thesis/claim (these show up in the form of process papers or timed writes). Additionally, Socratic and Harkness discussion models are employed in order to assess verbal command of the English language along with literary debates and Powerpoint Presentations. Assessment for major written assignments usually involves a peer review process in order to engage students in peer feedback and to allow them to contribute to creating a positive classroom writing community. Students are also involved in frequent self-assessment activities so that they can assess their own progress and growth. For ELD students, major writing assignments are scaffolded to help students adapt their writing to a college-ready level through the use of outlines, sentence starters, modeling, writing sample

exemplars, and frequent one-on-one support.

In World Languages we write paragraphs, stories or essays that can be formative assessments when given feedback by the teacher. Text or listening comprehension questions can be used as formative assessment when reviewed in class and discussed. Videos where students talk about a determinate topic that we are working on in class can also become a formative assessment when students receive feedback that helps them address errors or be more accurate in their language. The teacher can reteach points/structures that students did not produce accurately. When students present a dialogue that they created, the teacher can detect what students understand and what has to be retaught. In the projector correct students sentences (without saying names) that have common mistakes. Students then receive their essays and modify those common mistakes if they made them. Summative assessments include fill in the blank quizzes, multiple choice quizzes, other types of tests, and translation.

D. Assessment and Accountability

Areas of Strength:

1. Teachers use a variety of formative and summative assessment types and employ a wide variety of instructional technologies to help guide student learning and instruction closely tied to content standards.
2. High graduation rate (compared to state and district rates) with high number of Redwood graduates attend college.
3. Feedback is given in a timely fashion in some disciplines for students to improve learning
4. SPED, Academic Workshop, ELD, and AVID Programs support college and career readiness. Clustering these students with common teachers allows us to more readily meet schoolwide learner needs.

Areas for Growth:
1. Periodically assessing 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. Engaging students in more self assessment and reflection in both formative and summative assessments. Improve academic integrity and minimize student cheating (which became normalized during the pandemic).
2. Improve student attendance and punctuality and reporting of attendance and tardies through SIS to all stakeholders.

3. Finding agreement upon the basis for students' grades, growth, and performance.
   Ensuring that assessments are accessible to all students (Low SES, BIPOC, SPED).
   More time to design assessments collaboratively within the discipline being assessed.
   More time to share and reflect on assessment data within the discipline/department.
4. Lower class size to provide more personalized feedback

■ **Focus Group E**
School Culture And Support For Student Personal, Social-Emotional, And Academic Growth

Name	Department
Becky Burstein	*Classified*
Simone Davis	*Classified*
Julie Gordon	*Classified*
Jaclyn Hutton	*Classified*
John Kriebel	*Classified*
Teri Randall	*Classified*
Colette Scafani	*Classified*
Kirk Stevenson	*Classified*
Elijio Arreguin	*Counseling*
Candace Gulden	*Counseling*
Katie Paulsen	*Counseling*
Tami Wall	*Counseling*
Kathryn Ghiraldini	*English*
Stephanie Haver-Castex	*English*
Dani Kestenbaum	*English*
Jen Madden	*English*
Jeff Ryan	*English*
Ernesto Diaz	*Mathematics*
Todd VanPersum	*Physical Education*
Amy Mastromonaco	*Science*
Katie Slattery	*Science*
Derek DeNardo	*Social Studies*
Jon Hirsch	*Social Studies*
Dave Plescia	*Social Studies*
Christy Silkworth	*Social Studies*
Erik Berkowitz	*Visual and Performing Arts*
Anna Farley	*Visual and Performing Arts*
Jen Kenny-Baum	*Wellness*
Maria Civano	*World Languages*
Connie Vallejo	*World Languages*
Sue Hall	*Administrator*

E1. Parent and Community Engagement Criterion

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

Indicators

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.

E1. Prompt:

○ *To what extent* does the school leadership employ a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

E1. Parent and Community Engagement	
Findings	**Supporting Evidence**
E1.1. Parent Engagement The school is **effectively** implementing strategies and processes for the regular involvement of most stakeholder support groups in the learning and teaching process for all students. The school leadership is **somewhat effectively** employing a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process. Regular communication through Parent Square shares schoolwide updates of events, as well as updates and events related to: Wellness; College and Career, including outreach around financial aid/ post grad;	Parent Engagement Examples

Community partnerships with 10K degrees and MCOE (internships).

Parents are invited to attend and speak at TUHSD board meetings. The school also welcomes families to Back-to-School Night and Open House. This year, there was intentional outreach to families of color. Grants for buses during COVID allowed for low income students to get to school, and supported the Giant Welcome. ELD staff conduct outreach to EL families. SLAM student conversations at home extend classroom learning to families and friends through program/community outreach. Success Network and AVID seek to support historically marginalized students have greater access to curriculum and post-high school college opportunities. Link Crew provides new student orientation to incoming ninth graders and transfer students. Translation options are available for for school communication. Parents are included in polls for feedback and input (bell schedule survey, school perception surveys etc.)

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, 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.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt:
○ *To what extent* does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning? To what extent has the school developed a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

E2. School Culture and Environment	
Findings	**Supporting Evidence**
E2.1. Safe, Clean, and Orderly Environment Redwood is effective to highly effective in its 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. The Custodial staff is responsive and works hard to maintain a presentable interior and exterior school environment. Our custodial staff keeps the grounds clean and safe and responds quickly to ground maintenance needs and issues. It would entail greater student investment in the upkeep and cleanliness of the campus grounds. The group identifying as Hispanic in ethnicity does not feel safe. This is reflected both on the results from the surveys as well as the observations from the staff where it is pointed out that the Hispanic group tends to stay together and seems to have trouble integrating. This seems to be going beyond issues associated with language and it might reflect an underlying hostility to the group that is not obviously apparent.	[School Safety Report](#)
E2.2. High Expectations/Concern for Students The Redwood culture **somewhat effectively** to **effectively** demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning. Our campus values high academic expectations, but tends to need more support in how to differentiate expectations for student equity. Our school has multiple tiers of	Course Guide College and Career Center Wellness Center

intervention and support programs, including but not limited to our Wellness Center, Academic Workshop, AVID, the College and Career Center, our Counseling Department, a wide range of extra-curricular opportunities and elective courses. Students on campus tend to feel connected to at least one adult on campus who shows care and concern for their well-being and success (based on retreat survey). We would benefit from a current survey of our students to inform us of those who do not feel connected.

Although there seems to be an academic expectation expressed from families and faculty that seems wide spread in communications and environment, there is a gap in harmonization between the expectation and the ability or capability of the student body to meet it and this shows in particular in the african-american group, where the achievement is consistently low or decreasing in some areas and years. It seems to point to a need for a focused group to support this socall segment in all academic areas.

Some of the sociological context behind several of the results from the family and student feedback is missing from the wording of the questions in the surveys. In particular, there is an increase of need for support to emotional wellbeing and mental health that although obviously associated with the widely spread influence and use of social media and the current hostile conditions in society (from pandemic to politics) there is a disconnection between the definition of high expectations that is filtered with an academic lens to the need to incorporate sociological changes that need to infuse instruction and the education process to facilitate an evolution of the students in harmony with the District Goals.

Counseling outreach programs to families, teacher syllabi, access to College and Career Center, student data revealing that SS are aware of the academic expectations set for them. Our Wellness Center is thriving, which is indicative of its importance and the need for a caring space on our campus. It is also indicative of the fact that students need more social-emotional support in academics.

E2.3. Atmosphere of Trust, Respect, and Professionalism

Redwood is **somewhat effective** to **effective** in maintaining an entire school community that has an atmosphere of trust, respect, and professionalism. There is high student attendance, staff collaboration, positive staff interactions and professional working environment, high

student and staff work ethic, professionalism and respect is highly valued. Our campus and district has a coaching program implemented to support our new teachers and help them feel part of the campus community. Staff needs more opportunity for community building and interaction on campus as well as emotional support.

Survey results and evidence from the experience from the staff points out to an atmosphere of trust in a *vertical way*, that is to say, from staff to students and viceversa and similarly with other community stakeholders, the same is not necessarily true in a *horizontal way*, that is to say, between members and groups belonging to the same community segment, as evidenced in the strong feedback that the hispanic group expresses feelings of being unsafe.

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 a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

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

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 students.

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.

E3.4. 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.

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.

E3. Prompts:
○ *To what extent* do all students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning and college, and career readiness and success?

○ *To what extent* do 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?

Highly Effective	Effective	Somewhat Effective	Ineffective
The results of the self-study provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.	The results of the self-study provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

E3. Personal, Social-Emotional, and Academic Student Support	
Findings	**Supporting Evidence**
E3.1. Academic Support Strategies for Students School leadership develop and implement **highly effective** strategies and personalized, multi-tiered support approaches to meet academic student needs. Interventions in place include Academic Workshop, Culturally Responsive Teaching, Special Education Program, ELD, Gen Ed accommodation plans, 504 plans. Strategies that ensure that all students are successful and connected to the school: AVID, SLAM, Link Crew, Leadership, Peer Resource, Student Clubs, Wellness groups, College and Career Center. Wellness and counseling presentations to all 9th graders about the support systems available on campus. Focal students chosen by staff members for PLC work during staff time. Collaboration within course-alike teams, departments, differentiation in the classroom, direct and immediate intervention to individual student needs, personalizing in the classroom, (Understanding by Design) viable and vigorous curriculum design that is attempting to promote inclusion and equity, emphasis on personal relationships with students, collaboration with teachers. Vertical	

articulation between the middle schools and 9th grade programs, articulation/support between SPED and gen-ed teachers, bringing students into staff meetings to discuss success strategies, during teacher evaluations, students are asked for input on how their teacher meets academic goals There has been greater awareness and outreach by staff to all of the student groups on campus. SMART period is scheduled twice a week for students to get support during the school day and as a means to have more time to collaborate with other students. The Student Success Network is a collaborative impact group of Redwood staff and community partners, whose mission is to increase the achievement of all students while accelerating the achievement for those who have historically not experienced the same rate of success based on race, language, income or background. The Success Network collective use data to make decisions about how to better support struggling students and educate staff on instructional practices that improve student outcomes. To that end, using a continuous improvement cycle, the Success Network shifts and expand strategies that prove to be effective for student success. For example, this semester, 9th grader who have earned D's or F's in Algebra were placed with their Algebra teacher for tutorial (SMART). The Success Network will track grades at each progress report of this specific group of students to see if this strategy is effective. If not, we will try to figure out why and make adjustments. If it is, we may then expand it. Some students are still missing supports due to a variety of reasons: attendance, lack of confidence, lack of interest, lack of connection, language and cultural barriers, and parent support. Student supports include Academic Workshop sections (IEP/504, AVID, ELD and all support providers), College and Career Center, free breakfast/ lunch supports thinking, free after school tutoring (peer), chromebook access, 2 SMART periods to increase independent work/study time, accessibility to programs with technology (questionable internet access at home…is there access to hotspots anymore?)	
E3.2. Multi-Tiered Support Strategies for Students	

School leadership **effectively** develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students. Wellness Program, shifting to student-centered approach, building student-teacher relationships (one on one relationships instead of just with a class at large)... helps students to feel "seen, heard, understood." Social-emotional wellness in some ways are opposed to the academic overachiever culture at Redwood. Students have access to a plethora of clubs to pursue passions and explore personal interests and aspirations, mindful moments in the classroom, brain breaks, 2 SMART academic supports, music playing as students enter the classroom, Link-Crew and psychological wellness programs. Students are asked for input on how their teacher meets social-emotional goals Students have access to wellness center, free lunch helps support student well being, personal and emotional support counseling and Keith Jackson's Dynamic Solutions for Youth.	
E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being The school leadership and staff **somewhat effectively** or **effectively** assess the multi-tiered support system and its impact on student success and achievement. Whereas a district-wide multi-tiered support system is still in development, site administration and staff have focused on improving instructional strategies to serve all students with greater attention to culturally responsive teaching practices, antiracism, awareness of LGBTQ+ student perspectives, and trauma-informed practices. Counseling and Wellness services also support student success in classroom learning with drop-in services available for students to utilize as needed. To identify students in need of intervention, teachers, counselors and administrators track students with inconsistent attendance and grades. Students needing support are contacting individually by teachers, counselors and/or administrators to determine appropriate interventions for the student. Families are also included in developing strategies to support their student. Student schedules may be adjusted	

or Wellness services offered to increase the students opportunities for success. Restorative practices are also used to address disciplinary issues arising from attendance and behavior to the amount of time out of the classroom. Should it be determined a student is in need of more robust supports, students may be evaluated for additional academic and Wellness services, including Special Education services, 504 accommodations, more intensive Wellness counseling services, or referral to community partners.	
E3.4. Co-Curricular Activities The school **highly effectively** 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. Most of our co-curricular activities are offered during the school day: student clubs, Leadership, elective programs (Fine Arts, Journalism, etc.), Honors/AP courses, Wellness Programs. Transportation, after school jobs and scheduling (0 and 8th period) provide some barriers to access for all students.	
E3.5. Student Voice Students **effectively** 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. Our Theater Arts Program, Visual Arts Program, Sustainable Agriculture, Engineering, Bark (Advanced Journalism), Redwood TV Program, College and Career Center (connecting students to internships) Independent Living, Computer Science, music dept performs at rallies and graduation. There is a high level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship, teacher participation in extra-curricular and co-curricular activities, advisorships). Including SLAM, Bark's spanish section, Beyond-Diversity-adjacent workshops, clubs, Link-Crew, Wellness Center and Peer Resource, Site-Council, Leadership, multi-grade course options, student rep for Board of Trustee.	

E. Personal, Social-Emotional, and Academic Student Support

Areas of Strength:

1. Wide Variety and Range of Interventions in place: including Academic Workshop, CRT, Special Education Program, ELD, Gen Ed accommodation plans, 504 plans, expanded mental health supports and individualized and group counseling through Wellness Center Access, College and Career, and Community partnerships (10,00 degrees, Race Work, MCOE, Keith Jackson, Marin Promise).
2. Strong investment in student achievement, including our counseling outreach programs to families (AVID families, EL families etc.), access to College and Career Center, student data revealing that SS are aware of the academic expectations set for them.
3. Multiple programs, strategies and supports that ensure that all students are
4. ful and connected to the school through co-curricular activities: BARK, clubs, Peer Resource, Redwood TV, Leadership, Drama, Art Programs, Architecture + Engineering electives, SLAM, Yearbook, athletics,AVID, Link Crew, Leadership, Wellness groups (Q group, groups for students of color, etc), and College and Career Center.
5. High student achievement and attendance relative to the district and state rates.

Areas for Growth:
1. Inclusion/outreach for families of all racial and socioeconomic backgrounds. Communicating with families who have no or limited access to technology. Providing additional opportunities or events for families to be invited to campus.
2. Our students would benefit from and feel valued by organizational structures and programs, opportunities, and extracurriculars designed to include our students who are not yet connected to the campus community. Some students are still missing support due to a variety of reasons--attendance, lack of confidence, lack of interest, mental health, lack of connection, language and cultural barriers, and parent support, transportation, afterschool jobs and scheduling conflicts (0 and 8th period).
3. Improving balance between academic and social-emotional wellbeing through vertical articulation with feeder middle schools regarding information about how to best serve the social emotional needs of students; identifying the sources of the massive amounts of pressure that students are feeling; capping number of AP classes a student can take; lowering student to teacher ratio to enable the creation of meaningful connections among staff and students; providing pathways for students to discover passions and pursue them; normalizing growth mindset over perfection; changing the academic approach we have had historically.
4. Retaining students of color. Increasing student-centered conversations via the opportunity and time for intra and inter department collaboration for improved community and curricular diversity. Reprioritization of staff and collaboration time for both productivity and conversation to build our educational environment, cultural vision, and alignment. Improving administrative support for monitoring attendance of at-promise youth to insure that students are taking advantage of the resources to provide equitable access for academic supports.

Chapter Four: Student Learner Needs

Photo by Elena Wang, '22

Chapter 4: Summary from Analysis of Identified Major Student Learning Needs
[2021-2022 Report]

SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS

The preliminary student learning needs that emerged from the Community Profile and stakeholder input analyses provided insight into which student learner needs are most pressing to address in this current WASC cycle. In early September 2021, students and families received a voluntary survey through the district's communication system ParentSqaure. Survey results are linked here: Student Input Survey (Responses) and Family/Caregiver Input Survey (Responses). Students and parents also met with administrators to evaluate the Community Profile data. The narratives from those meetings are linked here: Student Narrative and Family/Caregiver Narrative. The surveys and narratives were evaluated in early October 2021 by staff.

Parents and students also provided input on the Community Profile data through Site Council, the minutes reflecting those discussions is linked here: Site Council Minutes, September 29, 2021; Site Council Minutes, October 13, 2021; Site Council Minutes, October 27, 2021.

The staff analysis of the Community Profile data, student and family caregiver surveys and narratives is linked here: Staff Generated Preliminary Student Learner Needs & Further Questions - Community Profile Data, and Staff Generated Preliminary Student Learner Needs & Further Questions - Student/Family Input.

PRELIMINARY STUDENT LEARNING NEEDS

From the stakeholder discussions and analyses, the preliminary student learning needs that emerged were:

- Supporting and valuing students for reaching a balance between academic and personal well-being.

- Increasing support for students of color, and enhancing communication with students and families to determine needs.

- Increasing the real-world relevance in lessons/learning experiences with differentiation and scaffolding.

- Increasing alternative forms for intervention, especially for students with social-emotional needs and students who are not CSU/UC eligible upon graduation.

AREAS OF STRENGTH, AREAS FOR GROWTH, AND STUDENT LEARNING NEEDS FROM SELF-STUDY FINDINGS

Redwood WASC Self-Study Synthesis Analysis: Areas of Strength

- **Focus Group A: Organization - Vision and Purpose, Governance, Leadership and Staff, and Resources**

Summary of Strengths - Organization
There have been concerted efforts to build on what has worked. Increases in numbers of sections of academic workshop and selection of students for these classes with teachers who work with students year after year have increased the effectiveness of the program. Additionally, districtwide, academic departments such as English, math, science and social studies have worked to develop long-term plans and adjustments to curriculum and instruction to be more inclusive and culturally responsive. The school community understands the governing authority's role, including how stakeholders can be involved. The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school through participation in Site Council, PTSA meetings, regular Board meetings and consistent communication from both site administration and the District on issues of importance such as policies in response to Covid19. The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

	Identified Areas of Strength per Criteria				
	A1. Vision & Purpose	**A2. Governance**	**A3. Leadership**	**A4. Staff**	**A5. Resources**
Areas of Strength	Clear vision Improvements were made to be sure all students have an opportunity to learn (TOSA; AW)	Alignment between site work and District work Understanding of the role of Governing Board Frequency and posting of Governing Board meetings and agendas Relationship	Staff meetings are regularly focused on sharing and developing best practices for successful student learning Increased general education academic workshops from 2 to 4 in the past school year (demonstrates allocation of resources to support	Qualifications and Preparation of staff Professional Development and Learning	The relationship between resource allocation and SPSA goals /LCAP goals and vision and mission is strong There are highly effective district processes and practices in place for developing an annual budget, conducting an annual audit, and at

| | | between Governing Board and schoolwide decisions and actions | learning results).

Increased communication strategies to network students, parents, faculty, and staff (RingCentral, Parent Square, and email) in a timely fashion

Taskforces and site councils have broad-based, inclusive, and collaborative planning processes to evaluate areas for growth based on evidence | | all times conducting quality business and accounting practices.

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 highly effective |

■ Focus Group B: Curriculum

Summary of Strengths - Curriculum:
Students at Redwood High School benefit from increasing curricular choices as they progress through the four years. Additionally, the academic supports that have been built upon including Academic Workshop and the ELD program make it possible for more students to learn and grow in mainstream classes. The curriculum is rigorous and relevant.

Identified Areas of Strength per Criteria		
	B1. Rigorous & Relevant	**B2. Equity & Access**
Areas of Strength	Math: Math Department offers a huge range of math classes to serve students of all needs. We have one level of pre-algebra, one level of algebra, three levels of geometry, three levels of advanced algebra, three levels of calculus, and two levels of statistics Visual and performing arts and social studies. We have updated our curriculum to be more culturally responsive and inclusive Departments offer a rigorous curriculum of advanced	Variety of Programs — Full Range of Choices: Redwood possesses a wide range of A-G class options Accessibility by All Students to Curriculum, including Real World Experiences: Many departments have eliminated prerequisites to AP classes Student-Parent-Staff Collaboration: Frequent and open communication occurs between all

placement and honors-level courses. Students in Redwood encounter a curriculum, across departments, that seeks to build connections between required content and current, relevant topics and issues Students have a choice of elective offerings in all disciplines. Creating a master schedule that allows for support for all students throughout the day EL teachers provide information about incoming 9th graders. The flow of information regarding students and their previous ELPAC scores between feeder schools and Redwood is somewhat effective Information is important so that new students can be scheduled into EL support classes and clusters. AP course outcomes and curriculum approval documentation - a large number of AP offerings and high pass rates on exams. All courses have been updated to align with the AP revisions that have happened over the last 5 years. Fewer AP courses require admission exams as they move toward open enrollment and there have been attempts to reach out to students of color who are under-represented in AP classes at Redwood Redwood follows current educational research and documents such as the California Framework	stakeholders. Post-High School Transitions: Redwood possesses a wide range of A-G class options to allow students to successfully enter college. Electives outside of college prep include Computer Programming, Sustainable Agriculture, and Independent Living

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■ **Focus Group C: Learning and Teaching**

Summary of Strengths - Learning and Teaching
All students have access to relevant coursework and teachers have adopted more innovative means of teaching and assessing students that acknowledge where students are in their learning at the outset. Students have many options for academic electives in their final two years where there are opportunities to apply the learning of their core, foundational classes. Project-based learning in courses such as sustainable agriculture, AP Seminar, or architectural design enables students to see their learning in real-world contexts.

Identified Areas of Strength per Criteria		
	C1. Student Engagement - Challenging Relevant	**C2. Student-Centered Instruction**
Areas of Strength	Opportunities for self-expression across disciplines, demonstrating relevant and engaging learning experiences We offer a lot of student choice, across all departments, especially in the upper-division and elective courses Teachers across subjects work to ensure that students have a clear understanding of learning objectives Counselors & CCC do a good job of making sure students are aware of A-G requirements and get support in preparing for college admissions etc.	Teachers are hardworking, motivated, thoughtful, and are continually learning new research-based teaching techniques Diverse and differentiated learning opportunities are available to students Students apply and present learning in varied modalities: performance, presentation, laboratory, technical, language, artistic, etc. Students analyze and solve real-world issues in their local and national communities through project-based learning and transferring knowledge from all classes Teachers use a variety of instructional methods across disciplines There are many course offerings and school opportunities that provide real-world experiences Access to funding for a variety of learning experiences - different technologies, computer applications, field trips, etc. Increase in the support systems available for students - AW, AVID, CCC, ELD, etc.

■ **Focus Group D: Assessment and Accountability**

Summary of Strengths - Assessment and Accountability

With the use of staff collaboration and technology teachers and counselors utilize grade information to support students and make adjustments to their schedules when necessary. Teachers use a variety of formative and summative assessments to guide student learning and instruction. Students receive feedback that is aligned with stated objectives. Feedback is provided in a variety of ways including through Learning Management Systems and on rubrics.

Identified Areas of Strength per Criteria		
	D1. Reporting & Accountability	**D2. Using Assessment to Monitor/Modify Classroom Learning**
Areas of Strength	High graduation rate (compared to state and district rates) High number of Redwood graduates attend college SPED, Academic Workshop, ELD, and AVID Programs support college and career readiness Clustering allows us to more readily meet schoolwide learner needs Staff development time is used for the analysis of data related to student growth and performance	Teachers use a variety of formative and summative assessment types to help guide student learning and instruction Feedback is given in a timely fashion in some disciplines Teachers use assessment data to revise or reteach instruction Assessments are closely tied to content standards Teachers use formative assessments to revise and improve learning Teachers provide feedback to students to improve learning Teachers employ a wide variety of instructional technologies to assess and provide feedback

■ **Focus Group E: School Culture and Support For Student Personal, Social-Emotional, And Academic Growth**

Summary of Strengths - School Culture and Student Support
Redwood High School has put in place several groups and structures for students and families to utilize in the interest of strengthening student social-emotional well-being. For several years, staff development work has been focused on increasing equity across all facets of campus life. More recently, anti-racist education for both staff and students has been utilized to increase the inclusivity of all Redwood activities. Academic achievement is emphasized while all staff also work to develop relationships with all students in order to provide useful guidance for student pursuit of interests during and beyond high school.

Identified Areas of Strength per Criteria			
	E1. Parent & Community Engagement	**E2. School Culture & Environment**	**E3. Student Support**
Areas of Strength	Access to wellness, college and career Community partnerships (10,00 degrees, Race Work, MCOE, Keith Jackson, Marin Promise) Small group engagement (AVID families, EL families etc.)	Multiple programs allow connected students to demonstrate their different talents and achievements and feel a part of their school community: BARK, clubs, Peer Resource, Redwood TV, Leadership, Drama, Art Programs, Architecture + Engineering electives, SLAM, Yearbook, athletics, etc. Strong investment in student achievement, including our counseling outreach programs to families, access to College and Career Center, student data revealing that SS are aware of the academic expectations set for them High student achievement and attendance relative to the district and state rates Students with alternate learning needs, (IEPs, 504s, GEs, etc.) are offered tiered intervention programs for support and pathways to success	Wide Variety and Range of Interventions in place: including Academic Workshop, CRT, Special Education Program, ELD, Gen Ed accommodation plans, 504 plans, expanded mental health supports and individualized counseling through Wellness Center Strategies that ensure that all students are successful and connected to the school: AVID, SLAM, Link Crew, Leadership, Peer Resource, Student Clubs, Wellness groups (Q group, groups for students of color, etc), College and Career Center SMART period scheduled twice a week for students to get support during the school day Academic supports Co-Curricular Activities Student Voice Social-emotional wellbeing

Redwood WASC Self-Study Synthesis Analysis: Areas for Growth

■ **Focus Group A : Organization - Vision and Purpose, Governance, Leadership and Staff, and Resources**

Summary of Areas for Growth - Organization
Redwood High School's areas for growth for Organization reflected four themes, the need for clear communication of vision and goals, teacher leadership, inclusion - communication,

representation, decision making, and support, and resources for quality professional development. It was clear from the focus group feedback that improving communication and accessibility of the vision, LCAP, and SPSA goals would codify Redwood's collective purpose and focus as a school. Additionally, the absence of teacher leadership has resulted in less collaboration amongst staff and the administration, which has affected schoolwide cohesiveness. There is also the need and desire for greater opportunities and inclusivity for stakeholder feedback to ensure all students, families, and staff have a role in decision making. Continued professional development was further highlighted as a means of acquiring and retaining highly competent professionals.

Identified Areas for Growth per Criteria					
	A1. Vision & Purpose	**A2. Governance**	**A3. Leadership**	**A4. Staff**	**A5. Resources**
Areas for Growth	Vision is not always accessible or user-friendly Increased opportunity for institutional feedback from bottom up Representation at the department level (for new teacher support, budget, dissemination of information, organizational support) Renew funding (after COVID funds end) for teacher professional development (Continue TOSA w/ feedback from teacher needs)	Need more representation of students and parents of color Need teacher leadership positions to better include teacher input and voice	Determining clear departmental leadership could contribute to collaborative improvement Effective communication about SPSA and LCAP goals could be better disseminated to faculty and staff stakeholders Some decisions are made in smaller groups (ex: CRT discussing school refusal), but the larger community -- and the student -- may benefit from communicating these decisions to a wider audience Despite time and resources allocated to discussing the issue, there is still an apparent	Measurable Effect of Professional Development on Student Learning Supervision and Evaluation	Resources are ineffectively available and used to enable the hiring, nurturing, and ongoing professional development of well-qualified personnel for all programs

			achievement gap that persists		

■ **Focus Group B: Curriculum**

Summary of Areas for Growth - Curriculum

Redwood High School's areas for growth for Organization reflected three themes, the need for alternative pathways for success, accessibility to curriculum - relevance and equity, and inclusion - communication, representation, decision making and support. The focus on curriculum identified Redwood's need to provide greater opportunities for students to be career-ready, acquire internships, technical skills and certifications at Redwood. Increasing student access to the curriculum, enhancing relevance and providing greater opportunities for success was also clear from the analysis of Redwood's curriculum. As was the desire to increase collaboration between students, families and staff though more frequent communication and translation into multiple languages.

Identified Areas for Growth per Criteria		
	B1. Rigorous & Relevant	**B2. Equity & Access**
Areas for Growth	Continue to work on developing curricula that build relevance for students of diverse backgrounds Continue to work on effective differentiation for students who have a wide range of learning needs Continue to work on developing a wider suite of curricular pathways for students Continue to improve support systems for students identified as English Language Learners Redwood has limited career-readiness opportunities An internship counselor visits once a week and we have a "job board" but no further opportunities on campus Aligning courses with middle schools, within the school and with continuing institutions (ie: College of Marin) however, increased flexibility with student schedules at Redwood would encourage more students to access courses at COM	Variety of Programs — Full Range of Choices: Redwood is lacking in opportunities for courses in regard to CTE options, certificate programs Accessibility of All Students to Curriculum, including Real World Experiences: Support classes (Academic Workshop) as electives limit student access to other electives, such as art If allowing students to participate in AP courses w/o pre-reqs, support should be available to bridge any gaps in understanding Student-Parent-Staff Collaboration: Accessibility to collaborate is a challenge, given the timing of PSTA or Back to School night. Communication is often in English only, families with a different first language have trouble collaborating

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There are some opportunities for clustering within departments to create curriculum and share methodology but there is not much emphasis on inter-departmental collaboration There are no systems or a playbook of successful strategies in place when a student is not successful despite good teaching, strong curriculum, and current supports	

■ **Focus Group C: Learning and Teaching**

Summary of Areas for Growth - Learning and Teaching
Redwood High School's areas for growth for Teaching and Learning reflected five themes, the need for alternative pathways for success, accessibility to curriculum - relevance and equity, improve student data & reporting to enhance achievement, social-emotional supports, and inclusion - communication, representation, decision making and support. Redwood's needs regarding teaching and learning reinforced that student access to vocational training on campus is limited, and there is a need for more equitable access to learning opportunities through schedule and teaching strategies. Other needs that surfaced were the need to support students' academic and social-emotional well-being in the classroom, using data to drive instructional decisions, and continuing to work towards anti-racism.

Identified Areas for Growth per Criteria		
	C1. Student Engagement - Challenging Relevant	**C2. Student-Centered Instruction**
Areas for Growth	Minimal access to on-campus vocational training/experiences In an equity centered environment, we have room for improvement because of: who is generally enrolled in AP classes, knowledge about tracks of study, bus schedules with access to 0/8 periods In a 7 period day, students who may have a work release have to drop electives to get to work on time Streamlining how students/families access course information/school information online	Continue work to provide opportunities to all students for equity and inclusion Use data to support effective teaching Continue to help students achieve a work/life balance, provide counseling, mindfulness, and help with time management and scheduling Work to be anti-racist Equitable access to the programs we have. Not all pathways students can take incorporate the same

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		opportunities. Not all students will have equitable access depending on the teacher(s) they have for a specific course/subject Teachers can increase opportunities for real world connections in all classes Opportunities for teachers to collaborate on improving creative and critical thinking, developing the opportunities mentioned above for all subjects/courses

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■ **Focus Group D: Assessment and Accountability**

Summary of Areas for Growth - Assessment and Accountability
Redwood High School's areas for growth for Assessment and Accountatility reflected three themes, the need for accessibility to curriculum - relevance and equity, improve student data & reporting to enhance achievement, and resources for quality professional development. Redwood's needs regarding assessment and accountability reiterated the need for ensuring our programs and assessment strategies are providing opportunities for all students to succeed; the need to ensure student attendance and behavior at Redwood align with the TUHSD graduate profile of character and integrity to provide opportunities for learning; the need for agreement and collaboration time to align assessment policies and strategies schoolwide.

Identified Areas for Growth per Criteria		
Areas for Growth	**D1. Reporting & Accountability**	**D2. Using Assessment to Monitor/Modify Classroom Learning**

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Periodically assessing 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 Agree upon the basis for students' grades, growth, and perform	Engaging students in more self-assessment and reflection in both formative and summative assessments Ensuring that assessments are accessible to all students (Low SES, BIPOC, SPED) More time to design assessments collaboratively within the discipline being assessed More time to share and reflect on assessment data within the discipline/department Improve student attendance and punctuality Improve reporting of attendance and tardies through SIS to all stakeholders Improve academic integrity and minimize student cheating (which became normalized during the pandemic) Lower class size to provide more personalized feedback

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- ### Focus Group E: School Culture and Support For Student Personal, Social-Emotional, And Academic Growth

Summary of Areas for Growth - School Culture and Student Support
Redwood High School's areas for growth for School Culture and Student Support reflected three themes, the need for inclusion - communication, representation, decision making and support, accessibility to curriculum - relevance and equity, and social-emotional supports. The examination of school culture and student support reemphasized the need for greater outreach and inclusion of students and families that are not well represented in leadership groups, or who have been historically unsuccessful at Redwood. The need for greater academic and social-emotional interventions was also emphasized to ensure students are appropriately served and supported at Redwood to find a balance between their academics and personal wellbeing, and to overcome academic and and personal challenges.

Identified Areas for Growth per Criteria			
Areas for	E1. Parent & Community Engagement	E2. School Culture & Environment	E3. Student Support

Growth			
	Communicating with families who have no or limited access to technology Inclusion/outreach for families of all racial and socioeconomic backgrounds Additional opportunities or events for families to be invited to campus	Our students would benefit from and feel valued by organizational structures and programs, opportunities, and extracurriculars designed to include our students who are not yet connected to the campus community There seems to be a dramatic growth of mental health deterioration in students that we do not seem to be able to understand, address and ameliorate. Although this situation affects academic performance, we cannot perceive or address directly simply by continuing with same academic approach we have had historically Increasing student-centered conversations via the opportunity and time for intra and inter department collaboration for improved community and curricular diversity. Reprioritization of staff and collaboration time for both productivity and conversation to build our educational environment, cultural vision, and alignment Increasing the number of students who have access to structures and programs for missed instructional opportunities due to poor attendance	Some students are still missing support due to a variety of reasons--attendance, lack of confidence, lack of interest, mental health, lack of connection, language and cultural barriers, and parent support Barriers to access supports: transportation, after school jobs, scheduling (0 and 8th period) More balance between academic and personal well-being Retention of students of color Social-emotional wellbeing: - vertical articulation with feeder middle schools regarding information about how to best serve the social emotional needs of students - identify the sources of the massive amounts of pressure that students are feeling - propose capping number of AP classes a student can take - lower student to teacher ratio to enable the creation of meaningful connections among staff and students - providing pathways for students to discover passions and pursue them - normalize growth mindset over perfection Co-Curricular Activities: - focus on inclusion for all students in all co-curricular activities Student Voice: -continue to create more options and opportunities for higher levels of inclusion of all students - continue to enhance student participation, especially of BIPOC

		students, in student driven media Academic supports: - improve administrative support for monitoring attendance of at-promise youth to insure that students are taking advantage of the resources to provide equitable access for academic supports - consistent follow-through to insure use of resources by at-promise youth - creating intervention Academic workshop support

Redwood WASC Self-Study Synthesis Analysis: Student Learning Needs

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The major themes identified from the analysis of the focus groups' proposed student learning needs are:

- Supporting historically marginalized (BIPOC, Low-SES, ELD, etc.) student groups
- Targeted interventions and supports for all students
- Efficacy of staff

- **Focus Group A : Organization - Vision and Purpose, Governance, Leadership and Staff, and Resources**

Identified Student Learning Needs per Criteria					
	A1. Vision & Purpose	**A2. Governance**	**A3. Leadership**	**A4. Staff**	**A5. Resources**
Areas for Growth	Supporting low SES families with a liason Training/modeling of restorative justice practices/strategies to engage students in learning versus punitive policies Targeted intervention available to all students, tracking system to assess effectiveness,	Review and revision of policies to support students of color, low SES and other underserved students socially, emotionally and academically Involving more teachers and teacher voice in site Governance decisions Involving more student and parent	Supporting students who are experiencing school refusal Increasing the academic achievement of students of color and students from historically marginalized groups	We need an effective process to assess the measurable effect of professional development on student performance Increasing the number of students whose performance is measurably improved or enhanced by professional development	Increased academic achievement through the nurturing of staff Clear communication of goals with staff Supporting students of color with expansion of culturally relevant curriculum. Supporting students of all levels by

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equitable attendance policy Increased focus on social-emotional learning to support student well-being and improve efficacy	voice from underserved populations		Increase the effectiveness of supervision & evaluation as a means to increase or support and value student performance	reexamining expectations and "tracking" within departments Tie curriculum to real world experiences. Use real-world experiences as a means of instruction instead of just an example Increasing the number of students finding connections with staff by hiring more BIPOC staff Allow/plan for release days for departments to have time to collaborate, get on the same page, reflect on goals, and teaching methods Time for Interdepartmental and Intradepartmental communication

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- **Focus Group B: Curriculum**

Identified Student Learning Needs per Criteria		
	B1. Rigorous & Relevant	**B2. Equity & Access**
Areas for Growth	Increasing the number of students signed up for advanced placement courses Supporting students who come from backgrounds where English is a second language Supporting and valuing students who are interested in non-college pathways Providing students who are absent for extended periods with effective access to curriculum Increasing the importance or significance for	Supporting students who don't plan to attend a traditional two/four year college Supporting and valuing student emotional well being by placing limits on student access to AP courses Increasing the academic achievement of all students and supporting student emotional well being by limiting the number of AP classes students can take. This would then increase the level of learning and discussion in regular level general education

students to be in attendance in class. If they are in class chances are they will learn more and struggle less Increasing the academic achievement of students who are ELL, low SES and students of color Supporting students who are not meeting the content standards and are not passing classes Increasing the number of students who can take a class at COM Supporting and valuing students for growth and improvement Increasing the number of students who get the socioemotional support they need. Especially after difficult circumstances and changes of COVID pandemic	classes. This would also reduce the level of tracking occurring, to result in a more enriching classroom environment for all

■ **Focus Group C: Learning and Teaching**

	Identified Student Learning Needs per Criteria	
	C1. Student Engagement - Challenging Relevant	**C2. Student-Centered Instruction**
Areas for Growth	Support is needed for parent engagement and training on Synergy Supporting students who need more balance between academic and personal well-being Increasing the academic achievement of groups of students who do not historically take honors/AP level courses. Not only supporting them once they are in the class, but also encouraging them to enroll in the course	Increase student / teacher contact by reducing class sizes Increasing student access to AP and other advanced academic classes Increased access to applied and vocational learning Support students even more in participating real world opportunities in all fields, internships, volunteer opportunities Supporting students with diverse socio-emotional needs by providing restorative justice practices, and offering alternative interventions A better balance for students personally vs. academically. Finding ways within classes to reduce stress levels and homework/workload, increase work time, etc. Improving community relationships, particularly with students of color, - student to student, teacher to student, etc. - in order to help students feel more connected to school and their learning

		Providing more real world/authentic learning experiences; connecting curriculum to bigger ideas
		Supporting students who are not going to college more opportunities that will assist them beyond high school
		Providing a variety of activities and assessments so students can demonstrate mastery in other/non-traditional ways

■ **Focus Group D: Assessment and Accountability**

	Identified Student Learning Needs per Criteria	
	D1. Reporting & Accountability	**D2. Using Assessment to Monitor/Modify Classroom Learning**
Areas for Growth	Consistency in keeping grade books; tests no more than 35% of grade; not failing students Single learning platform; consistency in online access Clear interventions and supports How might we adjust our grading practices to fit the needs of all students? Formative Assessments Are there more efficient ways of accomplishing academic goals? Giving class time, especially in the 90-minute periods, for homework? How valuable is the homework given? How can we reduce student load? Would cross-curricular classes help with this burden?	Using formative and summative assessments to create multiple paths to demonstrate mastery and experience success for low SES, BIPOC, SPED students Learn how increasing Hispanic/Latinx sense of belonging at school could improve assessment performance Supporting and valuing students well-being in order to enhance assessment performance and create a balance between academics and mental well-being Increasing the number of students who display academic integrity & responsibility for their learning Increasing the number of students who see the value of consistent ontime attendance

■ **Focus Group E: School Culture and Support For Student Personal, Social-Emotional, And Academic Growth**

	Identified Student Learning Needs per Criteria		
Areas for Growth	**E1. Parent & Community Engagement**	**E2. School Culture & Environment**	**E3. Student Support**

Non-academic well-being; balance between academic and personal well-being Hispanic/Latinx sense of belonging at school; improve the sense of safety at school with greater social-emotional supports Liaison with low SES families; supporting low SES students Improved communication Increase inclusivity of school culture	Increasing the academic achievement of students below a letter C grade by not giving help to students above a C average	Increase diversity of faculty and staff Supporting students who need to consistently access academic supports - implementing monitoring systems to ensure that students are using academic supports

FINALIZED STUDENT LEARNER NEEDS

From the analysis of Student Learner Needs, the administration determined Redwood High School's Student Learning Needs for 2022-2023 as:

- Reduce the gap in performance by students of traditionally marginalized groups and students in the general population.

- Apply and monitor the outcomes of a systematized set of academic and social-emotional interventions and supports for students.

- Build collective teacher efficacy to improve the effectiveness of instruction, support learning, and enhance equity for all students.

SUMMARY OF STUDENT LEARNER NEEDS

Student Learner Need #1:
Reduce the gap in performance by students of traditionally marginalized groups and students in the general population.

RHS will increase the number of students of traditionally disadvantaged groups who demonstrate academic growth within one academic year as well as report an increase in feelings of connectedness.

Through our focus groups as well as the data collected annually and more recently by our Success Network working group, many students of color as well as socio-economically disadvantaged students continue to report that they are challenged by social pressures as well as the emotions that are a reaction to feeling different from their classmates which keep them from reaching their academic and developmental goals. In addition, the interruption to school as presented by COVID19 which has prompted an adjustment to TUHSD LCAP goals has disproportionately negatively impacted these traditionally marginalized groups. Consistent with LCAP Goals for 2021-2024, Redwood guarantees all students have access to rigorous, relevant and engaging curriculum in all content areas. Through increase in communication and attention to access for all of our families, expansion of Culturally Responsive Teaching, attention to attendance, addition of more varied pathways to success, and better integration of the expertise of RHS ELD coordinators our stakeholders believe we can continue the increases in achievement for all students. The objective correlated with SLN#1 aligns closely with the LCAP goals 1, 2 and 5 mapped out for 2021-2024.

Student Learner Need #2:
Apply and monitor the outcomes of a systematized set of academic and social-emotional interventions and supports for students.

RHS will implement the TUHSD Tam4ward MTSS Plan and monitor student growth (academic, socio-emotional, and behavioral) to improve components of the plan as needed to meet the needs of student support for success. Several of the Tier 1 interventions have been utilized in many classrooms and Tier 2 Interventions such as AVID, Academic Workshop and our CEC have provided scores of students targeted supports which have been formalized over the past 5-7 years along with our wellness center and all of the services offered for social-emotional supports of our students. Nevertheless, there is work to be done in identifying student needs and appropriately setting them up with interventions to best enable them to succeed.. To that end, Redwood will follow the district development of "a data-driven, prevention-based framework and plan for improving student learning outcomes for all students through a layered continuum of evidence-based practices of support." The objective correlated with SLN#2 aligns closely with all 5 LCAP goals for 2021-2024.

Student Learner Need #3:
Build collective teacher efficacy to improve the effectiveness of instruction, support learning, and enhance equity for all students.

With the help of instructional coaches as well as ongoing staff development and time for staff collaboration, Redwood HIgh School administrative leadership will prioritize building instructional capacity by developing collective teacher efficacy. As cited in the research, collective efficacy develops when a group persists at goals, take risks together, and has a willingness to stay together. In order to achieve collective efficacy, site administrators would be responsible to shift the culture at Redwood High School so that "the perceptions of teachers in a

school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students" (Goddard, 2003). Consistent with LCAP #1, with an efficacious staff, Redwood's commitment to ALL students would be more likely to be realized. The evidence of the need for this work can be seen in survey results of staff from spring 2020 as well as the staff survey in fall of 2021.

Chapter Five: Action Plan

REDWOOD HIGH SCHOOL SCHOOLWIDE ACTION PLAN

2022-2023 STUDENT LEARNING NEEDS

1. Reduce the gap in performance by students of **traditionally marginalized groups** and students in the general population.
2. Apply and monitor the outcomes of a systematized set of **academic and social-emotional interventions and supports** for students.
3. Build **collective teacher efficacy** to improve the effectiveness of instruction, support learning, and enhance equity for all students.

ACTION PLAN

Goal A: Reduce the gap in performance by students of **traditionally marginalized groups** and students in the general population.

Rationale for Goal:	Rationale Evidence:
If we increase the extent to which we maintain a focus on the needs of our students of color and low-SES students, then not only will we narrow the opportunity gap, but we will also elevate the learning for all students.	Although programs like AVID and ELD have helped improve student outcomes for many students of color, some subgroups continue to be disproportionately represented on the DFI list as noted by staff participating in Focus Group B, as well as staff, student and family surveys.
Evidence of Success: ● Number of students with D, F or I, are not disproportionately students of color. ● Number of students transferred to San Andreas for credit-redemption are not disproportionately students of color.	**Means to Monitor Progress:** ● Attendance Data - frequency of absences, excused/unexcused absences, frequency of tardies, etc. ● D,F, I data ● Classroom observations for CRT ● Feedback from Spec. Ed, AW, EL and AVID teachers

● Number of students repeating core classes, when broken out by ethnicity, reflects the demographic profile of the population as a whole.	● Feedback from students and families of traditionally marginalized groups ● College acceptance and success data in post-secondary settings. ● Behavior/Discipline data including referrals, suspensions,

Objective	LCAP	Action Steps	Resources Needed	Timeline of Progress	Responsible Persons
A1: Support low-SES families and those of students of color to eliminate the barriers to success. Specifically, barriers based on language, culture, financial disadvantage.	#1, 2 and 5	● Administrators facilitate the dismantling of monuments which serve as barriers to student success. ● Administrators connect with parents of low-SES and students of color to include them in stakeholder meetings and gather input for meaningful participation and influence on decision making. ● Administrators and Counselors outreach to check-ins before Back to School Night, Open House, and spring scheduling. ● Administrators, Counselors, and Teachers increase access to co-curricular activities for low-SES and students of color. ● Administrators, Counselors, and Teachers identify and	Compensation for data entry tracking contact with families People who speak the home language who can reach out and talk with adults at home who can be more involved	Outreach ongoing beginning Fall 2022 Administrator and Counselor communication at beginning of R2 and R5; Ongoing	● Administrators ● Classified Staff ● Counselors ● Teachers on Special Assignment (if available) ● Volunteers to help call homes eg: call a home where they speak Portuguese.

		• provide targeted interventions for students of color and low SES students. • Administrators, Counselors, and Teachers monitor the success of students of color and low SES students.			
A2: Increase the use and competency in Culturally Responsive Teaching (CRT) practices of instructional and counseling staff.	#1, 2 and 5	• Teachers in all disciplines train in culturally responsive teaching and instruction. • Teachers analyze assessment data and use results to determine instructional practices to support marginalized groups. • Teachers share lessons of culturally effective curriculum. • Teachers engage in audits of required courses identifying and/or integrating culturally responsive strategies and content. • Administrators monitor the effectiveness of CRT practices on student learning. • Administrators support teachers' growth in CRT through feedback and evaluation. • Administrators monitor the	Professional development on Culturally Responsive Teaching - these methods often really help with social emotional needs. Time for developing, implementing and monitoring CRT practices on student learning	Measure CRT Impacts beginning Fall 2022; ongoing CRT Professional Development continuing Fall 2022; ongoing Survey students to assess pervasiveness of CRT in classes beginning Fall 2022	• Administrators • Counselors • Teachers • Teachers on Special Assignment

		effectiveness of CRT practices on student learning.			
A3: Address attendance issues with individualized responses. Ie: school avoidance as opposed to illness as opposed to cutting the same class, etc. (how do you do this/what does it mean).	#2 and 5	● Administrators, Attendance Clerk examine and evaluate the implementation of an attendance recording system that specifies the reasons for absences. ● Administrators and Counselors meet with students/parents who have attendance gaps prior to and during the school year. ● Administrators, Counselors and Teachers monitor the impact of tardies and absences on student learning.	Initial data entry to track attendance and measures taken Increased and systematic communication among counselors, clerical staff and teachers Tardies (not just absences) need to generate auto-call to parents Timely notifications for administrators of students who are struggling with attendance Training and collaboration time among administrators at different sites in the district	Pilot begins Fall 2022. Evaluation ongoing Develop system Fall 2022, adapt with modifications ongoing	● Administrators ● Attendance Clerk ● Counselors ● Teachers ● Teachers on Special Assignment
A4: Identify and promote a variety of	#2 and 5	● Administrators, Counselors and Teachers communicate	Costs of piloting new courses	Reconvene Curriculum Council	● Administrators ● College &

| pathways for all students. | | • the school mission and graduate profile to all stakeholders.
• College & Career Specialist, Counselors and Teachers/Case Managers provide more opportunities for students to get trained and certified for workplace readiness.
• College & Career Specialist, Counselors and Teachers/Case Managers place more emphasis on non-college alternatives for all students in the College and Career Center (i.e. Trade /technical schools) and include speakers from trades in career speaker series.
• Counselors and Teachers work with the District to re-examine district course offerings and requirements to provide pathways for all students, including Career Technical Education options in all disciplines. | Time to discuss and determine a variety of pathways with all stakeholders | Fall 2022

Monthly meetings of Curriculum Council to revisit Graduate Profile beginning Fall 2022

RHS with other sites assign working group to contribute to discussions about alternative educational pathways, Fall 2022

Revise Course catalog with additional pathways, Spring 2023 | Career Specialist
• Counselors
• District Curriculum Council
• Teachers/Case Managers - especially those in Academic Workshop, Applied Tech and other specialized classes |
| A5: Increase access and resources for EL program so that all students, including those who speak | #2 and 5 | • Administrators evaluate feasibility of reduced class size for classes with clusters of EL students.
• Administrators acquire a Community Liaison for | Time for staff development, training and implementation of effective EL curriculum, | Trainings for teachers using translation software, Fall 2022

Community Liaison, | • Administrators
• EL Coordinator
• District Ed Services
• Student Leadership |

languages other than Spanish or Portuguese have access to a variety of curricular pathways.		LatinX Community. ● Teacher training in more effective curriculum and assessment design for EL students. ● Administrators provide training and time for staff to create differentiated curriculum resources for EL students. ● Teacher training about how to utilize tools to translate documents easily. ● Administration and Teachers provide EL supports for students struggling in math. ● Administrators, Student Leadership Groups and Teachers explore extracurricular activities in other languages. ● Administrators ensure coaches and athletic staff are aware of the challenges that EL students face when they're trying out for a sport or extracurricular activity. ● Administrators and EL Coordinator monitor access and resources for EL students.	instructional strategies and resources Push-in EL paraprofessional Common prep for teachers with EL clusters Need more Spanish and Portuguese speaking staff Spanish-speaking teacher provided to support ELD students in Algebra	Fall 2022 Additional EL staffing, Fall 2022	Groups ● Teachers
A6: Increase the number of students	#1, 2 and 5	● Administrators, Counselors and Teachers increase	Time for evaluation of advanced	Begin Fall 2022	● Administrators ● Teachers

prepared to attend college.		access and success in advanced courses for special education, EL, and LatinX students. ● AVID teachers share out progress of program. ● AVID teachers and Administrators train all instructional staff on AVID strategies. ● Increase the use of AVID WICOR strategies into core curriculum classes. ● Administrators provide AVID teachers with data tracking the impact of the program. ● Administrators and Teachers monitor the impact of AVID strategies on student learning.	program enrollment pathways Time for AVID training Work time for staff with AVID teachers Dedicated time for AVID teachers to plan together	Ongoing	
A7: Increase the number of courses with assessment variation in the portfolio of Tier 1 interventions schoolwide.	#2 and 4	● Teachers work in departmental cohorts to develop a wider variety of formative assessment strategies to provide more timely interventions. ● Teachers engage in feedback loops to test and evaluate effectiveness of assessments.			● Administrators ● Teachers ● LT ● Teachers on Special Assignment

Goal B: Apply and monitor the outcomes of a systematized **set of interventions and supports** for students.

Rationale for Goal:	Rationale Evidence:
If a multi-tiered system of intervention is more broadly and consistently applied, then there will be improvement in the learning outcomes for all students.	Some interventions have been utilized and increased graduation and post-high school readiness rates of students in Academic Workshop programs. There has also been an increase in graduation and post-high school readiness rates of students in AVID as compared to the time before the program was in place. What has been lacking is the inconsistent application of strategies that could benefit students in all classes.
Evidence of Success: ● Students report the use of tier one supports in most classes. ● Students moving out of Tier 2 supports. ● Students with IEP + 504 show improvements as compared to prior to accommodations.	Means to Monitor Progress: ● Notes in Synergy (Student Contact Log) ● Student-reported reflections on supports ● Evaluation of newly adopted interventions ● UC a-g requirement satisfaction data

Objective	LCAP	Action Steps	Resources Needed	Timeline of Progress	Responsible Persons
B1: Use and track classroom level interventions prior to consideration of other interventions.	#3 and 4	● Administrators, Counselors and Teachers define tools in Synergy to track interventions including a coded system for common accommodations. ● Administrators facilitate staff discussion, agreements, and training	Training needed on using Synergy Compensation for classified staff to add past year info in Synergy	Decide on terms, categories, etc. in Synergy, Fall 2022 Staff discussion on tracking, Fall 2022 Staff Adoption of tracking system, Spring 2023	● Administrators ● Classified Staff ● Counselors ● Teachers ● Teachers on Special Assignment ● Wellness Personnel

		on using and tracking interventions. ● Administrators, Counselors and Teachers develop and implement a system of measuring the effectiveness of Tier 1 interventions. ● Administrators provide PD time/staff time dedicated for teachers to conference with support teams about student intervention needs.			
B2: Increase focus on social-emotional learning to support student well-being.	#4	● Administrators, Counselors, Teachers and Wellness identify and monitor students experiencing social-emotional challenges. ● Teachers are provided professional development on trauma-informed. ● Teachers are provided professional development on LGBTQ+ inclusion. ● Administrators use staff time to facilitate lesson development to support students coping with social-emotional challenges. ● Counselors provide timely	Information for teachers and staff about resources for social emotional needs Research-based text and consultation with experts on trauma-informed and LGBTQ+ inclusion practices	Gathering informational resources, Spring 2022 Development of keywords and common language for Synergy, Fall 2022 and ongoing Development of webpage or platform for material, Fall 2022	● Administrators ● Counselors ● Teachers ● Wellness Personnel

		information about potential triggers for students, including stress due to high academic expectations. ● Administrators add a dedicated time for case managers and AW teachers to conference with general education teachers about students specifically. ● Administrators, Counselors, Teachers and Wellness continue regular proactive communication about services available through counseling and Wellness Center.			
B3: Align information known about students with interventions in a more timely manner.	#3	● Administrators Identify technological methods of tracking concerns and streamlining support communication. ● Teachers meet with Counselors similar to SpEd conversations in September during staff time.	Indoor and outdoor meeting and gathering places for informal conversations/meetings	New components to Synergy added, Fall 2022 Staff trained and information entered, Fall 2022 and ongoing Fall 2022 meetings and ongoing thereafter	● Administrators ● Counselors ● Teachers ● Teachers on Special Assignment

Goal C: Build collective **teacher efficacy** to improve the effectiveness of instruction.

Rationale for Goal: If instructional staff build collective efficacy, then there will be an increase in equitable experiences for all students as well as improvement in student learning.	Rationale Evidence: Staff has reported frustration with lack of community (survey, spring 2020). Staff has reported a lack of time and priority for building our strength as an educational community.
Evidence of Success: ● During the evaluation and reflection process of each Cycle of Continuous Improvement, teachers report trying new/different strategies, approaches and angles. ● Admin, teachers and counselors adopt practices that have worked for other educators and set-aside those that have fallen short.	Means to Monitor Progress: ● Staff meeting debriefs ● Staff responses in Healthy Kids and YouthTruth Surveys ● Staff reflection regarding progress in Action Plan Goals A, B and C

Objective	LCAP	Action Steps	Resources Needed	Timeline of Progress	Responsible Persons
C1: Develop conditions for collective teacher efficacy.	#1 and 2	● Administrators re-establish teacher leadership model. ● Administrators design and articulate options for professional development around school improvement (SPSA). ● Administrators work with District to gain back staff development time for site and collaboration. ● Administrators emphasize	Time Sub pay for teacher observations	Survey staff each semester	● Administrators ● Teachers ● Teachers on Special Assignment

		team building. ● Administrators emphasize a culture of vicarious learning through informal observations. ● Administrators and Teachers communicate Redwood's mission, graduate profile and learning outcomes to all stakeholders.			
C2: Provide professional development, workshops and conferences intended to build efficacy, instructional innovation and utilizing research-driven strategies.	#1 and 2	● Administrators investigate the impacts of high-leverage instructional strategies. ● Administrators, Counselors and Teachers work to design a series of workshops to build efficacy. ● Administrators plan meetings to include time for analyzing data and reflecting on instructional practices.		Survey of interests, needs of teachers each semester Workshop offerings, ongoing Pilot and adoption of at least one strategy by each teacher, Fall 2022 and ongoing Evaluation and reflection, ongoing	● Administrators ● Teachers ● Teachers on Special Assignment
C3: Build instructional capacity.	#2	● Administrators facilitate monthly paid instructional cohorts. ● Administrators and Teachers plan two professional development days each year - one to introduce rounds and one	Subs for teachers who can't use their conference periods Increase paid time for teachers to collaborate and plan and/or release	Ongoing	● Administrators ● Teachers ● Teachers on Special Assignment

		for debrief. ● Administrators and Teachers set up rounds in October and March. ● Teachers will experience instructional rounds to gain exposure to different instructional practices. ● Teachers to ensure all students are receiving general education accommodations, especially 504 and IEP students.	period		
C4: Utilize a cycle of continuous improvement to evaluate the effectiveness of their instruction and/or assessment practices.	#2	● Administrators (with input from teachers and others who have attended offsite PD) design PD to guide intentional discussions and practices for a cycle of continuous improvement. ● Teachers engage in conversations and evidence gathering to complete cycles of continuous improvement in their departments.	Time - meeting time to work on this with other teachers	Beginning Fall 2022, continue each semester	● Administrators ● Teachers

| C5: Construct common outcomes and assessments to gauge progress toward course-alike outcomes and increase alignment. | #2 | • Administrators provide sufficient open-ended meeting time for collaboration and to use data to adjust instruction.
• Administrators provide compensation for work on assessments outside of existing meeting time.
• Teachers create shared rubric for course-alike teams.
• Teachers engage in and monitor vertical alignment, so that there are no gaps nor overlaps in the fluency of instruction. | Time - course-alike meeting time across the year

Compensated department leadership | Develop agreements on outcomes for required courses, Fall 2022

Develop and pilot assessments, Fall 2022 and ongoing

Implement assessments, Spring 2023

Course-alike groups engage in at least one data analysis meeting, Spring 2023

Evaluate effectiveness of assessments, Spring 2023-Fall 2024

Adjust assessments, 2023-2024

Adopt and utilize one common assessment per semester for each required course, ongoing | • Administrators
• Teachers
• Teacher leaders/TOSA |