

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**Redwood High School**

**395 Doherty Dr.  
Larkspur, CA 94939**

**Tamalpais Union High School District**

**March 27-30th, 3022**

**Visiting Committee Members**

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**NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.**

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

**Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

1. It appears that all staff and other stakeholders are involved and collaborating to support student achievement. The staff started the WASC process in September of 2021 and that is when the focus groups were formed.

2. The committee feels as though the schoolwide learner outcomes are not known by staff or students and are not posted anywhere in the school. The schoolwide learner outcomes should be linked to the mission, which currently is the same as the district's mission statement. The committee feels that Redwood High School should have its own mission statement, related to the district's mission, but not exactly the same.

3. Redwood High School used to have a process of cycles of inquiry for both new teachers and veteran teachers, but the district has done away with teacher leaders and department chairs. Therefore, the gathering and analyzing of data about students and student achievement, with the exception of in the new teacher program, is non-existent.

4. As far as the assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, again this does not exist schoolwide. As the schoolwide learner outcomes are not established, the impact of them on student learning, the graduate profile, and academic standards does not exist.

5. The school has a graduate profile on the district website, but it is not clear that this profile has been communicated to the stakeholders at Redwood High School. There is alignment of the schoolwide action plan/SPSA to the school's areas of need and the development and implementation of an accountability

system for monitoring the accomplishment of the schoolwide action plan.

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Stakeholders are involved and collaborating in the self-study and it reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth. Redwood High School prioritized areas of strength and growth in all five sections of the self-study. The Visiting Committee feels that continuous work on the areas of strength and growth are still in progress. The areas of focus should be crafting, implementing, and communicating a mission statement unique to Redwood High School, as well as schoolwide learner outcomes as they are related to the mission statement. The Visiting Committee also feels that an equitable education for ALL students should be a focus moving forward, including students of color, no matter how few.

**Chapter 1: Progress Report**

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

The VC feels as though two of the five suggestions made by the 2018 Mid-Cycle Visiting Committee have been addressed: 1) the development of clear and consistent discipline guidelines that eliminate profiling by being transparent, and equitable and 2) improve school to student communication regarding school events or situations to be treated as part of the community and not an afterthought. The communication is now coming out in English and in Spanish and comes from the principal two to three times a month. The action plan/SPSA is created and monitored by the administration. The administration did a thorough job of updating all schoolwide action areas from the last self-study and all intervening visits. They have identified growth areas for follow-up in the current schoolwide action plan, most importantly the continued efforts to disrupt the predictability of achievement based on race, gender, culture, socio-economic status and learning ability.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The Action Plan and SPSA Accomplishments and Adjustments were made by the administrative team and have been thoroughly discussed. The admin team is using the developments to drive the work the

staff is doing to impact student learning in the future. The leadership teachers or teacher leaders were not a part of the process, since the group no longer exists. The VC recommends bringing back the teacher leaders or department chairs, so that they can contribute to the process and give their feedback, as well.

## Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Redwood High School is a public high school located in Larkspur, California. The school serves grades 9-12. Redwood serves 7 small local communities clustered in Marin County: Larkspur, Greenbrae, Corte Madera, Tiburon, Belvedere, Kentfield, and Ross. Larkspur and many surrounding communities are populated by primarily people of high SES; the communities have extremely high real estate values with a median housing price of 1.8 million.

Redwood High School has a distinct focus on academic achievement, and have been recognized many times for the high level of academic performance of their students. Redwood has a high level of parent and alumni support, with many organizations that work with the school in order to provide resources and activities for students. The most influential of these is the Redwood Foundation, which last year brought in over 800,000 dollars to the school. These funds are distributed to faculty and students in support of specific student focused projects.

Redwood adopts the vision of the TUHSD School District's vision statement, which reads: "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)

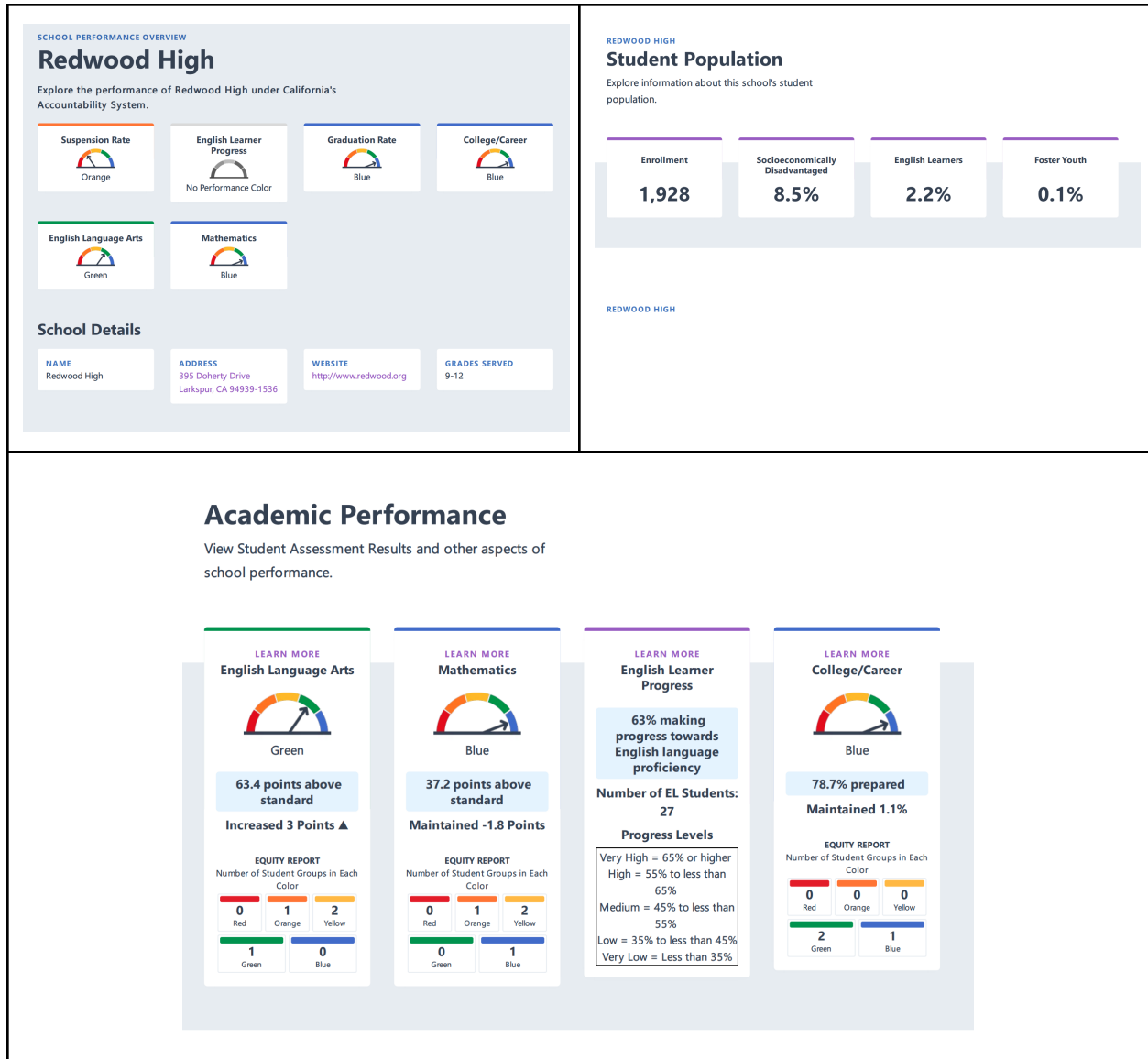
They also use the Mission Statement of the TUHSD School District, which is:

"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)

Redwood's Schoolwide Learner Outcomes, which are also adopted directly from the TUHSD "Graduate Profile" focus on six c's - collaboration, critical thinking, cultural competence, communication, creativity and character.

Some learner needs that Redwood identifies are the need to support and value academic and personal well-being, the need to increase support for students of color, and the need to find alternative forms of intervention for students with social-emotional needs and students who do not intend to attend college upon graduation.

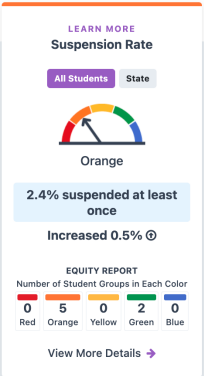
CDE CA School Dashboard School Performance Overview data (from 2019 - most current dashboard report)



REDWOOD HIGH

Conditions & Climate

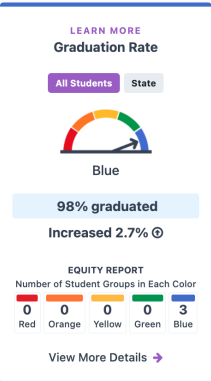
View data related to how well schools are providing a healthy, safe and welcoming environment.



REDWOOD HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.



## Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
  - Highlight the areas of strength (if any)
  - Highlight the growth areas for continuous improvement (if any)
  - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

**Note:** When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

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

#### A1. Vision and Purpose Criterion

To what extent a) 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### Visiting Committee Comments

A1: The vision statement does describe the desired future position of the district in the eyes of its stakeholders. The TUHSD vision, which was updated in June 2020, does establish a clear and coherent understanding of what staff, students and families will report feeling as they move through the district; being a part of a trusting, inclusive community that values multiple perspectives. The TUHSD vision statement goes on to express the desire to eliminate the predictability of student access and outcomes based on race or socioeconomic status. The vision is aligned to the belief that all students can learn and be college and career ready.

The TUHSD mission statement is also adopted by Redwood High School. The mission statement 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 mission statement defines the district’s objectives and the approach used to achieve those goals. The mission statement was last updated in 2009. RHS site goals are anchored in the school’s mission. All staff professional development is connected back to the vision and/or mission statement. The school’s purpose is defined by the schoolwide learner outcomes, which are:

- 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

A1.2: The organization focus team reported that they do not recall being engaged in the creation of the TUHSD vision statement. The focus group reported that the mission statement was created by the district with teacher voice through surveys from all staff across the district. Parents report that they too had a voice in the creation of the mission statement through surveys the district provided. Based on the data gathered from those surveys, the mission statement was crafted. There is currently no RHS led approach to engage their students, families, and staff in implementing the schoolwide learner outcomes into the fabric of the school. There is no evidence of the vision or mission statement posted in classrooms or common areas on campus.

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. Professional development opportunities in the areas of teacher/student relationships and racial equity have been conducted for staff in recent years and the outcomes of those learning experiences were evident in some classrooms during walkthroughs. Cycles of continuous improvement is an area that the school is still in the process of implementing.

A1.3: The district and school has done a good job of providing professional development opportunities to teachers in the areas of teacher/student relationships and racial equity. Cycles of continuous improvement is an area that needs more focus going forward.

In March of 2020 TUHSD published their graduate profile, which reads:

By the end of their educational experience, TUHSD students will have developed the skills and dispositions listed below.



| Collaboration   | Critical Thinking                                  | Cultural Competence   | Communication   | Creative and Independent Learning   | Character  |
|---|--|---|---|---|--|
| Work creatively and effectively towards common goals  | Pose substantive questions                         | Build relationships with people from different cultures and backgrounds | Communicate effectively to support individual and collective learning                         | Successfully navigate the learning process and persist through challenges     | Demonstrate respect for others and take responsibility for oneself |
| Use interpersonal skills to build positive relationships and promote collaborative learning | Explore, develop, implement, communicate new ideas | Understand and value multiple perspectives                              | Communicate ideas through the development of authentic products                               | Demonstrate curiosity, creativity, imagination, tenacity and a sense of humor | Exhibit integrity and trustworthiness                              |
| Exercise adaptability, open-mindedness, and ability to compromise                           | Collect, assess, and analyze relevant information  | Exhibit global awareness  | Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions | Take risks, tolerate ambiguity, learn from mistakes, accept feedback          | Possess emotional intelligence and self-awareness                  |
|   | Reason effectively and argue from evidence         | Develop racial consciousness  |   |   | Demonstrate confidence and resilience                              |
|   |  | Engage civically  |   |   | Exhibit empathy and compassion for others and exercise agency      |
|   |  |   |   |   | Foster a growth mindset  |
|   |  |   |   |   | Maintain mental and physical wellbeing                             |

The district is currently in the process of updating the mission statement and the graduate profile. This work began pre-pandemic and was suspended due to COVID.

***Vision and Purpose* that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

**Visiting Committee Rating (select one): Somewhat Effective**

**Narrative Rationale:**

Redwood High School has a vision and mission statement that are aligned with district goals. However, the last time the mission statement was revised was 2009. The current version of the mission statement does not reflect the changes that have been implemented by the school to support the social emotional health of students. The district is in the process of updating the mission, but even the draft version of the mission on the TUHSD website does not speak to anti-racism focus in the district, staff/student wellness, teacher/student relationships, and cycles of continuous improvement. Neither the mission statement nor the student learner outcomes have been communicated to students and there has been little effort to involve them. The TUHSD graduate profile is a great tool for both staff and students. However, the graduate profile has not been shared with students. More work needs to be done to ensure that all stakeholders know what the mission statement and graduate profile are. There is no evidence posted on the school's website or on the campus of what the mission of the school is, the schoolwide learner outcomes, or what the elements of the graduate profile are.

## **A2. Governance Criterion**

To what extent does the governing board a) have 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?

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)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

The community is involved and participates in board meetings through public comments and through the involvement of student board members.

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

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

### Visiting Committee Comments

A2.1: The Tamalpais Union High School District board of trustees clearly supports Redwood High School's mission, and schoolwide learner outcomes. The Board of Education has the following established 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.

A2.2: The board's broad goals are strategically implemented at Redwood High School through the SPSA. At RHS, school-wide goals are aligned to the district's goals and the district's vision. Additionally, TUHSD continues to work towards aligning their efforts to support student learning. The board of trustees has a set of core beliefs, written policies and regulations, and working norms that guide their work. The TUHSD board of trustees delegates the work of implementing and monitoring these goals to the superintendent and her cabinet. This includes using calendared meetings in closed and open sessions, where academic performance and progress towards district goals are discussed.

Although the board and the superintendent promote the individualism of each site, there are efforts to unify the district in areas such as the commitment to the increased teacher/staff relationships, promoting racial equity, and implementing cycles of continuous improvement.

TUHSD holds regular board meetings and consistently makes clear which actions have been taken and further steps that might be taken. TUHSD's governing board has a staff of dedicated professionals who carry out the decisions and policies of the board. The School Board holds public meetings on one or two Tuesdays of each month at the district office, 395 Doherty Dr, Larkspur, CA 94939 beginning at 6:00 PM. Meetings of the TUHSD board are recorded and are available for public view on the TUHSD website.

In accordance with the TUHSD and RHS LCAP Goal, RHS has placed a strong focus on increasing communication and relationships with the community and stakeholders. A weekly bulletin called The Twig is sent by email from RHS to parents and students. Updates to the school website are made regularly.

RHS welcomes parents and other members of the community attending regular School Site Council meetings. The RHS School Site Council serves as the school community representative body, which provides input from the principal, elected members of certificated staff and classified staff, parents, and students of Redwood High School. The council participates in the development of the site plan, which determines the focus of the school's academic instructional programs and all the related funding. The school site council meets monthly to discuss the academic goals and progress of the school.

The following tools are used on a consistent basis to communicate with stakeholders when meetings are held:

- Email to parents
- -Postings to the School's website
- -Use of school calendar on website
- -Postings in the school lobby

#### PTSA

The Parent Teacher Association (PTSA) meets monthly in general session to enhance communication with parents. The PTSA also has additional monthly executive board meetings. All meetings have been conducted by Zoom for the last two years due to the pandemic. This has created an additional challenge in getting parents engaged. PTSA solicits parents to participate in PTSA through monthly newsletters and social media posts. The principal meets regularly with the PTSA to share information. PTSA also performs outreach for parent education. The main focus of PTSA is to support the parent community. The student body president gives a briefing on student events and needs monthly at each meeting.

The PTSA is composed of eight to nine board members. Each board member serves a two year term. Speakers are brought in for general meetings to speak on different topics in support of parent education. The PTSA takes the lead on teacher appreciation events at RHS. For the 2021-22 school year, PTSA has conducted five staff appreciation events. The PTSA also runs grad night each year.

The RHS Foundation is a key partner to the school. The foundation provides funding to the school for various needs. Funds for teachers, admin, and student organizations are allocated through a grant process. The allocation committee takes applications and works with the College and Career Center at RHS to choose recipients. Up to \$140K is given annually in scholarships. The allocation committee is composed of four student reps, 4 parents reps, 3 admin, and 2 staff. Evidence of projects funded by the foundation can be seen across the campus, including water filtration stations, science equipment, classroom furniture and many more projects. The foundation has a goal to raise \$1.2M for the 2021-22 school year. The foundation also offers scholarships to low SES students for college. There are funds from multiple outside sources that the foundation manages. Examples are funds from seven family trusts and one in honor of a former student who passed away.

A2.3: District governance is consistent in mandating evaluation to ensure high levels of performance among all school sites, while also identifying problem areas and areas for direct improvement. Board of Education protocol will help handle concerns from the public and the staff. The Board will also visit school campuses as a professional courtesy. District staff and management perform campus visits regularly to support administration and staff.

Due to the COVID pandemic, the principal does not currently hold monthly chats with parents to update them on current happenings at the school. However, he does meet with the foundation and PTSA board members monthly to discuss school related issues.

**Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

RHS's SPSA goals are aligned to the TUHSD governing board LCAP goals. The RHS goals support student achievement through the implementation of rigorous, relevant and engaging curriculum in all content areas (LCAP Goal 1). The governing board regularly monitors the outcomes of the school goals for its impact on student learning. Stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school. The school and the governing board have a good relationship. The principal meets with the governing board cabinet and directors bi-weekly. The site admin team meets weekly to discuss site issues.

**A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**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.

**Visiting Committee Comments**

A3.1: RHS does not have daily or weekly collaboration periods that are common by department. This prevents staff from working together on ways to support their students' academic needs using a continuous cycle of improvement. TUHSD is in the process of developing the Tam Forward plan, which is where the CCI process will return beginning with the 2022-23 school year. The Tam Forward team will consist of district personnel, site administrators, teachers, and counselors who will meet to review student data and use the findings to create plans to address gaps in student needs.

A3.2: The school admin team creates the SPSA annually. In the past, the creation of the plan had been done in collaboration with the department chairs. It is the VC's understanding that this practice will be reinstated once the Tam Forward team is started. The school site council reviews the plan throughout the course of the school year.

A3.3: RHS department meetings are scheduled monthly but the leader of each department is someone who does so on a volunteer basis. As was referenced in the self-study, there is a lack of teacher leadership and instructional coaching, which has made it difficult to have more frequent collaboration amongst course-alike and department groups. Because of this, the continuous improvement cycle does not appear to be in place. The Visiting Committee feels that this process is important and should be reinstated.

A3.4: To support TUHSD's Continuous Cycle of Improvement (CCI) , the district has moved to adopt two data management systems, Synergy and Canvas. Each system allows the school site to access various points of data to drive instructional practices and monitor student progress.

**Leadership: *Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    Somewhat Effective  
Ineffective

**Narrative Rationale:**

The lack of teacher leaders has caused a disjointed effort to improve amongst the staff. It has also halted the cycle of inquiry process, which has interrupted the collection of data and methods to improve teaching, with the exception of the new teacher program. However, there have been many professional development opportunities for teachers to address the needs of failing students.

#### **A4. Staff: Qualified and Professional Development Criterion**

To what extent does a 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### Visiting Committee Comments

A4.1: The self study indicates the school has confidence in the district and school procedures to ensure that leadership and staff are qualified. All teachers on staff have their full credentials.

A4.2: The school has supported professional development with time, materials, and financial resources, although the paraeducators and classified staff report they have not had any professional development.

A4.3: 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. The VC recommends that something of this nature be put into place.

A4.4: The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff. Admin regularly performs classroom visits and gives teachers feedback either in writing or verbally. Currently, learning walks (instructional rounds) including both teachers and admin as a team are not being conducted. The VC recommends that learning walks (instructional rounds) be reinstated so that both admin and teachers can give one another feedback about their teaching practice.

A4.5: In the self study, the school reports that there are missing answers to many questions about policies and procedures. The school reports that policies that are in place are not always effectively implemented or communicated, as in the case of who is responsible for 504s. The administration is technically in charge of it, but because of time constraints, this task sometimes falls on the counseling staff. The VC recommends designating one clear set of people to be in charge of 504s and how the accommodations from them will be communicated to teachers and instructional aides. Having said that, the new teacher program is highly effective in onboarding and mentoring new teachers.

**Staff: *Qualified and Professional Development* that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective   Effective   Somewhat Effective  
Ineffective

**Narrative Rationale:**

Although the staff has implemented professional development with teachers, they have not followed up with data regarding the measurable effect of professional development on student learning. Additionally, the paraeducators and classified staff report they have not had any professional development. It does appear that the new teacher induction program is implementing learning walks and cycles of inquiry. The committee feels that learning walks between teachers and by admin with immediate feedback for the teachers, would be beneficial. Communication about school policies and procedures is currently lacking in some areas.

## A5. Resources Criterion

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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 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 staff for all programs.

### Visiting Committee Comments

A5.1: Since there are no teacher leaders or department chairs, "regular" conversations about department budgets are not happening. If a teacher has a question about the budget, the principal is willing to have a conversation with that teacher. There is not any LCFF (LCAP) money for Redwood High School, therefore the resource allocations happen mostly with the administration and the budget secretary. The VC sees a link between allocation of funds in the LCAP and the school action plan/SPSA in the area of professional development. The majority of discussions about the allocation of funds happens amongst the administrators and the budget secretary. The budget secretary handles the budgets for the site, ASB, and for the Foundation.

A5.2: Redwood High School follows all of the standard processes and practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3: RHS's facility overall is safe, functional, well-maintained, and adequate to meet the students' learning needs and to support the education program. There are some areas of disrepair (some areas of the campus where the grounds are less maintained - like the quad outside of the library, or some of the eaves have some dry rot). In addition, the school's population has grown exponentially over the past 7 years. As a result, some teachers have to share classrooms and additional portables have been added onto the campus. However, overall the site meets the student's learning needs and supports the educational program. There is a facilities review committee established to make recommendations for the future.

A5.4: The policies and procedures for obtaining instructional materials is clear, concise and effective. Students have access to Chromebooks (there is a 1:1 policy in the school) and textbooks as needed.

The only negative noted in the Self Study is the supply chain breakdown that has been occurring since COVID.

A5.5: Tamalpais Union High School District provides an effective and supportive Induction program for the new teachers, but not much additional support for staff. Redwood leadership makes an attempt to provide a positive, nurturing and supportive environment for all staff.

**Resources that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The position of a budget secretary, who complies with all policies and practices, is useful in balancing the overall school budget, ASB, and The Foundation. RHS and the district have a good relationship and good communication and they agree on how the funds are being allocated in order to fund professional development, instructional materials, and facilities. The area that needs growth is the lack of teacher leaders (or department chairs) and how not having that position prevents clear and transparent communication with departments about their budgets and how the funds are dispersed.

## Visiting Committee Comments

### Areas of Strength -

- The district and Redwood High School have a strong relationship and clear communication about the goals and how funds should be spent.
- There is consistent communication with stakeholders.
- The school implements effective supervision and evaluation in order to promote professional growth of staff.
- There is consistent district governance regarding evaluation to ensure high levels of performance.
- The Administration and department chairs create the PD calendar before the school year so staff is well informed of dates and topics and they have input.
- The district provides effective support for new teachers through a supportive induction process and clear and concise policies for obtaining materials, and providing access technology for students and staff.

### Areas of Growth:

- The graduate plan should be effectively communicated to students and all stakeholders.
- Clear development and collaboration to create Redwood's own mission statement and schoolwide learning outcomes related to the mission statement are needed to drive the action items in the self-study report. These should be clearly communicated to all stakeholders as well as posted throughout the school.
- At this time RHS does not have any formal practices in place to measure the effects of professional development.
- Implementing daily (or at least weekly) collaboration periods within departments would help staff to collect data through cycles of inquiry and to use that data to adjust instruction.
- Communication of the availability of outside professional development opportunities could be improved so that teachers are more aware of what is available to them and so they are encouraged to attend them.



**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- RHS self-study
- Meetings with Focus Groups
- Meetings with administrators
- RHS's Action Plan/SPSA/LCAP
- Classroom Observations
- Meeting notes
- Data from the California Dashboard

## **CATEGORY B. CURRICULUM:**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 for Each Area:** The school has defined academic 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.

## **Visiting Committee Comments**

### **B1.1**

It is evident from the RHS self-study, their course guide, and design of the master schedule, that RHS provides a rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. Stated in the self-study, student work and student engagement in learning demonstrate the implementation of a curriculum defined by current research. PBL was apparent in many classes, there is a wide variety of hands-on electives students have access to, and

AP courses allow for students to produce high quality work through extensive engagement with the curriculum. Rigor was observed in classes, specifically within AP and Honors courses as defined by College Board and district articulation of honors classes (specifically within Math). High student engagement was observed in academic classes and in most elective courses. The VC also observed some of the remedial/support/intervention classes in which students were also engaged with the lessons. Stated in the self-study, VAPA offers 4-year sequential programs which culminate in Honors & AP offerings. In addition, there is a commitment to address a range of cultural references and to be more inclusive.

#### B1.2

As exhibited in the master schedule and course guide, RHS has defined academic and college-readiness indicators for each subject area, course and program that meet or exceed graduation requirements. There is an extensive range of electives students have access to and because there is a 7 period day, students have the opportunity to include additional electives into their schedule. Within this section, the self-study states that regular department meetings allow for articulation among levels and across curricular studies. However, there is also indication within the self-study that department chair council/teacher leadership was eliminated due to budgetary constraints. This creates an inconsistency because the question arises as to how the school can have regular department meetings which allow for articulation without proper leadership and accountability between the team members. Special Education students, EL students, and students needing additional support programs have hand created schedules to ensure successful placement. All students meet with counselors one on one during their junior year to evaluate their progress toward graduation.

#### B1.3

As stated in the self-study, 85% of RHS have developed post-secondary plans for either a 2 year or a 4 year college. This proves a congruence between the concepts and skills taught, the schoolwide learner outcomes and academic standards and the college indicators or standards. Most courses meet the A-G requirements and the VC found that most students complete A-G requirements based on the data provided. However, there appears to be a lack of congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the **career-readiness indicators** or standards.

#### B1.4

RHS offers mentorships, internships, and field trip opportunities for students. RHS staff indicate there are minimal opportunities for collaboration within departments and “not much” emphasis on inter-departmental collaboration outside of core courses.

#### B1.5

RHS provides Dual Enrollment courses through a partnership with College of Marin in a variety of subjects, giving students access to college level curriculum. RHS uses data the from SB52 test (taken at middle school) to guide math placements upon entering high school. Articulation within certain subject areas, like Math, Science, Social Studies, and English is taking place through these specific task forces..

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective

Ineffective

**Narrative Rationale:**

Redwood High School provides a rigorous and coherent curriculum through standards based instruction, that allows students to graduate college and career ready. However, there is lack of evidence of what the congruence is between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the career-readiness indicators or standards. One of the main reasons for this is because of the lack of content teacher leadership (i.e. department and/or PLC leaders) and inter-disciplinary teacher leadership.

**B2. Equity and Access to Curriculum Criterion**

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 prepared for the pursuit of their academic, personal, and career goals?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

**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.

**Visiting Committee Comments**

Redwood High School offers a wide-ranging academic program that includes a variety of AP and elective courses, as well as a growing CTE program, that allows students a wide range of post-secondary options as listed in B 2.1 through B 2.4.

**B2.1**

Redwood High School offers a wide ranging curriculum that affords students the opportunity to graduate college and career ready. Robust elective offerings include courses in Theater, Marketing, Engineering, Computer Science, and Work Experience. They also have 2D drawing and painting art courses, ceramics, photography, and more. The art program also includes instrumental music. Some of the other electives students are able to choose from include: Sustainable Agriculture, Journalism, Ethnic Studies, Academic workshops, Yearbook, and AVID.

Redwood also offers a robust AP program, offering the following courses:

World History  
 US History  
 Euro History  
 American Government and Politics  
 English  
 English Language  
 AP Seminar  
 Advanced Journalism  
 Calculus AB and BC  
 Statistics  
 Computer Science A  
 Biology  
 Chemistry  
 Physics 1 and 2  
 Environmental Science  
 Psychology  
 Music Performance workshop  
 Studio Art

In addition to AP courses, Redwood High School offers Honors courses for Physics, Spanish, Pre-Calculus, and Advanced Algebra. Redwood High School also offers a full sequence of support courses for special needs students.

## B2.2

Redwood offers a comprehensive curriculum accessible to all students that provides real world experiences and learning opportunities. The Science Department includes Sustainable Agriculture courses as ways to make real life connections to the curriculum. The VAPA department invites college and career professionals into classrooms to provide lessons, and project based learning enables students to apply learning to real world skills. In the applied Engineering class students are in the process of designing and building “go carts”.

The Journalism class is not only writing the newspaper but they are working on being mentors with other high schools to get their newspaper running. In the PE department, the freshman class incorporates lessons that are real-life based where the students are learning how to teach other students by writing lesson plans and going through the education development process. This includes reviewing the rules, practicing the sport, reflecting, and revising the lessons.

RHS also provides Dual Enrollment courses through a partnership with College of Marin in a variety of subjects, giving students access to college level curriculum.

While there is a wide range of courses offered at Redwood High school, there appear to be some student sub-groups that do not fully take advantage of all course offerings, in particular the advanced course offerings. These subgroups include Special Education and Marginalized groups.

## B2.3

Students and parents have access to student grades through Canvas and Google Classroom. Teachers are also able to send communication through Canvas to students and parents regarding student progress. Teachers also use email, phone calls, and progress reports/report cards to communicate with students and parents. Special Education and General Education teachers are expected to participate in 504 and IEP meetings, and consistent communication is expected in order to ensure implementation of student accommodations. Language in the Self-Report indicates there may not be clear expectations for teacher to parent communication, and it varies from teacher to teacher.

- "Some teachers regularly send out messages..."

- "A majority of teachers across departments engage in some sort of communication on a somewhat regular basis."

#### B2.4

Redwood High School has support systems to assist students in their post high school transition, A College and Career Specialist is available to assist students in applying for college, including through college visits. It is evident when talking to the parents and students on campus that the college and career specialist helps the students facilitate their post-secondary transition. Students can earn college credits through both a dual enrollment program at College of Marin and a robust AP program.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:** Redwood High School offers a wide-ranging academic program that includes a variety of AP, Honor, and elective courses, as well as a growing CTE program, that allows students a wide range of post-secondary options. Redwood High School also offers an extensive number of Academic Workshops for struggling students and students with special needs.

### CATEGORY B: CURRICULUM

#### Areas of Strength for Curriculum (if any):

- There is a wide range of course offerings, including AP courses and electives, and increasing CTE pathways.
- There is a strong emphasis on post high school transition, including a college and career counselor who assists students with applications and other requirements. 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.
- There is use of Canvas, Synergy, and other means for communication with students and parents.
- Students have the ability to earn college credits through AP and Dual Enrollment courses.
- There is a strong articulation between Special Education teachers and general education teachers to support students with special needs in the mainstream classrooms. There is evidence of rigor and relevance for Special Education students intentional intervention opportunities, such as reading and math intervention, to target struggling students.
- There is evidence that special education para educators and bilingual aides are supporting students in academic and career-readiness areas.

#### Growth Areas for Continuous Improvement for Curriculum (if any):

- Not all students in RHS encounter a curriculum, across departments, that seeks to build connections between required content and current, relevant topics and issues.
- Increasing access to, and success in, advanced courses for specific subgroups of students, in particular Special Education, EL, and LatinX students.
- The District Office, RHS administration and teachers need to build in more opportunities into the professional development calendar to meet and align curriculum within courses, across departments and with the feeder middle schools.
- Elective and AP programs are working towards recruiting and retaining students who are not historically as involved, but progress is not being made as hoped.

- As the community continues to change and global events continue to affect our society, teachers and school staff need time and training to ensure that instructional (and relational) practices remain culturally relevant in order to support all members of the RHS school community.
- If the district is serious about moving forward with the Anti-Racist campaign, then the district also needs to support RHS's school wide curriculum changes to bring in the culturally relevant teaching practices into the curriculum in all discipline areas.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Course syllabi
- Curricular, lesson, and assignment examples
- Shared Google Documents
- Meeting Notes
- Classroom Observations
- Focus Group Meetings
- Self-Study Report
- Course Catalog

## **CATEGORY C. LEARNING AND TEACHING**

### **C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion**

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

### **Visiting Committee Comments**

#### **C1.1**

Students were observed engaging in relevant work, however concern has been expressed regarding ALL students being involved. Students who struggle with content, application and critical thinking are not identified through an intervention system or a consistent differentiation process across all subject matters. Observations lead the committee to question if students of color and students with special needs are receiving equally challenging and relevant educational experiences as the rest of the student body, as evidenced by reported rates of students of color who are receiving Ds and Fs and who appear to have low engagement in class. Random student focus groups reported that teachers assign large amounts of seemingly proforma homework that becomes onerous for students to complete in a timely manner. Students state they feel there is a greater emphasis on homework, over schoolwork, and as a side effect they are more likely to sleep in class because it is "easier to catch up on". Students regularly report

spending in excess of three hours per night on homework (and getting less than 6 hours of sleep), while teachers report that students are struggling with speed and recall after returning from distance learning.

The Self Study discusses the broad availability of grading rubrics as a way to communicate performance level expectations to students, however evidence across disciplines was not available for review. Students, however, are active participants in their education and most students understand the performance levels for each area of study. As mentioned above, although the majority of students are aware of the expectations, concern has been expressed about ALL students understanding the performance expectations.

Evidenced by student interviews, students clearly understood class expectations and learning goals, but students identified that if they or a classmate was visibly struggling, there was a lack of support unless they actively, and vocally, reached out to request help. This point was reinforced during discussions with the Counseling department and their lack of an intervention program to identify and assist students who are underperforming. The Counselors discussed the D/F/I list, but noted that due to Administration being overloaded with additional students and COVID responsibilities, they have not been able to do the necessary intervention with these students, let alone students who are still performing academically, but are struggling in other areas of their lives.

Particularly concerning was a student who reached out to her teacher when she was struggling in a Math class. She was encouraged to attend the SMART period where she could “read the book” to get clarity. This was not acceptable differentiation to the student who felt she was not receiving the help she needed which caused her to drop the class.

Learning goals were not observed in the majority of classes, however there were several classes that referenced daily goals on a slide at the beginning of the class and one that reminded students of the availability to review the goals on Google Classroom. Upon random student interviews, we observed that students who were working on projects were comfortable with their progress, understood the expectations and were engaged in creative, critical thinking to produce quality finished projects.

## C1.2

Multimedia and technology was observed in multiple classes across disciplines. However, differentiation of instruction, although cited, was not observed. There is evidence of high level differentiation as reflected by the high number of AP courses (and high AP pass rates), as well as the concentration of students in those courses. The conscious effort to increase class size in the AP Math classes, to allow for smaller class sizes in the general ed and intervention classes was observed, although the differentiation of instruction needed for those classes was not observed.

The VC observed that the majority of teachers were actively facilitating learning as coaches and were actively engaging all students in discussion and instruction. Students were observed having thoughtful, respectful, and insightful discussions on a variety of topics across disciplines.

Students used technology to support their learning, but also used critical thinking and collaboration to work beyond technology and textbooks.

Although students were observed working with technology and projects at high levels, there was a lack of evidence tying those experiences to careers.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective  
Ineffective

**Narrative Rationale:**

Student engagement is high and opportunities for relevant learning experiences are the norm, although evidence was not presented that these opportunities were provided for ALL students. Teachers are consistent leaders of high level discussions and are effective coaches. Consistent communication of

learning goals, differentiation, communication of performance standards and intervention strategies are inconsistent when providing a framework for student success.

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

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, to actively engage students, emphasize creative and critical thinking skills and applications?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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:** All 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:** All 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.

### **Visiting Committee Comments**

#### **C2.1**

Evidence was presented and observed that teachers are using and modeling industry specific software in career focused courses. Students use software to create projects that demonstrate their understanding not only of the subject and project, but also their understanding of the software. The students are enthusiastic about the foundational classes that lead up to the larger projects and clearly understand how the introduction classes lead to the advanced classes (See Applied Engineering).

Students in Applied Engineering and Yearbook were allowed creative liberty over design and layout after receiving foundational instruction to bring their vision to fruition.

In the Living Earth class - there is reference to "pre-reading activities, graphic organizers, small group discussion scaffolds, flexible assignment due dates, and competency-based assessment."

AP Capstones evidence high level student engagement in high level education. Student's chosen courses of research reflect diversity of interest and creativity among AP students.

#### **C2.2**

Students routinely demonstrate creative and critical thinking across disciplines, although there is a contradiction in the report that states all students are demonstrating creative and critical thinking, but that was followed by stating that after remote learning students are "struggling to think critically, problem solve, and apply their learning from previous classes to their current classes." Evidence is not presented to show how these struggles are being addressed through differentiation. One teacher particularly noted that although students are critically thinking, the speed with which they are problem solving has slowed during remote learning and they were struggling to help students return to their pre-remote critical thinking and problem solving abilities.

The project based learning in the subjects of Sustainable Agriculture, Biomedical Science and Physiology



are an excellent illustration of Career Readiness, however there is not a consistent approach across disciplines for career exploration or career readiness.

### C2.3

Students were observed acquiring knowledge and skills at high levels and then demonstrating their understanding through projects. Although it is clear that many of the students are high achieving, not ALL students are achieving at the same high level. There is the expectation from teachers and administrators that students who may not be acquiring knowledge and skills are actively participating in SMART periods; based on observations and student discussions. The SMART period may be good in theory, but is missing the mark in practice. Students reported a preference for a SMART period earlier in the day, or making it optional. Students additionally noted that Math teachers should not be assigned students during a SMART period because their classes are full and there is not the opportunity to get the help needed.

### C2.4

As mentioned in previous sections, although students are being prepared for college across disciplines, there is a lack of evidence showing that career preparedness is a focus. Additionally, although instruction is focused on real world experiences, it isn't clear that the applied learning is explicitly tied to career preparedness.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective  
Ineffective

**Narrative Rationale:**

Students use a variety of resources to create high quality projects in many disciplines, however, evidence does not show that all students have the same access to high quality experiences. This school year, students are struggling to critically think and problem solve and there was a lack of evidence to show differentiation to assist students in catching up to their pre-remote learning levels. Focus on post secondary appears to be singularly focused on college. Career exploration is primarily self directed and informal, although the Applied Technologies department offers exceptional experiences that tie learning outcomes to industry. Advisory Boards by subject are valuable to tie industry expectations to learning outcomes and to ensure that education continues to reflect relevant industry expectations.

## **CATEGORY C: LEARNING AND TEACHING**

### **Areas of Strength for Learning and Teaching (if any):**

- Students are highly directed and prepared for college throughout all levels of their education.
- Applied Technology and VAPA excelled in their illustration of the full range of skills needed to succeed in the diverse aspects of their industries. These programs offer student understanding of the material and working with the equipment during introductory and advanced classes to allow students to gain a breadth and depth of understanding of the skills and education needed in these fields.
- The Marin COE has internship, lectures, college level coursework and independent study opportunities to further deep dive career exploration for students who are self directed enough to pursue these outside courses of study.

### **Continuous Improvement for Learning and Teaching (if any):**

- Consistent, teacher led, career exploration, across disciplines, to examine career paths for ALL students.

- Evidence of career exploration was limited to Applied Technology, VAPA, and some Science (particularly Sustainable Agriculture and Ecology) and self-directed Naviance, lecture series and outside of school opportunities. Evidence of similar opportunities across all disciplines, for ALL students was not offered.
- CTE is not widely available as a tool for career exploration, differentiation of instruction or practical implementation of general education subjects.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Grading rubrics
- Classroom observations
- Focus group meetings
- Self-study report
- Meeting notes

## **CATEGORY D. ASSESSMENT AND ACCOUNTABILITY**

### **D1. Reporting and Accountability Process Criterion**

To what extent do 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**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.

## D1.1

In the self-study, RHS referenced using the standard means of assessing students' progress towards meeting academic standards and their readiness for college or career: common assessments, projects, and performances, the CAASPP for ELA and Mathematics, the CAST for Science, AP Exams, the PSAT, SAT and ACT. Students and parents receive progress reports and report cards. Social studies have developed and agreed upon common projects at every level. The SPED department helps accommodate tests for SPED students. Math is using SB52 as a tool to collect data and uses the data from SB359 placement tests to place students. Math is also writing new common assessments for different benchmarks throughout the school year. In addition, 8th grade data is used by the administrative team to decide freshman placement and appropriate support. The VC heard from the focus group that there needs to be a better-defined data analysis process and timeline that includes a regular, in-depth review of different types of assessment data from all contents. The VC also heard from the assessment focus groups that the departments are in different phases of using assessment data to implement a results-driven continuous process of curriculum development to reflect the data.

## D1.2

The school reports that specific content areas within departments have or are continually working on common assessments. The VC found through discussion with the focus group that there is still work to be done in the area of grading, specifically with the D/F/I grades. The VC identified through speaking with teachers that there are steps to bring departments together to examine grading methods - for instance:

- Chemistry teachers use common assessments, same curriculum and same assessment throughout all classes - aligned to NGSS.
- AP English teachers use AP rubrics to grade writing,
- Second Year Math uses the grading percentages as follows: 15% HW, 85% assessments (can involve group work), and the final is 20% of the overall grade.
- Algebra and Geometry teachers use the grading percentages as follows: 70% assessment, 15% classwork, and 15% homework.

However, there is still a lot of room for improvement in this area across departments to make sure there is alignment with Common Core and other Content Area standards.

## D1.3

It is stated in the Self-Study that RHS has a high graduation rate, 50% of students attain a 3.7-4.4 GPA. Students with alternative learning needs are offered programs for support and pathways to success. There is a robust elective program for students to demonstrate and grow their talents in elective offerings including courses in Theater, Marketing, Engineering, Computer Science, and Work Experience. Redwood also has a robust Arts program, including 2D and 3D art courses, digital photography, and more. The art program also includes courses in dance & instrumental music. Some of the other electives students are able to choose from include: Sustainable Agriculture and Journalism. School counselors meet with students to discuss their academic progress and course selection for the following year. In addition, Counselors meet with all Juniors to monitor their progress toward graduation. Students also have the opportunity to make up credits in summer school. Through discussion with the focus group, teachers monitor D and F lists, students with multiple D's and/or F's are met with and teachers are also required to contact parent/guardians of students who receive D's/F's in their classes. Through different focus group discussions, the VC identified the need for an effective system to monitor student progress against career-readiness indicators.

## D1.4

The self-study indicates there is no formal site-wide system for continuously assessing program areas in courses; however, there is a rotating course review system at the district level. The VC discovered an extensive matrix outlining all course pathways (Course Four Year Pathways document) describing the continuum of courses students have the opportunity to take in all subject areas.

## D1.5

The VC discovered different content areas have access to district wide professional development to develop common assessments. Redwood departments engage in reflections based on student performance to revise future evaluations, curriculum and pedagogy. Furthermore, student achievement informs these departments on the vertical structure of course offerings, allowing for analysis of the need and focus of prerequisite and future courses. Finally, the school has taken steps to address students who are at risk for failing or who have become credit deficient as a result of previous failures. The Credit Recovery program focuses on at-risk students and places them in classes that offer increased support and accommodations as a result of previous performance during summer school. Due to COVID, there has been an accommodation shift in the grading policies to support failing seniors.

**Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    Somewhat Effective  
Ineffective

**Narrative Rationale:** Redwood has identified student sub groups that need extra support to be high achieving. Although the identification has been made, RHS is still working on supporting those students for high achievement.

## D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

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 practices to improve student learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

### Visiting Committee Comments

## D2.1

Teachers from all departments provide a variety of modalities when giving formative and summative assessments, such as pre-assessments, individual and group quizzes and tests, warm ups, writing assignments, student performances and presentations, literature circles, interactive computer software, surveys, checks for understanding, and student reflections on mastery.

Teachers use both formative and summative assessments to determine students' mastery of the concepts learned. Special education teachers use assessment data to monitor and adjust IEP goals. Counselors use summative assessment and grade information to appropriately guide students.

- World language teachers use a variety of formative and summative assessments to evaluate student learning.
- The English department uses a variety of assessments in order to monitor student progress - formal and informal writing and speaking assessments to track literary and non-fiction analytical skills. Students are also given clear learning targets & learning goals of each individual lesson and unit.
- Math, Science & Social Studies departments use a variety of formative assessments and summative assessment types that help guide and modify the curricular and instructional approaches

As part of the master district plan of the cycle for continuous improvement, there is time for some course-like teams to meet regularly to discuss, modify, adjust, differentiate, and re-teach curriculum based on formal and informal data collected from these assessments.

## D2.2

Through the focus group meeting it was identified that departments across the campus use a variety of ways to gather and deliver feedback to students in order to support students in achieving learning goals, academic standards, college and career-readiness standards and schoolwide learner outcomes. Most commonly used for teachers are Canvas comments and written feedback on paper submissions. Rubrics created in Google Classroom, along with comment functions in Google Classroom, also allow for teachers to give direct feedback for specific assignments. However, the teachers are instructed to fully transition from Google Classroom to Canvas starting fall 2022.

***Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

Redwood is assessing students commonly and with student choice. However, the staff needs to make a conscious effort to further establish clear guidance as to what to do with the data being collected from their common assessments including data interpretation and creating standardized academic goals as a team. Redwood staff needs to re-evaluate the collaboration schedule and meet with course-alike teachers to design assessments aligned to standards and to collect data from common assessments in order to direct instruction.

## CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

### Areas of Strength for Assessment and Accountability (if any):

- The integration of Canvas in each subject area has allowed teachers to share lessons, assignments, and assessments.
- Via Canvas and Synergy and other means, teachers communicate more effectively with students and families, providing timely feedback and current overall performance data.
- Math, science, social studies, and ELA are working towards system wide common assessments.

**Growth Areas for Continuous Improvement for Assessment and Accountability (if any):**

- RHS administration will provide guidance and/or professional development for collaboration time to be used for data interpretation, course-alike alignment, analysis, and academic goal setting.
- Assessments results and report cards show evidence that LatinX and Low SES student achievement is an ongoing concern.
- Continued effective training for new teachers and support staff is needed beyond the initial orientation.
- Increase collaboration time for teachers to analyze assessment data and use the results to determine instructional practices to support marginalized groups.
- Establish systems for analysis of enrollment numbers to avoid the cancellation of courses or combining multiple levels (ex. French 7/8).
- Continued assessment of the vertical structure of department courses is needed in order to streamline ongoing pedagogy and skill building as students progress through their high school career.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Curriculum, lesson, and assessment examples
- Shared Google artifacts like pacing guides and alignment documents
- Classroom observations
- Focus group meetings
- Self-study report
- Course syllabi

**CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH****E1. Parent and Community Engagement Criterion**

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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

**Visiting Committee Comments****E1.1**

Redwood High uses Parent Square in order to communicate with parents regarding events and outreach. Parent Square is an important element in outreach because of its ability to translate messages into the parent's native language. The school also hosts back to school nights, open house, ELAC, PTSA and other events that welcome parents onto campus and encourage parental engagement. Parents are very engaged and visible on campus. Programs like AVID and SLAM seek to engage parents of historically marginalized students. Despite these programs and the use of Parent Square, Redwood acknowledges that they are only somewhat effective in using culturally sensitive strategies to engage ALL parents in the learning process. Systems that engage minority parents, non native speaking parents and low income

parents are not always successful, and parent groups aren't always sure how to engage parents from other communities in meaningful ways. Specific concerns are parents without access to technology, parents who work hours that do not coincide with school hours, parents who are not native English speakers, and parents who do not have the skills or background to feel comfortable approaching the school on their own.

***Parent and Community Engagement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective  
Ineffective

**Narrative Rationale:**

Redwood does a very good job of engaging the parents of the majority of students, primarily from wealthy families in non-marginalized communities through the use of technology, applications, organizations and a number of other means. However, it is not clear that low income parents, people of color and non-native speakers are being effectively engaged on a regular basis. It would be beneficial for the school to look more closely at their communication practices and to consider ways of communicating with those families who might not have access to technology, schedules that allow them to attend school functions, or the ability to engage directly with teachers and administrators due to language and other barriers.

## **E2. School Culture and Environment Criterion**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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, equity, and professionalism.

### **Visiting Committee Comments**

E 2.1 - The school has systems in place to insure the safety of all students on campus, including a safe facility and systems for ensuring internet safety. During our visit we observed that emergency equipment was installed and functional, and that security locks were installed on all doors. Hallways and classrooms were clean and organized, and there were no spills or objects blocking egress. Although most students feel safe on campus, some members of the hispanic student community report not feeling safe at Redwood, while the WASC report indicates that these students are not fully integrated into the community. It was observed during our time on campus that minority groups tended to group together and to stay apart from other students. This seems to support these findings that some students in marginalized groups feel disconnected from the broader community. It is not clear that there is any consistent system for recording tardy students, and there is a very casual attitude toward student attendance. This means that there are often many students in the hallways after the bell has rung, and students leave campus during SMART periods and other times when there is less supervision. This

represents a potential area of danger for students, as it is not clear that students are regularly accounted for. Lastly, the lack of more non-gendered bathrooms on campus forces non-binary students to go to great lengths when using the restroom and when changing for engaging in PE and sporting activities. This could lead to feelings of discomfort and even danger for LGBTQ+ students.

E2.2 - Redwood has high academic expectations for students, and their classes demonstrate a challenging curriculum and the resulting high skill levels in the majority of students. The groups who are struggling to meet these expectations, as seen in the self-study, in the provided data and in classroom visits, are students of color and lower income students. There are very few minority students in high level courses. Lower level courses do not always provide the support and scaffolding necessary to help struggling students achieve. This deficit leads to lower test scores, lower grades and higher suspension rates for students of color. It was also suggested by various members of the community that the focus on high achievement and college preparation leads to alienation of those students who are not on a college track or who struggle to achieve. In addition, this focus on high achievement leads to excessive stress and decreased mental and emotional health in the student body as a whole.

E2.3 - Redwood seeks to encourage an atmosphere of respect, trust and equity. Staff engages students with professionalism and respect, which is reflected in the general feeling of tranquility and wellbeing in the community. The majority of students are clearly comfortable in their environment. That said, there is evidence of a lack of equity both in student survey results and in grade, testing and discipline data.

***School Culture and Environment that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school does a good job of keeping the campus clean and safe, and the facilities are maintained and include the equipment necessary to keep kids safe from emergencies. Administration and Teachers interact with students and one another in a respectful and engaging way, and the school overall has a relaxed and respectful environment. Nonetheless, the school policies to ensure that all students feel safe are only somewhat effective. A lack of parking and a lack of a clear plan for pick up and drop off of students leads to students feeling at risk when arriving to and departing from school in cars and on foot. What is more, as a group, LatinX students have expressed to the school through surveys and behaviors that they do not feel safe on Redwood campus. Although this is acknowledged in the self-study report, there is no clear plan in place to improve the feeling of safety for this minority group. These concerns, along with inconsistency in achievement amongst minority students, suggest that more work is required in order to build real equity and feelings of safety, respect, and trust amongst all students of all socio-economic, race and culture groups.

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 in student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures that 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.

### Visiting Committee Comments

**E3.1.** Redwood employs a number of strategies in order to support students academically. These include organizations such as AVID, Link Crew, Leadership, Peer Resource, Student Clubs, Wellness and the College and Career Center. SMART periods and Workshop classes have been established in order to give academically struggling students more support. It is evident in many classrooms that curriculum is developed to promote inclusion and equity. Some evidence of multi-tiered support approaches appear to be in place.

**E3.2.** School leadership and teaching teams have worked to develop instructional strategies that will allow the school to respond to the needs of students from different backgrounds and marginalized groups. Counseling and Wellness and trauma informed practices support student success by supporting student social and emotional health. The SLAM club has recently become the Ethnic Studies Class, and it is a place where students engage in discussions of race, systemic racism, culture and ethnicity. Teachers recently took the training “Beyond Diversity” in order to improve access awareness. A training on the LGBTQ+ community was provided by LGBTQ+ students before the start of the fall semester. This training was intended to instruct teachers about pronoun use and micro violence. Organizations like Link Crew help 9th graders to integrate into the community. There are many clubs and student participation in clubs is high. AVID has been adopted as a means of building academic skills in all students.

**E3.3.** Overall, the school has added a number of organizations and services intended to provide multi-tiered support strategies for students. Yet, support for Low SES students and the Spanish speaking community are limited, and marginalized groups are not always served by the provided services. There is a lack of continuity for ELAC and the school struggles to communicate with the families of Spanish speaking students. Suspension rates remain higher among African American and LatinX students, and students of color account for much of the failing grades. These statistics show that despite all of these support organizations, there is still some systemic issue leading to the failure to fully integrate these communities into the larger school community.

**E3.4.** The school works to ensure that most students participate in co-curricular activities. There are a number of active student clubs, and student participation in those clubs is high. Participation in sports is extensive, with 62 percent of students participating in team sports. While the school has been incredibly successful in encouraging students to participate in co-curriculars, the students who struggle to do so are those who do not have access to transportation, have after school jobs, or have family responsibilities that keep them from participating. Unfortunately, these students who are not included are those who are also marginalized in other ways. This works as another barrier to full integration into the school community.

**E3.5.** The Redwood community seeks to help students to deepen their sense of self and make

connections within themselves and within their communities. Overall, students are highly capable of advocating for themselves and seeking out support. Students are articulate and classroom curriculum focuses on both oral and written expression in a way that is exceptional. Organizations like SLAM and Link Crew seek to encourage young students and students of color to engage in the community and to learn to self advocate. It is not clear that students in marginalized communities are always as prepared to use their voice in order to advocate or develop the same community connections.

***Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Redwood employs a number of different clubs, organizations and instructional methods in order to insure the personal, social-emotional and academic support of students. The school has a distinct focus on high achievement, and boasts a large percentage of students who are high achieving. These support systems are not as successful in supporting the social, emotional and academic success of marginalized communities, including particularly African American students, LatinX students and Students of low Socio-Economic status. These groups continue to struggle to integrate fully into the Redwood community. The broader student community is also suffering the effects of high levels of stress related to the intense academic expectations in their community.

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

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

- Redwood High School employs a number of different means in order to encourage parent participation and engagement. They work with a number of thriving and active parent groups, including booster club, Site Council and the Redwood Foundation. The majority of parents are highly engaged in their children's education and their interest is reflected in the academic success and co-curricular participation of the majority of the student population.
- Redwood High School boasts a large and well developed campus, with outstanding spaces for the arts and sciences as well as extensive grounds and athletic facilities. The space is clean and well ordered, and there are a number of inviting spaces where students are comfortable spending time.
- Redwood has extremely high academic expectations, and the results are clearly demonstrated in the academic achievements of a large portion of their student body. The school has built a number of organizations and programs in order to encourage academic growth and success, and these are present and visible on campus. There is a very high passing rate for AP exams, a large percentage of the student population who take those exams, and an impressive record of college acceptance and achievement.
- Students are supported both academically and emotionally with extensive groups and organizations created in order to ensure that they succeed and thrive. It is clear that the staff

and administration of Redwood want and intend to foster a safe and equitable environment for all students.

- Redwood High School has an amazingly robust co-curricular program. The majority of students participate in clubs or sports, and these are a fundamental and foundational part of school culture. Clubs allow for the building of community in a large school in which larger community structures are difficult to build and maintain. There has been recent, significant work done to help students with less parental support complete the necessary paperwork and requirements in order to be able to participate in sports. This has been an important step toward inclusivity.
- The SPED program is extensive, well staffed and well structured. Teachers and Paraeducators are highly qualified and supportive of student needs. Communication between SPED and Gen Ed teachers is clear and regular, and General education teachers are highly conscious of the needs of students with IEPs. Students report feeling very supported and say that their teachers, paraeducators and Academic Workshop classes are making a difference in their success.
- Redwood seeks to encourage an atmosphere of respect, trust and equity. Staff engages students with professionalism and respect, which is reflected in the general feeling of tranquility and wellbeing in the community.

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

- Parents of color, non-native speakers and parents of low socio economic status are not as clearly engaged in school parent programs and organizations. While there is an ELAC committee, it is small and doesn't meet consistently. Parents from marginalized groups don't participate in meaningful ways in school groups or decision making.
- A lack of clear and consistent tardy policy leads to a very casual attitude toward tardiness and attendance. This means that students are often wandering campus at all hours, and it is not clear that students are always accounted for on campus.
- While Redwood seeks to address issues of equity through programs such as SLAM, equity is still a serious issue on campus. The underlying systems that lead to inequity in classes and in school culture have to be addressed at a deeper level. Some student groups, in particular LatinX students, don't feel as safe or supported on campus. LatinX and African American students still represent a disproportionate number of failing grades and suspensions.
- There has been no schoolwide development, implemented by the administration, that addresses issues of LGBTQ+ equity, sensitivity toward pronoun use in classes, consciousness of microaggressions, or other fundamental issues that are necessary to addressing equity on campus. What is more, a lack of more gender neutral facilities leads to discomfort and potential danger to the LGBTQ+ community.
- Although Redwood has attempted to address issues of equity in the classroom through the use of SMART periods and Workshops, these classes are not addressing the problem in a fundamental way. SMART periods are not structured, and students who are struggling may not know what they need to do or where they need to go. Not all students have Academic Workshop classes, and those don't always have sufficient communication with the General Ed teacher in order to

address specific student struggles. Overall, it appears that with the focus on high achieving students, there is not as much support for students who are not high academic achievers.

- Most co-curricular and class related career exploration is directed toward career pathways that require a college education. Alternative pathways are not as clearly delineated or easily accessible for students who do not intend to attend post secondary education.
- Although there are many co-curricular options available to students at Redwood, students from marginalized communities do not always have the ability to attend co-curricular activities that occur after school or that require funds. Because of the emphasis on co-curricular activities for community building within the school environment, this lack of access can lead to the exclusion of students from certain socioeconomic and cultural backgrounds.
- While it is admirable that so many students participate in Advanced Placement and Honors classes, and the rate of academic success is impressively high, the high expectations and push toward academic achievement lead to an environment of high stress and competition that is not always healthy for individual students or for the student community in general.
- While the SPED program is highly successful in ensuring services for students with IEPs, the management of 504's is not clearly organized, and teachers are not always clear on the needs of 504 students or the accommodations for addressing their needs in the general ed classroom. It is important to clarify and organize how the needs of students with 504s are being met in the classroom.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

In the Parent Meeting, all parents were from the PTSA, the Foundation and Site Council. Parents of marginalized groups were largely not present. Parents in the meeting said that they wanted to involve other communities, but that they needed the administration's help in reaching out to those parents because they don't know how to create those connections. Administration does not meet with parents from marginalized groups on a consistent and regular basis. ELAC meetings occur only once every semester and there aren't clear systems in place to bridge the distance between parents from marginalized communities and the broader community.

In the Classified Staff meeting, it was pointed out that there is a relative lack of technical training or alternative pathways available to students who are not college oriented. It was also pointed out that the high expectations in the school and the drive toward AP and Honors courses leads to high levels of stress for the student body as well as the alienation of students who are not as academically driven. Classified Staff also talked about programs in place to support students in participating in sports, although they acknowledged that for some students the lack of convenient transportation is a barrier. Para-educators pointed out that it is difficult for them to help students with 504s because they don't always know who those students are and what their accommodations are.

Wellness statistics show that approximately 40% of students who spoke sought help from the Wellness Center this year were struggling with excessive stress. When asked, most students said that they estimated that at least 70% of Redwood students are suffering from the effects of stress.

The Culture Focus Group talked extensively about the important role that sports and other co-curricular activities play in the building of community at Redwood. While there is little central community, the focus group believes that there are smaller “communities” within the larger school environment based upon interest groups, sports, clubs, drama and the arts. While this thriving co-curricular community is impressive, the emphasis on co-curriculars for community involvement means that those students who are not able to participate in co-curriculars because of work, family responsibilities, travel distance, cost, etc. are often excluded from the community.

The College and Career center has an amazing wealth of information on collegiate opportunities, internships related to careers that require a college degree, and other college oriented preparation. There appears to be less information available for students who are not on a college track, and career based internships are accessed through the MCOE. All of this is self-directed, and students may not have the skills to find the information they need or direct themselves along those paths.

The Redwood Self Study provided data on suspensions, which showed that a high percentage of suspensions were of African American students (9%, while African Americans make up less than 1% of the student body) and 17% LatinX students (who make up 14% of the student body).

The Redwood Self Study provided data on D and F grades showing that suspension rates have gone down in the past five years, but the rates still show that African American students and Hispanics receive a disproportionate number of these suspensions as compared to other student groups.

Student Narratives mention the ways in which transportation and funds can be a barrier to student participation in sports. Many younger students, particularly, found that sports were not accessible to them. Students also complained of teachers lacking in understanding of gender and respect for the LGB TQ+ community. Students stated that there was a lack of awareness amongst “all teachers” of homophobia and racism on campus, and that more training should be provided to teachers on these subjects.

Student Surveys were completed by only 164 students, but of that 164, five percent identified as genderqueer or non-binary. If this percentage is true to the school’s overall makeup, there is a large LGBTQ+ community at Redwood, which is not necessarily reflected in the priorities of the broader community and administration. While students surveyed said that behavior expectations were clear, many were less clear on academic expectations, with Asian and LatinX students expressing the most uncertainty. Learning Platforms were clearly an issue for many students, with almost a quarter of students saying that they were unable to find what they needed on the several learning platforms used in different classrooms. LatinX students are less likely to feel like they have access to counseling and wellness services. Across the board, students felt that they did not have support in achieving balance between academics and personal well being. Students also largely did not feel that their classroom instruction was clearly connected to real life experience. Students of color identify feeling unsafe on campus in significantly greater numbers than white students, with the largest group feeling unsafe being LatinX. Just under half of LatinX students surveyed answered neutral, disagree or strongly disagree when asked if they feel safe on campus. More LatinX students also said that they did not feel valued on campus. 60% of students do not feel like racial equity is a school priority.

During classroom observations, it was noted that there were significantly less students of color in AP and Honors classes. Many students of color were in lower level classes. Lower level classes were less organized and at times somewhat chaotic, whereas upper level classes were generally more focused and students appeared to have a clearer understanding of what they were doing. Students often came into class late and trickled in over the first few minutes of class.

During the site visit, it was noted that there are only two gender neutral bathrooms on campus and that bathrooms are often not centrally located.

It was observed on campus that students often arrive late to class without apparent consequences and that students are often wandering in the hallways well after class periods have begun. Students were seen leaving campus early and during break periods, and there was a general impression that students are not always carefully monitored on campus.

## **Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**

### **Schoolwide Strengths**

**The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.***

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. The district and Redwood High School have a strong relationship and clear communication about the goals and how funds should be spent.
2. There is consistent communication with stakeholders via email, Canvas, Google Classroom, Synergy, and Parent Square.
3. The district provides effective support for new teachers through a supportive induction process and clear and concise policies for obtaining materials, and providing access technology for students and staff.
4. There is a wide range of course offerings, including AP courses and electives, and increasing CTE pathways.
5. Students have the ability to earn college credits through AP and Dual Enrollment courses.
6. There is a strong articulation between Special Education teachers and general education teachers to support students with special needs in the mainstream classrooms. There is evidence of rigor and relevance for Special Education students and intentional intervention opportunities, such as reading and math intervention, to target struggling students.
7. Students are highly directed and prepared for college throughout all levels of their education.
8. The integration of Canvas in each subject area has allowed teachers to share lessons, assignments, and assessments.
9. Math, science, social studies, and ELA are working towards system wide common assessments.
10. Redwood High School employs a number of different means in order to encourage parent participation and engagement. They work with a number of thriving and active parent groups, including booster club, Site Council and the Redwood Foundation.
11. Redwood High School boasts a large and well developed campus, with outstanding spaces for the arts and sciences as well as extensive grounds and athletic facilities.
12. Students are supported both academically and emotionally with extensive groups and organizations created in order to ensure that they succeed and thrive.
13. Redwood High School has an amazingly robust co-curricular program. The majority of students participate in clubs or sports, and these are a fundamental and foundational part of school culture.
14. Redwood seeks to encourage an atmosphere of respect, trust and equity through extensive professional development and schoolwide initiatives.

### Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement.** (Note: Show the relationship to what the school has already identified, if possible.)

1. Clear development and collaboration to create Redwood's own mission statement and schoolwide learning outcomes related to the mission statement are needed to drive the action items in the self-study report. These should be clearly communicated to all stakeholders as well as posted throughout the school and on the school website.
2. At this time RHS does not have any formal practices in place to measure the effects of professional development. This can be achieved through the return of cycles of continued improvement by department.
3. Implementing daily (or at least weekly) collaboration periods within departments would help staff to collect data through cycles of inquiry and to use that data to adjust instruction.
4. Increasing access to, and success in, advanced courses for specific subgroups of students, in particular Special Education, EL, and LatinX students.
5. If the district is serious about moving forward with the Anti-Racist campaign, then the district also needs to support RHS's school wide curriculum changes to bring in the culturally relevant teaching practices into the curriculum in all discipline areas.
6. Consistent, teacher led, career exploration, across disciplines, to examine career paths for ALL students. CTE is not widely available as a tool for career exploration, differentiation of instruction or practical implementation of general education subjects.
7. RHS administration will provide guidance and/or professional development for collaboration time to be used for data interpretation, course-alike alignment, analysis, and academic goal setting.
8. Increase collaboration time for teachers to analyze assessment data and use the results to determine instructional practices to support marginalized groups.
9. Parents of color, non-native speakers and parents of low socio economic status are not as clearly engaged in school parent programs and organizations. While there is an ELAC committee, it is small and doesn't meet consistently. Parents from marginalized groups don't participate in meaningful ways in school groups or decision making.
10. While it is admirable that so many students participate in Advanced Placement and Honors classes, and the rate of academic success is impressively high, the high expectations and push toward academic achievement lead to an environment of high stress and competition that is not always healthy for individual students or for the student community in general.

## Chapter 5: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan
- Evaluate the school improvement issues:
  - The effectiveness of the action plan to enhance student learning and support the identified major student learner needs
  - The level of commitment to accomplish the action plan, schoolwide and systemwide
  - The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)
  - The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.

Redwood High School's schoolwide action plan has three main goals which are as follows:

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.

RHS's Action Plan is effective in enhancing student learning and it supports the identified major student learner needs. It is clear that RHS is committed to accomplishing the action plan, schoolwide and systemwide. There is alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP). In some cases, there is not a clear follow-up for implementing and monitoring the accomplishment of the schoolwide action plan. How will you collect and monitor the data?

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The RHS Action Plan addresses the main areas of growth and improvement by identifying their Objectives, Action Steps, Resources Needed, Timeline of Progress, and Responsible Persons for each goal. Some of the data can be observed and collected through grade and attendance data, but how will the effects of the use of CRT and WICOR strategies be measured? As noted in the Action Plan, a system of tracking Tier 1 interventions in Synergy needs to be put into place ASAP so that the data can be collected and discussed. The Action Plan also notes the need for the return of teacher leaders and learning walks (Instructional Rounds) but it does not mention the debrief portion of the process, when a teacher is given timely feedback, which is the most important part of Instructional Rounds.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**



Redwood High School has identified three main goals for their action plan and they have Action Steps in place to monitor these goals. The VC recommends the collection and use of data in order to monitor the goals. The cycles of continued improvement should also be reinstated in order to measure the effectiveness of teaching methods and adjustment to teaching in response to said data.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective  
Ineffective

**Narrative Rationale:**

There is a clear action plan in place in order to improve RHS and to put systems in place to improve student learner needs. The implementation of SMART periods has helped address some of the student needs as has the implementation of Equity training amongst staff. As noted in the self-study, the action plan/SPSA (LCAP) goals could be better communicated to staff and teacher stakeholders. There remains a need to reestablish teacher leaders in order to increase communication between administration and staff and in order to reimplement the cycles of continued improvement in order to adjust teaching.

### Accreditation Status Factors Summary

| Accreditation Status Factors  | Highly Effective | Effective | Somewhat Effective | Ineffective |
|---|------------------|-----------|--------------------|-------------|
| The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.                               |                  | X         |                    |             |
| The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement. |                  | X         |                    |             |
| Vision and Purpose (A1)   |                  |           | X                  |             |
| Governance (A2)   | X                |           |                    |             |
| Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)  |                  |           | X                  |             |
| Staff: Qualified and Professional Development (A4)  |                  |           | X                  |             |
| Resources (A5)  |                  | X         |                    |             |
| Resources (Charter only) (A6)   |                  |           |                    |             |
| Rigorous and Relevant Standards-Based Curriculum (B1)   |                  | X         |                    |             |
| Equity and Access to the Curriculum (B2)  |                  | X         |                    |             |
| Student Engagement in Challenging and Relevant Learning Experiences (C1)  |                  | X         |                    |             |
| Student-Centered Instruction through a Variety of Strategies and Resources (C2)   |                  | X         |                    |             |
| Reporting and Accountability Processes (D1)   |                  |           | X                  |             |
| Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)  |                  | X         |                    |             |
| Parent and Community Engagement (E1)  |                  | X         |                    |             |
| School Culture and Environment (E2)   |                  | X         |                    |             |
| Personal, Social-Emotional, and Academic Student Support (E3)   | X                |           |                    |             |
| Acceptable progress by all students   |                  | X         |                    |             |
| Alignment of a schoolwide action plan/SPSA to   |                  | X         |                    |             |

|  |  |   |  |  |
|--|--|---|--|--|
| <b>the school's areas of greatest need</b>                               |  |   |  |  |
| <b>Capacity to monitor and implement the schoolwide action plan/SPSA</b> |  | X |  |  |