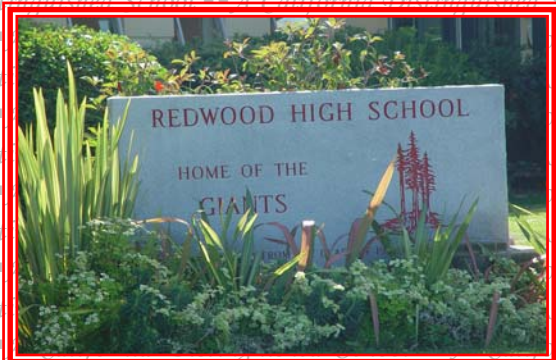


# Redwood High School

2006 - 2007



# WASC Report

# *Redwood High School*

*WASC*

*2006 - 2007*

*Report*

*A California Distinguished School*

# Redwood High School



## 2006-2007 WASC Report

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## **Introduction**

### **The Process**

In August of 2005, three years of modernization were completed, the Library was ready for use, and the entire staff gathered there for its first meeting of the new school year. As a staff we reexamined the three major WASC recommendations from 1999.

All staff contributed to the discussion of these Key Issues identified in the last WASC report.

- ❖ Continue to develop communication opportunities among all staff to collaborate about curriculum, analysis of data, staff development, implementation and alignment of the Action Plan with district Outcomes, school policies and procedures in order to continue nurturing an atmosphere of trust and professionalism.
- ❖ Continue to evaluate the effectiveness of current intervention strategies for students who are not meeting district Outcomes and explore other alternative to develop these programs as deemed necessary to bring students up to the standards.
- ❖ Establish a system for communicating to all stakeholders the availability of support services for students, the appropriateness of those services for students, and the process for referral.

The meeting presented those Key Issues and asked that all staff share in small groups and generate a list of progress toward meeting those goals and any areas which we still need to address. Smaller groups then shared with larger groups and then to the whole staff. Notes of the discussion were taken during the meeting and those notes returned to staff through their Home Groups. Such open discussions mark the way we have analyzed data, explored issues and developed the WASC report.

The WASC Leadership team studied data, reexamined the last WASC report and identified key issues. We then presented those key issues to the staff and honed our three areas of need.

Monthly meetings were scheduled for issues related to completing the Self-Study central to the WASC process. The examination of student work and performance data, the selection of school wide goals presented in the Action Plan, and the drafting of all chapters was a shared responsibility. All members of the staff were given the opportunity to participate in the framing of issues, the selection of evidence, and the critique of content. An additional lens to the Focus Group discussions was provided by discussions held in Home Groups, Site Council and Department Chair Council Meetings. Site Council and the Department Chair Council reviewed drafts, issues and action plans.

Analyzing student work and the direction identified by the Tamalpais Union High School District Board of Trustees have caused us to address not only those students who need additional support to meet the District Outcomes, but to address the underachieving student, expand course offerings, and design a 9<sup>th</sup> grade support program. Over the last three years we have used information from the 2001, 2003 and 2005 Perception Survey to craft a conversation with students who were not successful at Redwood or who struggle to be successful, and we have created a profile of the disengaged student. We have strengthened the transition program between middle school and high school, designed and implemented a 9<sup>th</sup> grade support program, and piloted a cluster that links English with Social Studies.

We continue to address the need for greater communication. E-mail, voicemail, and web pages have increased our ability to share information with each other and the greater community. Minutes of meetings are now available on line. The daily *Twig*, the monthly *Post*, the *Bark*, the *Splinter* and Homeroom Activities inform students of upcoming events. Parent Education Events and Parent 2 Parent Support Groups provide necessary information by experts in the field. The Counseling Department arranges an informational evening for parents for each grade level. The additional funding from the state has helped us reduce our counselor/student ratio to 1:300.

## Chapter One

### Student/Community Profile and Supporting Data and Findings

Redwood High School has a solid tradition of academic performance. The Redwood Community benefits from high expectations for students, dedicated teachers and staff, and visible parent support. The school has received the California Distinguished School award three times (1990, 1996, and 2003) and has an Academic Performance Index (API) of 850. There is a 98.3% graduation rate. Last year, 350 juniors and seniors took 585 Advanced Placement exams with an 82% pass rate. Seventy-two percent of Redwood students attend a four year college or university; 14% attend a two year college. The school's schedule offers the majority of students a seven period day which allows students to explore a range of electives from Biomedical Science to Sculpture.

Redwood High School is a comprehensive high school with a student population of 1,472. Redwood serves seven small suburban communities in southern Marin County: Larkspur, Greenbrae, Corte Madera, Tiburon, Belvedere, Kentfield, and Ross. It is one of the three comprehensive high schools in the Tamalpais Union High School District which serves 3,928 students. Located in Larkspur on 57 acres, the campus has undergone three years of modernization. The main academic building, industrial arts shop, fine arts facilities, and the gymnasium now comply with current building codes. Established in 1958, the square main building with its repetitious fenestration has been softened by the addition of sun grids above the windows and a new lobby for the theater. The campus includes an outdoor amphitheater, a swimming pool (slated for modernization in 2007-08), renovated football, track, baseball and softball fields. The demographics of the school reflect the ethnicity of the community: 83% white; 7% Asian, 4% Hispanic, 2% African-American; 4% provided no response to the request.

Larkspur and the surrounding communities are marked by expensive real estate prices. The cost of a home in these communities can range from \$700,000 to well over several million.

### Demographic Information

Town	Population	Households	Families	% of Population Under 18	Median Family Income	Families Below Poverty Line	Under 18 Below Poverty Line
Larkspur	12,014	6,142	2,899	16.4%	104,028	1.8%	2.3%
Corte Madera	9,100	3,776	2,473	23.4%	95,471	2.7%	4.2%
Ross	2,329	761	626	30.2%	102,015	5.6%	6.2%
Tiburon	8,666	3,712	2,409	21.9%	102,015	1.6%	3.0%
Belvedere	2,125	956	656	20%	185,590	2.9%	4.3%
Kentfield	6,351	2,506	1,806	25%	154,673	2.8%	4.7%

( <http://demographics.marin.org/2000comdevcensus/index.cfm>)

Economic diversity and the challenges it brings to students are sometimes hidden in the apparent affluence of the area. Of the 1500 students enrolled, 3% or 49 students receive reduced lunches.

The staff is made up of 90 teachers (five of whom have part-time schedules), five coun-

selors, and four administrators. All of the teachers, but two, are fully credentialed; the two have university intern credentials. Five teachers have received National Board Certification. Teachers frequently attend conferences and are leaders in their fields at the district level and beyond. The school's counseling services support the academic needs of the students for both high school and college entrance planning. The student/counselor ratio is 278:1. The classified staff includes 42 full or part-time individuals: 10 classroom paraprofessionals; 17 clerical staff; and 10 custodial and cafeteria, and 3 campus supervisors, a college and career counselor, and a health technician. Redwood teachers have an average of fourteen years of teaching experience overall and an average of seven years in the District. There are four administrators; the principal and two assistant principals have held their positions for four years or more.

To graduate from Redwood, every student must earn 220 credits; however, the great majority of students earn in excess of 250 credits before graduation. Students must take four years of English, three years of math, four years of history/social studies, two years of science, two years of physical education, one year of visual/performing arts, one semester of Introduction to Computers or pass the Computer Literacy Challenge Exam. In addition to course work, each student must meet a standard of proficiency on the District's Literacy and Math assessments.

#### **High School Graduation Rates by Academic Year**

<b>Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Percentage of Graduating Seniors	93.5%	96.3%	97.3%	98.1%	95.3%
Freshman Cohort Population	361	364	352	388	395
Senior Population	325	320	299	313	338

#### **High School Dropout Rates by Academic Year**

<b>Ethnicity</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
American Indian	0	0	0	0	0
Asian	0	0	0	0	1
Filipino	0	0	0	0	0
Hispanic	0	0	1	1	0
Other	1	0	0	0	0
Pacific Islander	0	0	0	0	0
White	0	2	3	2	0
African American	0	0	0	0	0
All Students	1	0	4	3	1
<b>Gender</b>					
Male	0	2	3	1	0
Female	1	0	1	2	1
All Students	1	2	4	3	1

#### **Percentage of Seniors Completing UC/CSU Requirements, 2001-2006**

<b>2001</b>		<b>2002</b>		<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
Number	%	Number	%	Number	%	Number	%	Number	%	Number	#
221	73.2%	230	70.8%	196	63.6%	219	75.3%	255	75.4%	257	74.3%
<b>District</b>											
479	60%	520	58.6%	487	56.2%	537	64.2%	600	63.6%	599	60%

The school schedule is a modified block schedule. All periods meet Monday, Tuesday and Friday in 50 minute periods. On Mondays, the school day is 10 minutes longer to accommodate a ten minute homeroom period. This period allows for announcements, student elections, and brief discussions of school related business. On Wednesdays, odd numbered periods meet for 90 minutes; on Thursdays, even numbered periods meet for 90 minutes. Once a week, after 6<sup>th</sup> period, teachers hold Office Hours, a 40 minute period wherein students can receive help from their teachers. Make-up tests, labs, and individualized instruction occur during Office Hours. There is a zero-period (7:04 – 7:54) to accommodate a leadership class; in addition, evening classes allow students to take art and music classes in a longer block period.

Parents are an active component of the school community. Not only do they serve on hiring committees and school councils (Site Council and Department Chair Council) they are adept fundraisers for the school. Last year the Redwood Foundation generated \$600,000 to enrich the academic and athletic programs. Because of this fundraising, Redwood boasts computer labs, video equipment, camera equipment, and software programs for its classrooms. Field trips and enrichment programs are made possible by this foundation. Parents are active participants in crafting drug and alcohol prevention programs, and parent education programs. The Benchwarmers parent group contributes to the Foundation and the athletic program receives an athletic trainer, an academic support program, among other benefits. The PTSA arranges for parent volunteers to work throughout the school. Parent volunteers are usually visible in the Counseling Office, on field trips, and during Advanced Placement testing as proctors. They lead parent tours of the school, organize athletic support groups, and develop drug information programs for freshmen and sophomores.

Students are involved in a variety of extracurricular activities. Over 52% of Redwood’s students participate in one or more sports.

<b>Fall Sports</b>	<b>Winter Sports</b>	<b>Spring Sports</b>
Football (V, JV, & F)* Cheerleading (Coed) Boys’ Cross Country (V, JV) Girls’ Cross Country (V, JV) Girls’ Golf (V) Girls’ Tennis Boys’ Soccer (V, JV) Boys’ Water Polo (V, JV) Girls’ Water Polo (V, JV) Girls’ Volleyball (V, JV)	Boys’ Basketball (V, JV, & F) Girls’ Basketball (V, JV, & F) Cheerleading (Coed) Wrestling (Coed)	Boys’ Baseball (V, JV, F) Diving (Coed) Boys’ Golf Boys’ Lacrosse (V) Girls’ Lacrosse (V) Girls’ Soccer (V, JV) Girls’ Softball (V, JV) Boys’ Swimming (V, JV) Girls’ Swimming (V, JV) Boy’s Track (V, JV) Girls’ Track (V, JV) Boy’s Tennis Boys’ Volleyball

\* Varsity (V); Junior Varsity (JV); Freshman (F)

In addition, students at Redwood are involved in community sponsored sporting activities such as Crew. There are over twenty-five clubs ranging from the Chess Club to the Environmental Action Club to the Mock Trial Club. Some clubs, such as Model UN and the Interact Club, endure for years and others fade after a few years, such as the Harry Potter Club, which reflects the changing interests of students.

The seven-period day creates an opportunity for students to choose from a wide range of electives. The required year of fine arts can be met by taking Art Explorations for one semester and an additional arts elective, or students can take a year of beginning drama or



music. Students take advantage of the course offerings beyond those requirements; 13% of sophomores, juniors and seniors are enrolled in Drama. Twenty-seven percent of sophomores, juniors and seniors are enrolled in art classes. Seven percent of students are enrolled in advanced courses in the music program. Other students find courses of interest in the Technical Arts: ten percent of the student body is enrolled in Construction or Architecture classes; five percent of students continue their exploration of computer technology beyond the required "Introduction to Technology" course. Sixty-five percent of the student body is enrolled in World Languages.

Students are also offered choices in the required subjects of English, Social Studies, Science and Math. The English program offers students a selection of upper division offerings such as Humanities, World Literature, Dramatic Literature, and Literary Walkabouts. Aside from the required courses of Government, Economics, U.S. History, the Social Studies Department offers students such courses as Philosophy, Independent Living and Psychology. Science rounds out its program with Environmental Science, Bio-med, Physiology, Astronomy, and Senior Science Projects.

The District's Instructional Framework and Student Learning Outcomes include expectations that students will acquire the essential skills needed for the workforce. These are the Necessary Skills as defined by the SCANS report. Students also have the opportunity to participate in internships, job shadows, and other work experiences. The Regional Occupations Program (ROP) offers a wide range of workforce training programs at various sites throughout Marin County. Redwood students may enroll in these or courses at the College of Marin concurrently. Counselors work with students and parents to develop a Four Year Plan designed to direct coursework towards future goals. In Tenth Grade all students take a career interest survey and have small group discussions with the Career Center Specialist. Career Centers have the Bridges online software to help with self-directed career exploration.

The following programs are offered at Redwood and are aligned to the model curriculum standards for career-technical education courses adopted by the State Board of Education: Introduction to Computers, Computer Programming, Workplace Learning, Web Design, Computer Applications, Architectural Design, Accounting, Engineering Graphics and Business Math. Courses at Redwood conducted by ROP are: Construction Technology and Engineering Projects.

Every three years since March 1993, the District has conducted a Perception Survey to assess the perceptions of students, parents and staff toward the school environment, student educational opportunities, instructional program, school/home communication, student stress, and governance. The Spring Perception Survey from 2005 again collected data from staff, students, and parents. Four-hundred thirty-five parents responded to this survey. When queried about the instructional program, 95% of the parents who responded agreed with the statement that Redwood "offered a quality education." The parent community (91.1% of respondents) endorsed that Redwood teachers "enjoy teaching." In the section, School Environment, parents who responded perceived Redwood to be "a safe, pleasant place to be"; additionally, they saw Redwood as having "high behavioral expectations and standards for students." In this same survey, more students responded with "strongly agree" to the statement about school safety than in the last perception survey: in 2001, the mean score of the students responded was 2.0; in 2005, the mean score was 1.8. This represents a 5% improvement in the number of

students who “strongly agree” with the statement that Redwood is a “safe, pleasant place to be.” In 2001, 43% of the students perceived that behavioral expectations to be “about right”; in spring of 2005, 56% of students perceived those standards to be “about right.”

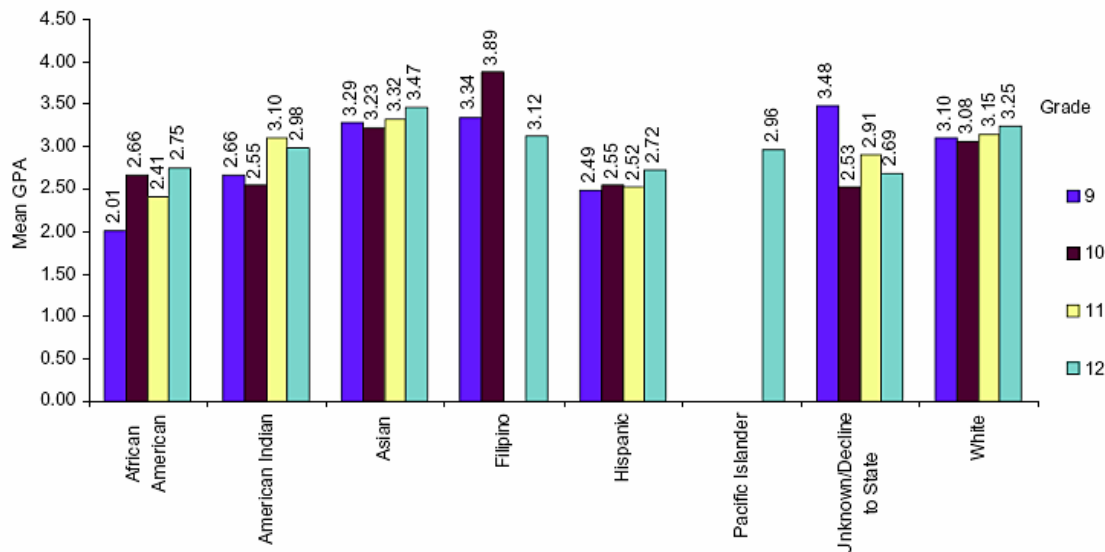
### Student Performance Data

Letter grades are earned by all students in all subjects; the percentage of A, B, C, D and F grades provides a measure of overall student achievement. Each teacher establishes his/her own grading policies in conjunction with the standards of their department. Student grades often include attendance and participation, in addition to performance on course content tests, quizzes and assignments.

In 2005-06, 28% of the students earned at least one D and/or F grade, the same percentage as in 2004-05. This is down from 30.4% in the 2003-04 school years. The percentage of boys who earned at least one D or F was 36.3% down from 2003-04’s 38%. The percentage of girls earning at least one D or F was 20% down from 23.3%.

### Grade Point Average, 2006, by Ethnicity and Grade

Ethnicity	9	10	11	12	All grades
African American	2.01	2.66	2.41	2.75	2.43
American Indian	2.66	2.55	3.10	2.98	2.84
Asian	3.29	3.23	3.32	3.47	3.33
Filipino	3.34	3.89		3.12	3.39
Hispanic	2.49	2.55	2.52	2.72	2.55
Pacific Islander				2.96	2.96
Unknown/Decline to State	3.48	2.53	2.91	2.69	2.91
White	3.10	3.08	3.15	3.25	3.14



Note: The GPA data presented here is calculated from the GPA variable of the PowerSchool student file.

Source: PowerSchool student file  
Tamalpais Union High School

Date: 7/28/2006

The mean school wide GPA at Redwood for 2005 - 06 stayed the same as the previous two years at 3.11.

As expected, attendance is carefully monitored. Attending class is a very important first step in insuring that all students learn. Teachers take attendance through a district-adopted student management system. The average daily attendance rate in 2005-2006 was 96%. Any period that a student misses which is not excused results in an automated phone call home. Truancy letters are sent to parents each week. Students who have five unexcused absences in any course lose one unit of credit. There is a one-semester credit redemption class offered in Summer School.

### **District Assessments**

The Tam District is an active participant in the Education Task Force (ETF), a consortium of elementary, middle schools, and the community college, which works to align the community's expectations for the schools in southern Marin. Fifteen years ago, ETF organized community meetings to define educational expectations for the District's students. These meetings resulted in the selection of 14 Outcomes (ESLER's) [see appendix] describing what the community wanted their students to learn. These outcomes afforded departments the opportunity to select benchmarks and design assessments that measured student progress toward meeting the outcomes. Beginning in 2002, in addition to the state's graduation requirements and the district's course requirements, students were required to meet these four outcomes in order to graduate:

**Outcome #1:** Communicate articulately, effectively, and persuasively when speaking and writing.

**Outcome #2:** Read/view and analyze materials in a variety of disciplines.

**Outcome #3:** Use technology to access information, analyze/solve problems and communicate ideas.

**Outcome #5:** Apply mathematical knowledge and skills to analyze and solve problems.

Performance is key to demonstrating proficiency in these areas. For example, to satisfy the reading and writing Outcomes, the performance assessment is the Direct Writing Assessment (DWA), an on-demand autobiographical narrative which must include reflection on the event, the *Core Literacy Portfolio*, a compilation of a student's best work, and a score of 350 on the reading portion of the STAR exams. The portfolio is first submitted when a student is a sophomore. Although these assessments are administered at a particular grade level, the standard is a high school standard. Not all students are expected to meet the standard when the assessment is first administered.

The results of the DWA provide teachers with information about students' familiarity with narrative form (a logical, concise presentation of an incident), ability to be specific, ability to reflect on an incident, and control over mechanics. The writing sample is scored on a 6 point rubric, a four or higher on this rubric is considered proficient and is the score required for graduation [see Appendix]. The following table provides the percentage of freshmen who scored a four or above.

## Direct Writing Assessment

	2002	2003	2004	2005	2006
<b>District Scores</b> Number of students earning a 4 or above	81.7%	82.5%	80.8%	87.3%	85%
<b>Participation</b>	90%	93%	95%	93%	93%
<b>Redwood Scores</b> Number of students earning a 4 or above	85.7%	85.6%	85.2%	91.6%	89%
<b>Participation</b>	95%	95%	96%	94%	96%

**Direct Writing Assessment:** Results by Ethnicity: Met or Exceeded indicates the number of students scoring a 4 or above (on a six point scale).

### Spring of 2006 – Ethnicity [Class of 2010]

Score	White	African-American	Hispanic	Pacific Islander	Asian	Filipino	Multiple Ethnicity	Other No Response
Met or Exceed	265	6	10	0	21	3	0	10
Not Met	33	1	4	0	1	0	0	2
Not Tested	12	0	0	0	1	0	0	0
<b>Total Tested</b>	<b>298</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>22</b>	<b>3</b>	<b>0</b>	<b>12</b>

### Spring of 2005 – Ethnicity [Class of 2009]

Score	White	African-American	Hispanic	Pacific Islander	Asian	Filipino	Multiple Ethnicity	Other No Response
Met or Exceed	314	6	15	0	24	1	2	7
Not Met	23	2	4	0	2	0	1	2
Not Tested	21	1	3	0	0	0	0	5
<b>Total Tested</b>	<b>337</b>	<b>8</b>	<b>19</b>	<b>0</b>	<b>26</b>	<b>1</b>	<b>3</b>	<b>9</b>

### Spring of 2004 – Ethnicity [Class of 2008]

Score	White	African-American	Hispanic	Pacific Islander	Asian	Filipino	Multiple Ethnicity	Other No Response
Met or Exceed	259	4	14	1	22	0	2	14
Not Met	35	6	7	0	1	0	1	5
Not Tested	11	1	3	0	0	0	0	4
<b>Total Tested</b>	<b>294</b>	<b>10</b>	<b>21</b>	<b>1</b>	<b>23</b>	<b>0</b>	<b>3</b>	<b>19</b>

**Direct Writing Assessment:** Results by Special Populations: Met or Exceeded indicates the number of students scoring a 4 or above (on a six point scale).

**Direct Writing Assessment: Special Populations Spring 2006 [Class of 2010]**

Score	Resource	504	SDC	ESL	FEP	LEP
Met or Exceeded	7	7	7	0	20	4
Not Met	4	1	2	0	2	1
Not Tested	0	0	1	0	1	0
<b>Total Tested</b>	11	8	9	0	22	5

**Direct Writing Assessment: Special Populations Spring 2005 [Class of 2009]**

Score	Resource	504	SDC	ESL	FEP	LEP
Met or Exceeded	10	0	4	0	0	0
Not Met	8	0	2	0	0	0
Not Tested	1	0	4	0	0	0
<b>Total Tested</b>	18	0	6	0	0	0

**Direct Writing Assessment: Special Populations Spring 2004 [Class of 2008]**

Score	Resource	504	SDC	ESL	FEP	LEP
Met or Exceeded	7	6	4	0	0	1
Not Met	8	1	5	0	0	0
Not Tested	0	1	1	0	1	0
<b>Total Tested</b>	15	7	9	0	0	1

**Core Literacy Portfolio:**

The *Core Literacy Portfolio* is a collection which demonstrates that *all* students can read and write and speak in a variety of disciplines for a variety of purposes. The requirements of the portfolio ask that students present original work that demonstrates their ability to analyze, apply, and interpret reading material. It also asks that they demonstrate an ability to write exposition and show their writing process from initial drafts to polished work. The portfolio is scored by all District teachers and administrators in May. It is scored on a six-point scale, and a four or above is required for graduation [See Appendix].

To date, all students who met credit requirements for graduation also met the reading and writing Outcomes. Supplementary instruction supports students who do not meet the Outcomes. Those students have the additional support of a Literacy Coach, a veteran English teacher with a release period, to help them acquire the necessary skills to meet the standard.

### Core Literacy Portfolio

	2002	2003	2004	2005	2006
<b>District Scores</b> Number of students earning a 4 or above	87.7%	84.8%	87.6%	89.3%	82%
<b>Participation</b>	87%	88%	89%	85%	89%
<b>Redwood Scores</b> Number of students earning a 4 or above	91.4%	85.8%	89.3%	89.8%	88%
<b>Participation</b>	92%	91%	93%	93%	95%

#### Spring of 2006 – Ethnicity [Class of 2009]

Score	White	African-American	Hispanic	Pacific Islander	Asian	Filipino	Multiple Ethnicity	Other No Response
Met or Exceeded	285	5	7	0	26	1	3	3
Not Met	37	3	4	0	1	0	0	1
Not Tested	15	1	3	0	0	1	0	5
<b>Total Tested</b>	<b>322</b>	<b>8</b>	<b>11</b>	<b>0</b>	<b>27</b>	<b>1</b>	<b>3</b>	<b>7</b>

#### Spring of 2005 – Ethnicity [Class of 2008]

Score	White	African-American	Hispanic	Pacific Islander	Asian	Filipino	Multiple Ethnicity	Other No Response
Met or Exceeded	253	0	9	0	21	0	3	14
Not Met	20	4	6	0	2	0	0	2
Not Tested	1	7	5	1	0	0	0	4
<b>Total Tested</b>	<b>273</b>	<b>4</b>	<b>15</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>3</b>	<b>16</b>

#### Spring of 2004 – Ethnicity [Class of 2007]

Score	White	African-American	Hispanic	Pacific Islander	Asian	Filipino	Multiple Ethnicity	Other No Response
Met or Exceeded	267	3	7	1	25	2	4	9
Not Met	31	2	1	0	1	1	0	2
Not Tested	20	0	3	0	2	0	1	7
<b>Total Tested</b>	<b>298</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>26</b>	<b>3</b>	<b>4</b>	<b>11</b>

#### Core Literacy Portfolio - Assessment: Special Populations Spring 2006 [Class of 2009]

Score	Resource	504	SDC	ESL	FEP	LEP
Met or Exceeded	10	4	0	0	11	1
Not Met	5	0	0	0	3	2
Not Tested	1	2	5	0	1	3
<b>Total Tested</b>	<b>15</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>3</b>

### Core Literacy Portfolio: Special Populations Spring 2004 [Class of 2008]

Score	Resource	504	SDC	ESL	FEP	LEP
Met or Exceeded	9	2	0	0	15	1
Not Met	3	3	2	0	6	1
Not Tested	3	2	8	0	1	2
<b>Total Tested</b>	12	5	2	0	21	2

### Core Literacy Portfolio: Special Populations Spring 2004 [Class of 2007]

Score	Resource	504	SDC	ESL	FEP	LEP
Met or Exceeded	23	25	0	0	2	3
Not Met	0	4	0	0	0	0
Not Tested	1	6	5	0	2	0
<b>Total Tested</b>	23	29	0	0	2	3

The ways in which a student can demonstrate proficiency in math (Outcome 5) have evolved over the last few years. Although a district-designed assessment is still in use in algebra classes to analyze skill and concept attainment, since 2002 students have demonstrated their proficiency by attaining a scaled score of 350 or above on the California Standards Test (CST) in Mathematics, or passing the CAHSEE Math section. To date, all students who have completed the necessary course work for graduation have met the math graduation requirement.

Proficiency in Technology is met through taking Introduction to Computers and taking the skills tests which are embedded in the course, or challenging the course through an assessment which measures a student's keyboarding skills, technical vocabulary, use of spreadsheet, PowerPoint, and the correct formatting of a business letter. The District and Site websites provide detailed information and examples to meet this requirement. To date, all students who have completed the necessary course work for graduation have met the technology requirement for graduation.

## STATE ASSESSMENTS

### Academic Performance Index

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year.

From 2002 – 2005, Redwood High School has maintained its Academic Performance Index (API) scores. The 2005 API of 857 was the highest in the District. The school did achieve the school-wide growth target for 2005 by increasing its score by five points. Redwood's statewide rank has been a ten all six years and the similar schools rank has fluctuated between an eight and a nine. For 2002 – 2005, Redwood has met the AYP

targets. Under the state's Public Schools Accountability Act, Redwood High School's API score has met all the targets:

	Base API	School Year	Growth API	Growth	Statewide Rank	Similar School Rank
<b>1999</b>	812	1999 -2000	828	16	10	8
<b>2000</b>	816	2000-01	865	24	10	8
<b>2001</b>	853	2001-02	845	-8	10	9
<b>2002</b>	832	2002-03	832	0	10	8
<b>2003</b>	852	2003-04	851	-1	10	8
<b>2004</b>	852	2004-05	857	5	10	8
<b>2005</b>	858	2005-06	850	-8	10	8

Over the five years that data has been released under *No Child Left Behind* (NCLB), Redwood High School met all the targets.

**Redwood High School  
Adequate Yearly Progress (AYP) 2002-2005 Targets**

	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
<b>2002</b>	Yes	Yes	NA	NA
<b>2003</b>	Yes	Yes	Yes	Yes
<b>2004</b>	Yes	Yes	Yes	Yes
<b>2005</b>	Yes	Yes	Yes	Yes
<b>2006</b>	Yes	Yes	Yes	Yes

For 2005, all ten specific Adequate Yearly Progress (AYP) targets were met by Redwood High School within the four specified areas: participation rate, percentage of students proficient in English and Math, current API score and graduation rate. Four other subgroups are reported by the state, but are not included as part of the required targets. None of these subgroups had 100 or more students who participated in the sophomore CAHSEE assessment.

<b>Redwood High School 2005 Adequate Yearly Progress (AYP)</b>							
<b>Participation Target ELA - 95%</b>							
School wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
<b>N=363</b>	<b>N=285</b>	N=11	N=23	N=20	19	N=3	N=26
<b>98%</b>	<b>98%</b>	91%	96%	95%	95%	100%	97%
<b>AMO English-Language Arts - 22.3% Target</b>							
<b>87.7%</b>	<b>90.6%</b>	NA	95.5%	73.7%	47.1%	NA	50.0%
<b>Participation Target Mathematics - 95%</b>							
School wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
<b>98.0%</b>	<b>98.0%</b>	91.0%	100%	95.0%	95.0%	100%	97.0%
<b>AMO Mathematics - 20.9% Target</b>							
<b>82.3%</b>	<b>86.3%</b>	NA	87.0%	52.6%	29.4%	NA	33.3%

<b>Graduation Rate - 82.8%</b>
<b>98.3%</b>

<b>API Target 560 or 1 point growth</b>
<b>857</b>

**Bold Numbers** represent the subgroups included in the AYP determination



## California Standards Tests

In the spring 2005, 99% of the Redwood 9<sup>th</sup> – 11<sup>th</sup> graders students participated in the STAR assessments, an increase of 1% from 2004. In 2001, 67% of the 9<sup>th</sup> graders scored “Proficient” and “Advanced”, and in 2006, it was 82%. This increase mirrors a state and district trend of greater participation

In English-Language Arts (ELA) Redwood students scoring “Proficient” and “Advanced” is above the District averages. Although 9<sup>th</sup> grade students have improved their scores when averaged over the last five years; the scores of 10<sup>th</sup> and 11<sup>th</sup> grade students have declined.

### English Language Arts Standards Results

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>9<sup>th</sup> Grade</b>								
California	33%	38%	37%	43%	44%	6%	38%	5%
Marin	58%	62%	63%	65%	66%	2%	62%	3%
District	72%	74%	74%	78%	80%	2%	76%	4%
Redwood	74%	79%	81%	82%	82%	0%	80%	2%
<b>10<sup>th</sup> Grade</b>								
California	33%	33%	35%	36%	37%	1%	34%	2%
Marin	55%	55%	59%	59%	57%	0%	57%	2%
District	69%	68%	69%	69%	68%	-1%	69%	-1%
Redwood	75%	73%	69%	78%	73%	-5%	74%	-1%
<b>11<sup>th</sup> Grade</b>								
California	31%	32%	32%	36%	36%	4%	33%	3%
Marin	52%	52%	54%	56%	54%	2%	54%	3%
District	67%	61%	61%	65%	60%	-5%	63%	-3%
Redwood	73%	65%	67%	69%	61%	-8%	67%	-6%

The material covered on these exams and the percentage of students scoring at the proficient level is reflected in the table below:

### English Language Arts Clusters Redwood High School Average % Correct

	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
<b>9<sup>th</sup> Grade</b>					
2004	81%	75%	70%	74%	71%
2005	83%	76%	75%	75%	73%
2006	85%	75%	78%	83%	73%
<b>10<sup>th</sup> Grade</b>					
2004	81%	76%	65%	74%	74%
2005	85%	79%	74%	77%	79%
2006	82%	76%	66%	73%	76%
<b>11<sup>th</sup> Grade</b>					
2004	76%	74%	68%	75%	69%
2005	75%	71%	74%	77%	74%
2006	70%	71%	65%	75%	69%

In math, Redwood students scoring “Proficient” and “Advanced” is higher than the District’s averages for Algebra I, Geometry, and Algebra II, and Summative Mathematics. However, there is a slight decline in the growth averages over the last five years.

**Mathematics – California Standards Tests**

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>General Mathematics</b>								
California	10%	14%	13%	14%	13%	-1%	13%	0%
Marin	15%	18%	17%	15%	12%	-3%	15%	3%
District	20%	21%	16%	19%	16%	-3%	18%	-2%
Redwood	16%	17%	12%	19%	15%	-4%	16%	-1%
<b>Algebra I</b>								
California	14%	14%	10%	11%	14%	3%	13%	1%
Marin	25%	27%	20%	21%	23%	2%	23%	0%
District	26%	30%	24%	24%	27%	3%	26%	1%
Redwood	27%	34%	29%	27%	26%	-1%	29%	-3%
<b>Geometry</b>								
California	27%	24%	21%	24%	23%	1%	24%	-1%
Marin	43%	43%	37%	43%	42%	-1%	42%	0%
District	51%	49%	40%	46%	44%	-2%	46%	-2%
Redwood	56%	57%	45%	56%	45%	-11%	52%	-7%
<b>Algebra II</b>								
California	27%	29%	24%	26%	25%	1%	26%	-1%
Marin	36%	39%	27%	31%	28%	4%	32%	-4%
District	36%	37%	24%	28%	22%	-6%	29%	-7%
Redwood	45%	40%	21%	35%	29%	-6%	34%	-5%
<b>Summative Mathematics</b>								
California	43%	43%	41%	45%	46%	1%	44%	-2%
Marin	59%	55%	54%	56%	51%	-5%	55%	-4%
District	66%	63%	51%	53%	44%	-9%	55%	-11%
Redwood	75%	62%	51%	64%	48%	-16%	60%	-12%

The material covered on these exams is reflected in the table below:

**California Standards Tests  
Average Percent Correct - General Math**

Reporting Clusters	2004	2005	2006
Rational Numbers	42%	53%	44%
Exponents, Powers, and Roots	35%	34%	47%
Quantitative Relationships & Eval Expressions	52%	51%	47%
Multistep Problems, Graphing & Functions	52%	53%	48%
Measurement and Geometry	37%	42%	44%
Statistics, Data Analysis & Probability	46%	49%	47%

**California Standards Tests - Continued**  
**Average Percent Correct**

**Algebra I**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Number Properties/Operations/Linear Equation</b>	54%	61%	61%
<b>Graphic and Systems of Linear Equations</b>	40%	50%	49%
<b>Quadratics and Polynomials</b>	53%	45%	48%
<b>Functions and Rational Expressions</b>	38%	32%	37%

**Geometry**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Logic and Geometric Proofs</b>	59%	68%	64%
<b>Volume and Area Formulas</b>	46%	69%	75%
<b>Angle Relationships, Constructions, and lines</b>	51%	69%	55%
<b>Trigonometry</b>	55%	67%	64%

**Algebra II**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Polynomials and Rational Expressions</b>	57%	59%	61%
<b>Quadratics, Conics, and Complex Numbers</b>	48%	56%	50%
<b>Exponents and Logarithms</b>	54%	60%	54%
<b>Series, Combinatorics, Probability, Statics</b>	53%	52%	54%

**Summative Math**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Algebra I</b>	75%	77%	74%
<b>Geometry</b>	68%	79%	70%
<b>Algebra II</b>	71%	69%	67%
<b>Probability</b>	58%	74%	65%

## Science – California Standards Tests

Overall in science, Redwood students scoring “Proficient” and “Advanced” is higher than the District averages for Earth Science, Biology, Chemistry and Physics.

### Earth Science

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>California</b>	20%	21%	21%	23%	23%	0%	22%	1%
<b>Marin</b>	57%	54%	50%	57%	44%	-13%	52%	-12%
<b>District</b>	61%	55%	51%	57%	54%	-3%	56%	-2%
<b>Redwood</b>	59%	66%	62%	62%	63%	1%	62%	1%

### Biology

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>California</b>	35%	37%	30%	32%	35%	3%	34%	1%
<b>Marin</b>	57%	60%	53%	47%	61%	14%	56%	5%
<b>District</b>	65%	74%	60%	50%	63%	13%	62%	1%
<b>Redwood</b>	72%	81%	62%	61%	67%	6%	69%	-2%

### Chemistry

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>California</b>	28%	31%	28%	27%	27%	0%	29%	-2%
<b>Marin</b>	42%	42%	42%	35%	34%	-1%	39%	5%
<b>District</b>	63%	65%	63%	54%	49%	-5%	59%	-10%
<b>Redwood</b>	69%	69%	66%	61%	51%	-15%	63%	-12%

### Physics

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>California</b>	23%	29%	29%	31%	32%	1%	28%	3%
<b>Marin</b>	44	49%	39%	38%	42%	4%	42%	0%
<b>District</b>	47%		40%	30%	56%	26%	43%	13%
<b>Redwood</b>			43%	40%	50%	10%	44%	6%

The material covered on these exams is reflected in the table below:

**California Standards Tests (CST)  
Redwood High School - Average % Correct**

**Earth Science**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Astronomy &amp; Cosmology</b>	68%	64%	65%
<b>Solid Earth</b>	60%	60%	59%
<b>The Earth's Energy</b>	64%	66%	67%
<b>Investigation and Experimentation</b>	77%	75%	73%

**Biology**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Cell Biology</b>	59%	48%	60%
<b>Genetics</b>	58%	62%	64%
<b>Ecology and Evolution</b>	66%	66%	70%
<b>Physiology</b>	67%	72%	69%
<b>Investigation and Experimentation</b>	70%	61%	63%

**Chemistry**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Atomic and Molecular Structure</b>	74%	71%	59%
<b>Chemical Bonds, Biochemistry</b>	74%	64%	67%
<b>Kinetics, Thermodynamics</b>	64%	69%	68%
<b>Chemical Reactions</b>	64%	51%	54%
<b>Conservation of Matter &amp; Stoichiometry</b>	62%	69%	64%
<b>Investigation and Experimentation</b>	80%	79%	71%

**Physics**

<b>Reporting Clusters</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Motion and Forces</b>	54%	83%	71%
<b>Conservation of Energy and Momentum</b>	54%	78%	65%
<b>Heat and Thermodynamics</b>	47%	80%	53%
<b>Waves</b>	55%	66%	64%
<b>Electric and Magnetic Phenomena</b>	45%	73%	48%
<b>Investigation and Experimentation</b>	75%	80%	60%

## History - Social Science California Standards Tests

Overall in social studies, Redwood students scoring “Proficient” and “Advanced” is higher than the District averages for World History and in U.S. History.

### World History

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>California</b>	21%	24%	27%	31%	30%	-1%	27%	3%
<b>Marin</b>	46%	44%	44%	52%	51%	-1%	47%	4%
<b>District</b>	57%	62%	59%	63%	61%	-2%	60%	1%
<b>Redwood</b>	65%	72%	66%	68%	67%	-1%	68%	-1%

### U.S. History

	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average	2006 Growth to Five-Year Average
<b>California</b>	31%	34%	32%	37%	35%	-2%	34%	1%
<b>Marin</b>	54%	53%	53%	52%	53%	1%	53%	0%
<b>District</b>	68%	62%	58%	61%	60%	-1%	62%	-2%
<b>Redwood</b>	78%	73%	74%	69%	71%	2%	73%	-2%

The material covered on these exams is reflected in the table below:

### California Standards Tests (CST) Redwood High School - Average % Correct

#### World History

Reporting Clusters	2004	2005	2006
Development of Modern Political Thought	69%	71%	71%
Industrial Expansion and Imperialism	67%	72%	67%
Causes and Effects of the First World War	63%	67%	67%
Causes and Effects of the Second World War	70%	64%	67%
International Dev in Post-World War II Era	63%	58%	58%

#### U.S. History

Reporting Clusters	2004	2005	2006
Foundations of American Political & Social Thought	67%	65%	65%
Industrialization & the U.S. Role as a World Power	70%	65%	69%
United States Between the World Wars	69%	67%	69%
World War II and Foreign Affairs	67%	72%	67%
Post-World War II Domestic Issues	67%	62%	63%

## California Physical Fitness Test

A total of 66.8% of the freshmen at Redwood met the standard on the California Physical Fitness Test I in 2005-06. Although this percentage of students is not as high as in 2004-05 when 71.1% of the students scored a 6 in all six categories, it is a dramatic improvement from the 34.6% of freshmen who meet all of the fitness goals in 2003-04.

## High School Exit Exam

For the Class of 2006, the California High School Exit Exam (CAHSEE) was a graduation requirement. All of Redwood's seniors who were eligible for a diploma met that state requirement.

In 2004-05, ninety-seven percent of the sophomores (class of 2008) passed the English-Language Arts section. The previous year, the pass rate was 98% (class of 2007). The mean scale score of 410.7 was down from last year's score, 412.7. Ninety-eight percent of the males received a passing score and 95% of the females. Special education students had a pass rate of 75%. There were four ethnic groups that had significant numbers of participants: African American, Asian, Hispanic, and White. For English-Language Arts, the pass rates were 60%, 96%, 85%, and 99%, respectively. Word Analysis strand had the highest percent correct and has been that way the last three years. Writing Strategies strand was the lowest, which was the same as the two previous years.

Redwood's mathematics pass rate was 96% (class of 2008), compared to 98% the prior year (class of 2007). The mean scale score of 410 was higher than last year's 407. Male and female students passed at the same rate of 96%. Seventy-eight percent of special education students passed the Mathematics section. There were four ethnic groups that had significant numbers of participants: African American, Asian, Hispanic, and White. For mathematics, the pass rates were 50%, 100%, 89%, and 99%, respectively. On the mathematics portion, students have consistently scored highest on the Probability and Statistics strand, while the Algebra 1 strand continued to be the strand with the lowest mean.

### March 2006: CAHSEE Results – 10<sup>th</sup> Grade

	Math		ELA	
<b>Ethnicity</b>	<b># Tested</b>	<b># Passed</b>	<b># Tested</b>	<b># Passed</b>
American Indian	3	3	3	3
Asian	25	25	24	23
Filipino	2	2	2	2
Hispanic	14	12	14	11
Other	9	8	9	9
Pacific Islander	0	0	0	0
White	327	321	322	316
African American	9	9	7	6
All Students	389	380	381	370
<b>Gender</b>				
Male	199	193	196	191
Female	190	187	185	179
All Students	389	380	381	370

**March 2006: CAHSEE Results – 10<sup>th</sup> Grade**  
**\*Populations smaller than 10 are not reported**

<b>Program</b>	<b>Math</b>		<b>ELA</b>	
	<b># Tested</b>	<b># Passed</b>	<b># Tested</b>	<b># Passed</b>
Special Ed Students	20	15	20	15
English Learners	6	4	6	3
Fluent English	0	0	0	0
Socio-economically Disadvantaged	19	15	18	14
Not socioeconomically Disadvantaged	356	354	354	349
All Students	389	380	381	370

**March 2005: CAHSEE Results – 10<sup>th</sup> Grade**

<b>Ethnicity</b>	<b>Math</b>		<b>ELA</b>	
	<b># Tested</b>	<b># Passed</b>	<b># Tested</b>	<b># Passed</b>
American Indian	3	2	3	2
Asian	23	23	22	22
Filipino	0	0	0	0
Hispanic	19	17	19	16
Other	19	17	19	18
Pacific Islander	1	0	1	1
White	278	275	280	279
African American	10	5	10	7
All Students	353	339	354	345
<b>Gender</b>				
Male	163	157	164	163
Female	190	182	190	182
All Students	353	339	354	345

**March 2005: CAHSEE Results – 10<sup>th</sup> Grade**  
**\*Populations smaller than 10 are not reported**

<b>Program</b>	<b>Math</b>		<b>ELA</b>	
	<b># Tested</b>	<b># Passed</b>	<b># Tested</b>	<b># Passed</b>
Special Ed Students	25	18	25	18
English Learners	3	1	3	1
Fluent English	0	0	0	0
Socio-economically Disadvantaged	18	11	18	13
Not socioeconomically Disadvantaged	318	314	317	314
All Students	355	341	354	345



## University of California Placement Test

Over the last six years, the percentage of students at Redwood who completed the University of California A – G requirements has fluctuated from 62% to 75%:

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
# of students completing	221	230	196	219	255	257
% of students completing requirements	73.2%	70.8%	63.6%	75.3%	75.4%	74.3%

Of the students who were accepted and attended one of the universities in the University of California system, here are the results for the analytical writing requirement:

<b>How Students Met the Requirements</b>											
Year	Number Enrolled	Met Requirements		SAT II Writing		Advanced Placement		Analytical Exam		Other	
		#	%	#	%	#	%	#	%	#	%
<b>2001</b>	65	48	73.8%	15	31.3%	9	18.8%	21	43.8%	3	6.3%
<b>2002</b>	64	49	76.6%	15	30.6%	10	20.4%	22	44.9%	2	4.1%
<b>2003</b>	68	58	85.6%	14	24.1%	17	29.3%	27	46.6%	0	
<b>2004</b>	52	35	69.2%	14	38.9%	8	22.2%	14	38.9%	0	
<b>2005</b>	56	43	76.8%	19	44.2%	12	27.9%	12	27.9%	0	

The following represents Redwood's CSU enrollees who met the Entry Level standards in English and math. These scores are higher than the District and state scores.

<b>CSU English Placement Test</b>				<b>CSU Entry Level Mathematics</b>			
	Number Enrolled	Number Proficient	Percentage Proficient		Number Enrolled	Number Proficient	Percentage Proficient
<b>2001</b>	33	22	67%	<b>2001</b>	32	16	50%
<b>2002</b>	28	18	64%	<b>2002</b>	28	21	75%
<b>2003</b>	28	22	79%	<b>2003</b>	28	25	89%
<b>2004</b>	30	24	80%	<b>2004</b>	30	23	77%
<b>2005</b>	34	24	71%	<b>2005</b>	34	28	82%

### National Exams

Student performance data reflects a consistent standard of high expectations for Redwood students. In 2005-06, 75% of Redwood's seniors took the SAT; in 2004-05, 84% of the seniors took the exam; in 2003-04, 80% of the seniors took the exam.

### SAT I – Mean Verbal Scores: 2000 – 2005

	2001	2002	2003	2004	2005	2006
<b>Nation</b>	506	504	507	508	503	503
<b>California</b>	498	496	499	501	574	501
<b>District</b>	563	552	569	567	581	574
<b>Redwood</b>	570	552	586	567	574	581

### SAT I – Mean Mathematics Scores: 2000 – 2005

	2001	2002	2003	2004	2005	2006
<b>Nation</b>	514	516	519	518	520	518
<b>California</b>	517	517	519	519	522	518
<b>District</b>	572	569	575	568	582	581
<b>Redwood</b>	584	589	603	578	593	602

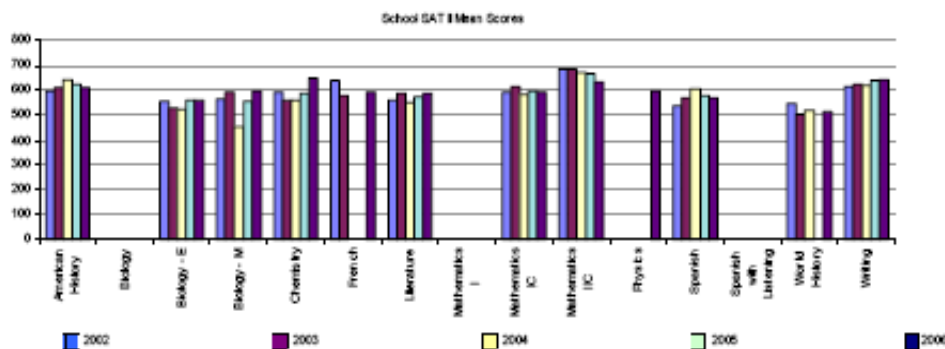
Eighty four percent of Redwood’s seniors in 2005 took the SAT 1. This was an increase of 4% in the number of students taking the test. Girls outperformed boys on the verbal subtests: (598 compared to 569); boys outperformed girls on the math (597 compared to 589). Similar to students in other states, Redwood’s students have shown an increase in math scores; however, verbal reasoning has not shown such an improvement. In the first administration of the Writing Assessment, Redwood’s students scored 588. The mean score for the Nation was 497; California, 501; District, 575.

Tamapala Union High School District

Redwood High School

#### Summary of SAT Subject Tests, Graduating Seniors, 2002 - 2006

	2001-2002				2002-2003				2003-2004				2004-2005				2005-2006				
	Total	Group	State	District	School	Total	Group	State	District	School	Total	Group	State	District	School	Total	Group	State	District	School	
American History	500	554	583	598	589	553	584	610	603	562	619	644	589	560	599	622	601	551	582	611	
Biology					593	597															
Biology - E	563	559	588	555	588	589	543	529	584	585	579	521	585	575	595	580	591	588	600	581	
Biology - M	619	603	590	583	621	625	586	590	617	601	582	482	627	611	619	557	630	609	600	596	
Chemistry	610	583	584	592	610	582	574	560	612	583	578	566	628	582	605	589	629	584	604	648	
French	605	583	586	638	604	581	606	580	610	575	611		620	590	586		612	588	589	593	
French with Listening									629	602	728										
Literature	545	545	585	581	591	545	571	589	590	545	573	549	589	544	575	574	583	541	589	588	
Mathematics I																					
Mathematics IC	588	558	582	593	590	558	588	614	586	553	590	581	585	582	587	595	588	534	576	590	
Mathematics IIC	659	638	655	694	662	638	665	695	669	642	658	669	670	640	675	688	644	608	626	635	
Physics	643	613	668				629		651	617	684		652	616	605		643	608	579	588	
Spanish	608	624	549	537	616	637	581	570	622	639	590	604	638	654	617	578	634	640	588	571	
Spanish with Listening	622	642	630		638	661	586		635	655	548		635	650	552		636	649	539		
World History	574	535	582	544	589	535	478	503	578	535	507	519	590	536	576		585	528	482	513	
Writing	600	580	608	613	596	555	604	625	604	582	621	620	625	582	630	639	620	582	641	644	



Sources: SAT Program Summary Reporting Service, The College Board  
District/Group Highlights Report, 2005-2006

Date: 10/2/2006

For a larger format of the above table, please see the Appendix.

Redwood High School graduates attend universities and colleges located throughout the United States and the world. Graduates earn entrance to a range of colleges from Ivy League universities to the local community colleges.

### **Advanced Placement Exams**

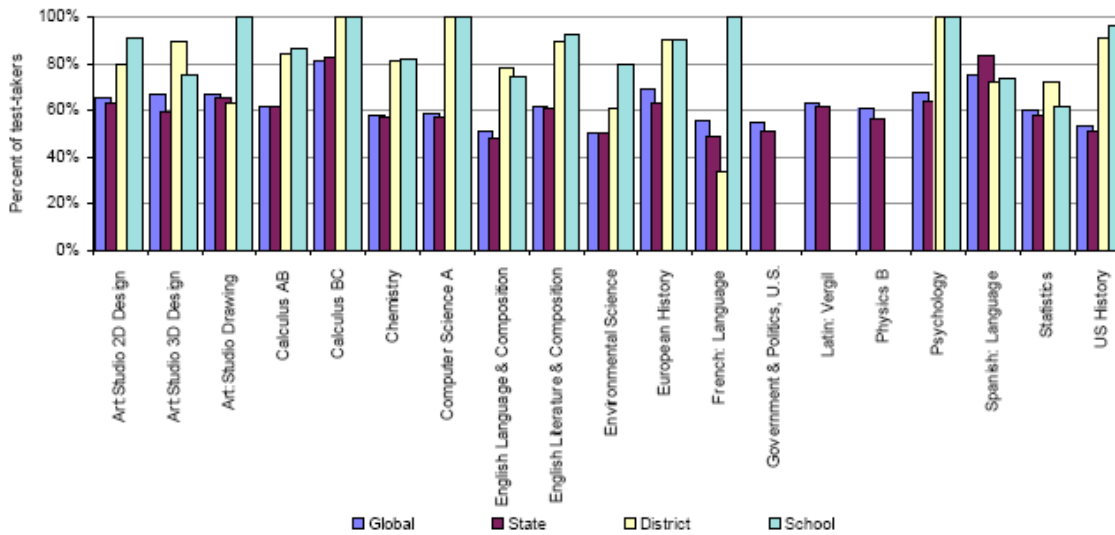
The Advanced Placement Program at Redwood continues to grow. The growth of this program is due to the community's desire to provide students with greater accessibility to courses which colleges and universities have labeled as challenging.

The following table presents the enrollment history for AP classes at Redwood.

<b>Course</b>	<b>Students Enrolled 2003</b>	<b>Students Enrolled 2003</b>	<b>Students Enrolled 2004</b>	<b>Students Enrolled 2005</b>	<b>Students Enrolled 2006</b>
<b>Calculus AB</b>	35	45	53	59	74
<b>Calculus BC</b>	22	20	23	23	25
<b>Chemistry</b>				22	14
<b>Economics</b>					67
<b>English Language</b>	47	55	21	122	89
<b>English Literature</b>	43	43	24	74	81
<b>European History</b>	42	43	70	52	56
<b>Physics</b>	22	25			
<b>Spanish Language</b>	21	17	19	38	34
<b>Statistics</b>	15	28	24	46	75
<b>Studio Art</b>		17		35	48
<b>US History</b>	70	65	73	76	64
<b>Vergil</b>			2	14	4

**Advanced Placement Examination, Percent Scoring 3 and Above, Spring 2006**

Subject	Number Taking Exam	Number Scoring 3 or Above	Global Percent Scoring 3 or Above	State Percent Scoring 3 or Above	District Percent Scoring 3 or Above	School Percent Scoring 3 or Above
Art:Studio 2D Design	22	20	65%	63%	80%	91%
Art:Studio 3D Design	4	3	67%	60%	90%	75%
Art:Studio Drawing	8	8	67%	65%	63%	100%
Calculus AB	58	50	61%	62%	85%	86%
Calculus BC	24	24	81%	82%	100%	100%
Chemistry	22	18	58%	57%	82%	82%
Computer Science A	1	1	59%	57%	100%	100%
English Language & Composition	120	89	51%	48%	78%	74%
English Literature & Composition	75	69	62%	61%	90%	92%
Environmental Science	5	4	50%	50%	61%	80%
European History	53	48	69%	63%	91%	91%
French: Language	2	2	55%	49%	33%	100%
Government & Politics, U.S.	1	0	55%	51%	0%	0%
Latin: Vergil	13	0	63%	62%	0%	0%
Physics B	1	0	60%	56%	0%	0%
Psychology	1	1	68%	64%	100%	100%
Spanish: Language	38	28	76%	83%	72%	74%
Statistics	44	27	60%	58%	72%	61%
US History	76	73	53%	51%	91%	96%
<b>Total Tests</b>	<b>568</b>	<b>465</b>	<b>60%</b>	<b>59%</b>	<b>72%</b>	<b>82%</b>



For a larger format of the above table, please see the Appendix.

	Number of Students Who Took Tests	Total Number of Tests Taken	Number of students who Scored a 5	Number of students who Scored a 4	Number of students who Scored a 3	Number of students who Scored a 2	Number of students who Scored a 1
<b>2002</b>		357					
<b>2003</b>		372					
<b>2004</b>	224	359	103	118	96	26	16
<b>2005</b>	307	533	96	172	156	109	
<b>2006</b>	336	562	108	164	189	75	26

As the result of a community meeting with students, parents, teachers, administrators and Board members, the District adopted the stance of making AP classes more available to

students. This policy acknowledges that colleges seek to admit students who participate in the most rigorous coursework. There were increases in the number of students taking exams in most areas, with the most substantial enrollment increases in English Language, English Literature, Calculus AB, Statistics, and Studio Art. This year, AP Economics was added to the curriculum.

The percentage of students scoring 3 or higher (82%) was equal or greater than the District percentage in Art Studio 2D, Art Studio Drawing, Calculus AB, and U.S. History. Percentages scoring 3 or above were equal or higher than the state percentages in all areas.

### **Student Learning Outcomes**

#### **Outcome 1**

Communicate articulately, effectively, and persuasively when speaking and writing

#### **Outcome 2**

Read/view and analyze material in a variety of disciplines

#### **Outcome 3**

Use technology to access information, analyze/solve problems, and communicate ideas

#### **Outcome 4**

Demonstrate knowledge of individual rights and responsibilities in a democratic society

#### **Outcome 5**

Apply mathematical knowledge and skills to analyze and solve problems

#### **Outcome 6**

Demonstrate scientific literacy

#### **Outcome 7**

Demonstrate knowledge of the global environment and its resources

#### **Outcome 8**

Communicate in a second language

#### **Outcome 9**

Apply the principles of economics

#### **Outcome 10**

Analyze current issues from historical, political, economic, geographic, scientific, and multicultural perspectives

#### **Outcome 11**

Appreciate, interpret, experience, create, and/or perform artistic work

#### **Outcome 12**

Demonstrate school-to-work/post secondary transition skills and knowledge

#### **Outcome 13**

Participate in community, social, civic, or cultural service

#### **Outcome 14**

Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain good health

## Chapter Two

### Student/Community Profile – Overall Summary from Analysis of Profile Data

The collective data for Redwood High School points to a high quality school: our students are involved in challenging course work, they graduate and attend good colleges and universities, our parents and community are supportive. Teachers are dedicated and talented and involved. Staff members take pride in their work, are supportive of others, and take a team approach to problem solving.

In our discussion of data, we looked at grade level performance, examined performance on content standard assessments, and discussed course specific results. In addition we looked at the performance of subpopulations on class, district and state assessments.

At the close of last year, data pointed us in these directions:

### Varieties of Engagement – Differentiated Instruction

The fact that so many of our students do well on state and district assessments has not prevented us from asking the following questions:

- How can we help the students who are earning Ds and Fs? Do we need to address a lack of skills? Lack of interest? Inability to organize?
- Do some of the A and B students seem more interested in “just the grade” than in stretching their minds or developing genuine mastery of a subject or skill? What can we do to emphasize the importance of learning?
- What is the “C” student learning?

In response to the way some students seem to value only the extrinsic rewards attached to earning high grades on one end of the spectrum and the resistance to perform on the other, this need to engage all students has prompted a whole-school investigation of differentiated instruction as a way to tailor instruction to meet students’ skill levels and encourage sincere involvement on the part of students. Acknowledging that some students need more discrete scaffolding in order to meet the graduation requirements, **differentiated instruction** would promote instructional practices that include a personalized approach to goal setting and learning.

### Reading Analysis

The ability to analyze is addressed in every discipline. Articulating how specific parts contribute to the whole is an activity that promotes learning across discipline lines. Identifying the purpose and bias of an argument, the patterns or the efficacy of a model, or the value of particular evidence in supporting a theory is training in higher-order

thinking. Exploring and incorporating ways to promote frequent analysis in the classroom is important for all teachers in all disciplines.

Scores on the District Portfolio have consistently pointed to students' lack of ability to analyze written material. Students who are below proficiency submit written work that shows that they cannot develop or support an idea. Their reading ability is at the literal level. Students who are proficient have a range of often very good skills. The difference between proficient and the next level of performance is frequently the ability to analyze the written word. The typical proficient portfolio does not include work that displays higher level thinking: analysis, application, evaluation or synthesis. Many times these students submit work that presents an emotional response, a literal restatement or summary without a specific audience or purpose in mind. The ability to analyze the written word is a skill these students need to develop.

Looking at the California Standards Test provides a different kind of information. When analyzing the reporting clusters for each of the tests in the Language Arts clusters, a pattern emerges which calls attention to reading and analyzing material.

### **English Language Arts Clusters – 2005 – 2006**

Reporting Clusters	Grade 9		Grade 10		Grade 11	
	2005	2006	2005	2006	2005	2006
	Average Correct	Average Correct	Average Correct	Average Correct	Average Correct	Average Correct
<b>Word Analysis and Vocabulary Development</b>	83%	85%	85%	82%	75%	70%
<b>Reading Comprehension</b>	76%	75%	79%	76%	71%	71%
<b>Literary Response and Analysis</b>	75%	78%	74%	66%	74%	65%
<b>Written Conventions</b>	75%	83%	77%	73%	77%	75%
<b>Writing Strategies</b>	73%	73%	79%	76%	74%	69%

Our consideration of the data leaves us with several questions:

- What instructional techniques promote analysis?
- What assignments promote a more careful consideration of the material presented?
- What prerequisite skills or background knowledge must students have in order to engage in higher level thinking?
- How can students practice analytical skills across the disciplines?

### **California Standards Tests**

When reviewing the data for the reporting clusters in math, social studies, science and English, there has been a decline in student scores in some areas. We need to review the

alignment between state standards and our curriculum. In addition to refining our alignment, we need to address the community's attitude toward testing. Is student attitude sabotaging performance? In addition, although the testing procedures have gone smoothly over the last few years, are there ways to make the administration of state testing more effective for students?

Our consideration of the data leaves us with several questions:

- When reviewing our curriculum with the state standards are there areas which require greater or lesser emphasis? What are the most essential standards to ensure student success?
- When looking at testing results, we wonder if juniors are taking the tests seriously and trying to do their best. What can we do to foster a more positive reaction to testing?
- How do the logistics of testing impact scores?





## Chapter 3

### Progress Report

Redwood recently modernized its facilities. Parents, students and teachers were all represented on this committee ensuring that designs for the site were aligned with the teaching standards held by our community. Modernization of our facilities has increased access for the community during non-student hours through extensive Community Education programming. The four year modernization process slowed down Redwood's staff development momentum, due primarily to logistics; with the closure of the library, the gym and the Covered Eating Area (CEA), regular staff meeting sites were unavailable for an extended period of time. Also, many staff members moved classrooms and offices at least once during the process, so just locating a colleague, let alone having a professional dialogue with him/her became quite challenging at times.

Most of the staff development work on Redwood's Action Plan fell to smaller meeting groups such as departments and full staff meetings were held in less than ideal conditions. The focus of staff meetings frequently became updates on construction progress. Missed deadlines, disruptions from backhoes and jackhammers, lack of water, detours which made getting from one end of the campus to the other difficult: modernization frequently impacted faculty meetings. Due to the effects of modernization, we extended our 2002-2005 Action Plan into 2006. When we undertook the modernization process, though we anticipated the struggles we would have with a lack of facilities, we did not necessarily anticipate the full impact of living in a construction site. With the end of the Modernization era at Redwood last year, we have begun to rebuild our sorely missed collegiality as we have worked toward creating a new Action Plan.

For the last year and a half, in concert with the District focus, we have reexamined our freshman programs. Although there is an established pattern of talking with middle schools to ensure the correct placement with math and foreign language, we have refined and augmented the exchange of information about students who may be at risk. STAR scores are tracked to indicate students who may need additional academic support. Students who would profit from additional counseling services are identified before they enter Redwood. Parents of these incoming students are contacted about the availability of these services. The class formerly known as Strategies was revamped to address reading ability, organization skills, and self-advocacy. This Academic Skills Workshop incorporates using sustained silent reading, the counseling staff from Bay Area Community Resources (BACR) and parent meetings to help students succeed.

We have worked as a staff to increase the effectiveness of our Freshman Transition Program. Through the Link Crew Program, we've enhanced the transition between middle school and high school. Freshmen have opportunities for greater personalization and a comfortable support system. The goals and objectives of this program are to support incoming students to have a "whole class" experience. The Link Crew

experience lasts throughout a student's first year at Redwood, far beyond the beginning of the school year orientation. Link Crew experiences include lunches, movie nights, and final exam study sessions.

In response to a district-wide need to provide more opportunities for all students to learn, we developed the Cluster Program during the 2005-2006 school year and implemented it in the fall of 2006. We have two cross-curricular clusters in place for this year and hope to have even more next year. One cluster links a freshman English teacher (60 students) with a social studies teacher. The other cluster links American Literature with American History. The Cluster courses were formed to promote personalization, to create opportunities for students to go in depth, to create links with the "real" world and to avoid the duplication of assignments. For each of these clusters, students who would be considered "at risk" are identified. Their attendance, grades, referrals from those classes, test scores will be part of the evaluation of these programs. In addition, a student survey will be part of the evaluation of these programs.

The Tamalpais Union High School District has increased the number of Advanced Placement offerings, while at the same time decreasing the entrance requirements for the AP courses. This was done, in part, in an effort to provide all students who wish to challenge themselves with the opportunity to do so. Increasing the number of AP offerings has had both positive and negative impacts on our campus. Students are rising to the challenge of AP and continue to score well on the exams; conversely, the population of students in non-AP courses is struggling, at times, to meet the requirements of our college preparatory curriculum. We are investigating how to meet this challenge without limiting the opportunities for all students; some of the areas we're exploring are differentiated instruction, vertical alignment, and pre-AP courses.

Each year, we base our staff development activities on our Action Plan. Redwood's Action Plan is a working document; at the beginning of a three-year cycle, the staff works together to set our objectives for the next three years. We review the work of the previous three years and the last Action Plan, evaluate which objectives were obtained, which still need to be worked on and which should be altered in order to meet the needs of our current education community. After establishing our main objectives for the Action Plan, the Site Council fine tunes the plan and fills in some of the details. The staff then reviews the Action Plan again, makes recommendations, and this process continues until we have a workable plan. As we develop the Action Plan, we must keep in mind that our plan needs to be aligned with the goals and objectives of the Tamalpais Union High School District Board of Trustee's Goals and Objectives. (See Appendix)

Once the plan is established (approved by both the staff and BOT), the Site Council assumes responsibility for implementing and monitoring the plan. All staff development activities are designed to meet the goals set by the plan. The Site Council reviews Redwood's progress toward meeting the objectives of the plan and prepares a report of Progress that is presented to the BOT in the spring of each year.

In the spring of 2006 we began to work on the WASC process and refined two of areas of critical need, which have become our objectives for our current Action Plan (2006-2008). Our current Action Plan was developed in the spring and fall of 2006 and builds on the last action plan and our discussions of the disengaged student. In the spring of 2006, the staff identified two areas of focus for our action plan: differentiated instruction and reading analysis skills. After state test results were made available during the summer of 2006, a third focus, increasing test scores, was added. Once we returned to school in August, the staff reviewed the Action Plan in conjunction with Redwood's WASC self-study and the 2006-2008 Action Plan was implemented in the fall of 2006 as the staff began work on the following objectives:

### **Action Plan 2006-2008**

#### **Objectives**

- 1. To improve the ability of students to read analytically. To provide students with the experience to comprehend and analyze a wide range of fiction, nonfiction and information texts in a variety of subject areas.*
- 2. To strengthen the ability of teachers to reach a wide range of students, teachers will develop strategies to quickly assess student understanding and tailor approaches to enhance student learning (differentiated instruction).*
- 3. To improve student performance on the California Standards Tests.*

Since our last WASC visitation in the year 2000, we have gone through two Action Plan cycles: 2000-2002 and 2003-2005/2006.

### **Action Plan 2000-2002**

#### **Objectives**

- 1. Develop and clarify systematic communication systems, processes and procedures for both informing and making decisions, so that students and staff are meaningfully involved in school decision-making regarding student performance.*

The Department Chair Council (DCC), working with the Site Council, clarified the processes and procedures for the school-wide decision making process. This was done by distributing documents that described the decision-making process and discussions of the process were held in departments as well as a whole staff. This information was disseminated to the parents through the PTSA and to the students through the Leadership class.

The Redwood Perception Survey was used to determine how well the decision-making process was both understood and embraced by students, parents and staff. Survey results show that there was an increase in understanding of and participation in Redwood's decision making process by the Redwood community.

Many improvements relating to increased communication have occurred since the last WASC visit, including:

- Phones in classrooms
- Modernized classrooms
- Email
- Staff-directed Staff Development

## ***2. Continue to support graduation for at-risk students.***

Each year, the staff reviews student performance data to identify gaps, individual at-risk students, and develop interventions for at-risk students. Redwood continues to increase counseling services as an intervention step for at-risk students. Staff development activities and grade level meetings focus on at-risk students and the development of teaching strategies to meet their needs. We are working to provide more flexibility in program to meet the individual needs of students. Night classes, clusters, and internships are just a few of the ways that we are accomplishing this goal. Through Staff Development, teachers have been made aware of the wide array of support systems that are in place to support at-risk students at Redwood.

Redwood teachers meet one-on-one with the Special Education Department teachers twice a year at the beginning of each semester in order to familiarize themselves with the Special Education students in their classrooms. This practice has greatly increased the communication between regular classroom teachers and the Special Education Staff.

Programs such as Alpha, Algebra P1 – P4, and the extended Integrated Science Courses are examples of ways to alter the presentation of ideas and information to enhance the learning of all students.

The internship program at Redwood continues to grow. Although many students who participate in this program would not be considered at-risk, this program offers students real world experiences.

When students are disciplined, and certainly when they are suspended, students and parents are informed of the Bay Area Community Resources (BACR) program and how to make use of such counseling services.

## ***3. In order to improve student performance, staff will maintain and enhance Authentic, Rigorous and Relevant curriculum and instruction.***

Teachers worked in interdisciplinary collaborative groups to continue to identify and close our learning gaps. Staff began this process by talking with students about the meaning of authentic, rigorous, and relevant instruction and what this instruction looks like in a classroom. The collaborative groups were trained in effective facilitation skills and used the Cycle of inquiry model to design strategies, unit plans, or projects that were tried, evaluated, and shared with the school community. Collaborative Groups were given the charge of linking instructional content with real world experiences, and the

Administration encouraged and supported teachers developing their technology skills through workshops.

**Collaborative Group List:**

Analytical Essay Writing  
Habits of Mind  
Increased Depth of Questioning and Analyzing Student Art Work  
Personal Fitness Plan for Life  
Academy Art Teaching and Student Performance  
Applied Teach Classroom  
SDAI Strategies and ELD Students  
Drama  
9<sup>th</sup> Alpha  
10<sup>th</sup> Alpha  
Special Education  
Reading Strategies  
CLAD Study Group  
Math  
Science

Teachers collected qualitative and quantitative data around one project or unit plan that demonstrated Authentic, Rigorous, and Relevant instruction. Data was shared with the staff in order to increase communication about and reflection on enhancing Authentic, Rigorous, and Relevant instruction. Teacher supervision and evaluation documents demonstrated an increase in real-world relevant activities in the classroom. Each group presented its findings to the entire staff at a staff meeting. The Redwood Perception Survey results indicated an increase in students' perceptions of the amount of Authentic, Relevant, and Rigorous instruction they received.

**Action Plan 2003-2005/2006**

**Objectives**

- 1. To increase by 10 % the percentage of students who perceive Redwood as supportive and responsive, as evidenced on the RHS Student Survey Responses*

A Redwood Student Survey, based on the student Perception Survey was developed by the Site Council and administered to students in 2001 and 2003. The percentage of students who perceive Redwood as supportive and responsive increased in all of the 14 survey categories. The percentage increase ranged from 2 %-18.5 %. To follow up on the survey results, the Site Council conducted student focus groups to gain greater clarity about student perceptions. After reporting the results of the student focus groups to the staff, a staff focus group was formed to further review the data and make recommendations for further additions/changes to the Action Plan. Staff agreed that the positive student response to the survey was due to physical plant improvements, academic program improvements and philosophical improvements made at Redwood since 2000.

**2. Staff will develop and implement teaching strategies that improve students' analytical thinking skills as evidenced on performance and standardized tests.**

First, the staff agreed upon a working definition of reading analysis: *The ability to read and demonstrate how the parts contribute to the whole.* Then, Collaborative Groups identified a list of activities and lessons in order to measure their progress toward increasing reading analysis. The measurable goals and assessments were developed in the fall of 2003 and implementation began in the spring of 2004.

**Math:**

**Measurable Goals**

- All students will raise their score by at least one point on our 6-point rubric from the pre-teaching to the post-teaching.
- Eighty percent of students will be able to write an appropriate equation.
- Eighty percent of students will be able to properly graph the data.
- Seventy percent of students will be able to properly analyze the data and interpret its meaning in context.

**Form of Assessment**

- Algebra I, P1/P2: "The Sweatshirt Co" given in November and April
- Algebra I, P3/P4: "The Birthday Candle" given in November and April

**Reading Strategies:**

**Measurable Goals**

- All 9<sup>th</sup> and 10<sup>th</sup> graders will complete two assignments based upon the reading approaches. Work will be completed by the end of the first semester and stored in 9<sup>th</sup> and 10<sup>th</sup> grade writing/portfolio folders.

**Form of Assessment**

- Portfolio scoring rubric

**SDAIE Strategies and ELD Students:**

**Measurable Goals**

- Complete portfolio by mid-November
- Develop and test strategies for ELD students in Social Studies

**Form of Assessment**

- Receiving certification for SDAIE

## **Special Education:**

### **Measurable Goals**

- By May 15, 2004, fifty percent of students will successfully implement the problem solving process and techniques.

### **Form of Assessment**

- Student self-evaluation scale
- Teacher data collection

## **Academy Art Teaching and Student Performance:**

### **Measurable Goals**

- Implement a successful art academy

### **Form of Assessment**

- Questionnaire to parents and students

## **Personal Fitness Plan for Life:**

### **Measurable Goals**

- Students will be able to set their own goals in area of cardio, muscular, strength, flexibility, stress management, and knowledge of anatomy.
- 2<sup>nd</sup> and 4<sup>th</sup> period PE (9<sup>th</sup> grade) will analyze their results of fitness testing, reset goals and then re-test.

### **Form of Assessment**

- California Fitness Testing in March
- Fitness Friday
- Individual fitness component test
- Written tests on understanding of curriculum

## **Habits of Mind:**

### **Measurable Goals**

- Students will demonstrate knowledge of multi-tiered questioning strategies.

### **Form of Assessment**

- Labeling of question types
- Teacher data collection



## **Analytical Essay Writing:**

### **Measurable Goals**

- Improved scores on essays
- Improved writing and analyzing skills

### **Form of Assessment**

- In class and take home essays
- Rubric based assessments

### ***3. Continue to strengthen grades 9-12 support structure to increase success for at risk students as measured by courses completed, credits earned, and grades.***

As a staff, we created a profile of the disengaged student by first generating a list of students who had academic potential *but* were generally disengaged from school. We then created a profile of students who do not do well at Redwood (students who consistently earn D's or C's and have the potential to do better). In order to create the profile, we focused on the following questions:

- What study skills do they possess?
- What skills do they rely on?
- Is there a particular type of assignment that engages them?
- What attributes does their work display?
- What classroom routines do they follow or avoid?
- What kind of exchanges do they have with their fellow students?
- What subjects do they have a genuine interest in?
- How do they handle their time when given an assignment?
- What seems to be their attitude toward school?

Once a profile was established, the Site Council worked to come up with some viable program options for the staff, including freshman transition programs, senior projects and clusters. Based on both student and staff interest, we went forward with strengthening our freshman transition program and developed a Cluster Program. Senior projects already exist in the science and drama departments. There was not enough student interest to pursue them across the curriculum at this time. However, many staff members are interested in revisiting Senior Projects at a later date.

## Chapter Four

### Self-Study Findings

#### **A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

**Focus Team Leader:** Jeanine Loughran, retired teacher

<b>Group members</b>			
Megan Arabian	Student	Allison Kristal	Teacher
Karen Barrett	Library Specialist	Liz Lauter	Teacher
Elaine Bengle	Parent/Community	Paddy Marshall	Student
Amy Benjamin	Teacher	Karen Murk	Teacher
Erik Berridge	Teacher	Nancy Neu	Principal
Anita Bonneau	Parent/Community	Barbara Solomon	Parent/Community
Fran Bozdech	Counselor	David Plescica	Teacher
Eric Brody	Teacher	Gino Pomilia	Teacher
Joe Downey	Teacher	Spencer Schubert	Student
Marlene Foster	Parent/Community	Sally Robert	Secretary
Nancy George	Parent/Community	Benjamin Schalit	Teacher
Chris Gilmore	Teacher	Christy Silkworth	Teacher
Millie Hackworth	Teacher	Joe Stewart	Teacher
Cythea Harrison	Clerk I	Addie Stroemple	Paraeducator
Stephannie Haver	Teacher	Ena Vyas	Student
Levi Hooks	Campus Assistant	Marian Wilkie	Paraeducator

- A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels? To what extent is the school's purpose supported by the governing board and the central administration and the academic standards?**

#### **Evidence**

Redwood High School Vision Statement  
Perception Survey  
Department Chair Council Minutes  
Site Council Minutes  
Outcome #1  
Outcome #2

Outcome #3  
Outcome #5  
*Parent Student Handbook*  
*Redwood Instructional Guide*  
Staff Development Calendar  
*Core Literacy Portfolio* Results  
Star Test Results  
SAT results  
Direct Write Assessment Results  
Education Task Force  
High School Exit Exam Results  
Senior Survey  
Recognition as California Distinguished School  
The Instructional Improvement Plan  
CSU Reports  
Minutes of Tamalpais Union High School District Board Meetings  
District Website  
District Mission Statement  
Instructional Council  
District Technology Committee

### **Summary of Findings**

#### **Redwood High School's Vision Statement**

*Redwood High School is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through a variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.*

Redwood High School's Vision Statement is a sound and inspirational goal for both staff and students. Through our Vision Statement, which is tied to our outcomes, Redwood High School continues to increase academic and personal growth for all students. We accomplish this by exposing students to a variety of instructional methodologies and classroom activities that allow them to investigate, explore, acquire knowledge, and discover personal success.

In order to support our Vision Statement, the Tamalpais Union High School District has established fourteen student-learning outcomes. The Fourteen Learning Outcomes were established through a process that involved parents, students, staff and community members.

To date, four of these outcomes have been tied to graduation for all students:

**Outcome #1:** Communicate articulately, effectively and persuasively when speaking and writing.

1. Complete the *Core Literacy Portfolio* with a score of 4 or better on the 6-point rubric. [The *Core Literacy Portfolio* requires speaking certificates]
2. Complete the Direct Writing Assessment with a score of 4 or better on the 6 point rubric or complete the Senior Writing Assessment with a score of 4 or better on the 6 point rubric

**Outcome #2:** Read/view and analyze material in a variety of disciplines.

1. Complete the *Core Literacy Portfolio* with a score of 4 or better on the 6-point rubric AND
2. Earn a scale score of 687 or better on any grade level (9-11) of the CAT 6 standardized Total Reading subtest or earn a scale score of 350 of any grade level (9-11) of the Content Standards Test in English/Language Arts or earn a passing score on alternate district assessment.

**Outcome #3:** Use technology to access information, analyze/solve problems and communicate ideas.

1. Pass one semester of Introduction to Computers or
2. Pass all components of the Computer Proficiency Examination

**Outcome #5:** Apply mathematical knowledge and skills to analyze and solve problems.

- Earn a scale score of 698 or better on any grade level (9-11) of the STAR Total Mathematics subtests, or
- Earn a score of 707 or better on any grade level (9-11) of the CAT-6 Mathematics subtest, or
- Earn a passing score on the MET8 Mathematics Test or
- Earn a score of 350 or better on the High School Exit Exam in Mathematics
- Earn a passing score on alternate district assessment, or score “exempt” or “conditionally exempt” on the CSU EAP exam in mathematics.

The Tamalpais Union High School District Board of Trustees (Board) has a formal structure in place for district and site level planning. The District has Board-approved Philosophy, Mission, Beliefs and Long-Range Goals that are reviewed annually. This provides the framework for District support to individual school sites; Redwood teachers frequently take on leadership roles in the adoption of materials, instructional techniques, and new teacher support. The District gathers data from state and District assessments to make sure students at our school are meeting the District Outcomes. The District completes extensive analysis of student performance each year and shares this analysis with the Redwood community. The data provide a basis for program improvement.

### **Growth Needs**

- Faculty and staff need more time for collaboration to implement the goals of the Action Plan.

**A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the**

**expected school wide learning results and academic standards based on data-driven instructional decision 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 regularly monitor results and approve the single school wide action plan and its relationship to the Local Education Association plan?**

**Evidence**

- TUHSD Student Performance Report
- Perception Survey
- Instructional Improvement Plan
- Site Council and Department Chair Council By-Laws
- D/F/I Lists
- Instructional Guide
- Student Handbook
- Student Support Team (SST) Minutes
- School Attendance Review Board (SARB) Minutes
- Four Year Plan
- Peer Tutoring
- Parent Volunteer Flyers
- Peer Resource Program
- Internship and Job Shadow Descriptions
- Instructional Council Meetings
- Mentor Teacher Job Description
- Mentor Teacher Logs
- Academic Skills Workshop Class
- STAR Test Results
- Graduation Rates
- English Language Learner Data
- Communication from the Administrative Team
- Staff Development
- Site Council
- Department Chair Council

**Summary of Findings**

**The Tamalpais Union High School District Mission Statement**  
*To challenge students to broaden and deepen their experiences, to aspire to the passionate pursuit of excellence, and to develop as thinking and caring individuals who will leave our schools with the skills to be lifelong learners and to succeed in their personal, academic, and professional lives.*

The District Mission statement enables and supports our high school to follow clear lines of authority and responsibility from Superintendent to student. The District communicates regularly with the Principal, teachers, and staff. Students and parents are encouraged to participate in all decision making bodies, from the Tamalpais Union High

School Board of Trustees (Board) to Redwood's Site Council and Department Chair Council.

District administrators work directly with the school sites to revise the goals and objectives of the District each year, and then to build a proposed budget to support these initiatives. The budget includes a specific allocation for instructional improvement that Redwood can use to support its Vision and Action Plans. The Superintendent and Assistant Superintendents meet frequently with Redwood staff to discuss programs in the Action Plan and to provide support as needed. Each year the Board formally adopts and reviews the progress of Redwood's Action Plan.

The Board has delegated site decision-making to the Principal and the Department Chair Council (DCC) and Site Council. At Redwood High School, the Principal serves on District committees, attends Board meetings and is the leader and communicator for the school. As such the Principal communicates all District information and concerns to Redwood's Administrative and Leadership Teams, parents and students. This is done through Staff Meetings, Staff Development Meetings, DCC meetings, Site Council meetings, Department meetings, PTSA Meetings, the *PTSA Post*, parent education events, the Redwood High School website, and e-mails.

The Administrative Team consists of the Principal, three Assistant Principals, Lead Custodian, Leadership course teachers, and Head Counselor. The Leadership team is made up of the Department Chair Council (DCC) and the Site Council.

The Administrative Team meets weekly to discuss and implement relevant policies and procedures. These meetings are informal and can effectively address site issues.

Redwood High School has two major decision-making bodies, the DCC and the Site Council. Both Councils meet twice a month. The DCC is responsible for the school's policies and operations and provides a forum to address concerns from staff, students, and parents. The Site Council, Redwood's visionary body, oversees budgets, programs, and monitors the Action Plan. Each council consists of parents, teachers, administrators, classified staff, and students. Each body uses the Vision Statement and the Action Plan to guide decision-making, funding and staff development.

The DCC serves as the governing board for the school and has been very effective in a variety of areas. The DCC addresses day-to-day issues facing the school: schedule, budget, student behavior, technology, safety, and other issues presented by the members. Department chairs are responsible for serving as conduits between their departments and the DCC.

The Site Council is responsible for monitoring and evaluating new programs implemented to meet the changing needs of the school. The Site Council is comprised of administrators, staff, classified personnel, parents and students. The Site Council makes sure that Redwood adheres to our Vision Statement and Action Plan. The Site Council evaluates the data from the Perception Survey given to teachers, parents, and students.

Recommendations from the evaluation of these perceptions are shared with the staff so we can address areas of concern.

Twice a month, Case Review Team (CRT) meetings are held to consider ways to meet the needs of students who are not succeeding in school or who have specific learning or emotional needs. CRT members in attendance include Assistant Principals, Counselors, Special Ed. Teachers, school psychologist and Bay Area Community Resources (BACR) counselors.

As needed, Student Study Team (SST) meetings are held to identify strategies and programs that may resolve or alleviate academic, attendance, or behavior problems. Redwood's SST members include the student, the parent/guardians, the student's counselor, classroom teachers, and a school administrator. This group intervenes in disciplinary concerns for non-suspendable offenses. They mediate a wide range of issues, and they support classroom teachers in maintaining an environment conducive to learning for all students.

Assistant Principals attend monthly Student Attendance Review Board (SARB) meetings to intervene in truancy issues. These collaborative meetings include counselors, probation officers, family, and police, and provide early intervention in students' issues that have led to truancy. When these concerns are addressed, students can then redirect themselves to academic success.

### **Growth Needs**

- We need to continue to educate new community members about how Redwood's Administrative and Leadership teams work together to support student learning in the classroom.
- We need to continue to communicate with parents and students about programs, opportunities, and student support options.

### **A3. To what extent based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?**

**To what extent do the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?**

### **Evidence**

Redwood Support Fund Grants  
Parent Volunteer Lists  
District Outcomes  
Staff Development Calendars  
The Tam Teacher Document

Teacher Release Time for Observations  
Mentor Meetings  
TUHSD New Teacher Support Program; BTSA  
Instructional Improvement Plan  
Professional Development Opportunities  
Alpha Program  
Academic Skills Workshop  
9th Grade Support Programs  
Identification of Low Performing Students  
CST scores  
D/F/I Lists  
Attendance Rates

### **Summary of Findings**

The district routinely collects assessment data which are analyzed, formally and informally, at the district, site, department and course levels. As soon as any state standardized test results come in, a report is made to the Board. The information is then disseminated to district subject area facilitators, administrators, and counselors. The DCC and Site Council share this information at their meetings; there is further discussion at faculty meetings and department meetings. In groups, faculty read and analyze data from Student Performance Reports to prioritize goals for the next year.

As a result of the process of disaggregation and analysis of assessment data dating from 1999 including grade distributions, CST scores, and the Perception Survey, the staff determined the need to address the following: student perceptions, the reading and writing skills of boys, the underperformance of ethnic minority students, the improvement of analytical reading skills, the tailoring of support for students who do not meet the performance standards in literacy and math so that those students can graduate. The staff developed an action plan, Three-Year Instructional Improvement Plan, 2003-2005. Given the impediment of modernization, the Plan was extended to 2006.

From 1999-2001, with input from students, teachers, support staff, parents, and the administration, the extended Redwood community wrote its current vision statement.

*Redwood High School is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through a variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.*

This Vision Statement guides us in our school decision-making processes, most notably in our curricular and assessment decisions.

The responsibility to carry out the vision begins with the Site Council's adoption of the school's Action Plan. In this plan, with input from the entire school community, the school charts its course for three years based on close analysis of a variety of data. This



plan, approved by the Board, must demonstrate that it reinforces the Board’s LEA Plan, our 14 District-Wide Learning Outcomes (ESLRs); these Outcomes clearly articulate what we expect students to know upon graduation in all disciplines.

In creating our Action Plan we looked at a variety of assessments and indicators to ensure that our plan meets the needs of all students. These indicators include, but are not limited to, the disaggregated information provided by CAHSEE results, CST results, Redwood High School Perception Survey, Suspension Reports, Senior Surveys, GPA Analysis, *Portfolio* Results, D/F/I reports, CSU Reports, and Direct Writing Assessment Results.

We look for trends that appear in these data, and we formulate objectives based on that information. For example, for our 2006-2009 Action Plan, we have determined the following three objectives: implementing school-wide differentiated instruction techniques, increasing student ability to read analytically; and increasing the ability of students to score well on our California Standards Tests. After creating these objectives, we include in the Action Plan a timeline for implementation; activities to meet the objectives; funding sources to support meeting the objectives; staff members responsible for meeting the objectives; and assessments by which we will determine if we have met the objectives. The Site Council revisits the plan annually and revises when necessary.

We implement the Action Plan in a number of ways. Most importantly, staff development activities, whether they are on-site presentations to teachers, department collaboration time, or off-site conferences, must meet one of the objectives described in the plan. For example, this year staff development time has been allocated for members within departments to collaborate on designing activities to help improve student analytical reading skills. Similarly, time has been allocated for teachers to develop lesson plans that differentiate instruction based on student skill levels. Finally, a group of teachers attended a conference this past summer in Colorado presented by leading experts in the field of Differentiated Instruction and presented information from that conference to the whole staff; that information will support the department-wide efforts to differentiate instruction.

The second important way that we implement the Action Plan is by creating programs and classes that address the objectives in the plan. For example, when we wanted to help at-risk students, we created our Alpha program for freshmen and sophomores who demonstrated in middle school that high school might be a challenge for them. The Alpha program keeps those students together in two of their core classes (English and social studies) and provides the teachers of those classes a common planning period to keep in closer contact about individual students. We also addressed the needs of at-risk students by revamping our Academic Skills Workshop Class to teach students the strategies—organizational, academic, and behavioral—that they need to learn to succeed in high school. A Portfolio Workshop class provides one-on-one instruction with a literacy coach to students who failed to pass the *Core Literacy Portfolio*, a district-wide graduation requirement that assesses students’ literacy skills across the curriculum.

All courses of study at Redwood High School, both new and old, have been revised by the departments that teach them so that the courses meet the requirements of the state standards. In addition, all courses of study clearly demonstrate how they meet the expected school-wide learning results articulated in our 14 District-Wide Learning Outcomes.

We make our decisions with input from all school community shareholders, and we inform those shareholders about our decisions. Parent representatives sit on the DCC and the Site Council; in turn, they relay information from those meetings to the parent community at large through the PTSA meetings, PTSA newsletter, *The Redwood Post*, and PTSA Website. We also communicate our plan and our vision through our website, through parent-teacher conferences, at Open House and Back-to-School night, in the *Twig*, and the *Bark*, at college nights, and during parent tours. The Student Performance Report containing data concerning student performance on local, state, and national assessments, is shared with staff annually and is readily available to parents. Minutes from DCC and Site Council meetings are distributed to staff through email. All of the written communication listed above is available on Redwood's website.

We assess our Action Plan by returning to the very assessments and disaggregated data we used to create the plan. For the 2006-2009 plan we determined the need to improve students' analytical reading skills. We will judge our success by analyzing future CST, CAHSEE, and GPA data that led us to that objective in the first place. By returning to these data, we have created a streamlined and effective system by which we hold ourselves accountable for our plan and by which we can measure our successes.

Academically, Redwood leads the Tamalpais Union High School District and ranks first among all public high schools in Marin County. We earned an API of 850 on the 2006 CST, placing us among the top 35 high schools in the state. Over 98% of our students graduate, having met all school, district, and state graduation requirements. The number of students earning at least one D and/or F continues to drop year after year.

Over 97% of all Redwood sophomores pass the ELA and Math sections of the CHSEE. Of 389 total sophomores tested March 2006, only 11 did not pass the math test and only nine did not pass the ELA test.

### **Growth Needs**

- We need to examine staff development activities to make sure they are aligned to our Vision Statement, Learning Outcomes, and Action Plan.
- We need to continue to monitor the progress of our students on the D/F/I list and those who score Below Basic on the CST in order to ensure the learning and engagement of all students.

**A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development.**

**Evidence**

BTSA Program  
Staff Development  
Computer Instruction for Teachers  
TUHSD New Teacher Support Program  
Mentor Program  
National Board Certified Teachers  
Professional Development Opportunities Conferences  
AP Training Programs for Teachers  
Instructional Design Training for Teachers  
Use of Educational Consultants - Program Design, Curriculum Mapping, Lesson Design  
Peer Observation  
Evaluation Process  
Instructional Council

**Summary of Findings**

The teaching staff is made up of 90 teachers, five of whom have part-time schedules. All of the teachers, but two, are fully credentialed; the two have university intern credentials. Five teachers have received National Board Certification.

The Tamalpais Union High School District hires teachers who demonstrate the ability to engage and support all students in learning and progress toward both district and state standards, to plan instruction and to design learning experiences for all students, to understand and organize subject matter to maximize student learning, to create and maintain a suitable learning environment, and to develop and perform as a professional educator. The New Teacher Support Program, a two-year sequence for all teachers new to the district, includes a systematic introduction to the district's curriculum in year one; an intensive course in Instructional Design in year two. Redwood's Mentor Program is also strong. There are two mentor teachers at Redwood who nurture new teachers through class observations, help with lesson planning, and a host of other services. These mentors receive a release period. Redwood is actively involved in the *Beginning Teacher Support and Assessment* (BTSA) program.

Probationary and temporary teachers are evaluated every year; teachers with permanent status are evaluated every other year. The primary purpose of evaluation is to assist "unit members in improving the performance of their professional tasks." Formal observations, as well as student in-purveys, provide feedback for the teacher.

Teachers meet in their departments weekly. Departments set goals and share materials and strategies. Department members work successfully together, and collegiality in the department is marked by a willingness to support fellow teachers in lesson design, as well

as a variety of special projects. Members of the Social Studies department have lunch on Fridays, and government teachers work together to put on the Mock Senate. Members of the science department collaborate to refine lessons and labs. Members of the English Department wrote and directed and acted in a film about reading behaviors to model good reading practice for students. In math, teachers with like-courses collaborate to design lessons. Impromptu workshops on subjects from PowerSchool to PowerPoint are available from one another.

Through professional development, teachers have been encouraged to examine the following: small learning communities, integration of various disciplines, Advanced Placement Programs, classroom observations and school visits, instructional methodologies, reading strategies, writing across the curriculum, Differentiated Instruction and Learning by Design, and integration of technology in the classroom.

The tradition of examining student work begins early each school year as the Principal presents District data at one of the first Staff Development days. In a variety of activities, staff analyzes and discusses the results. The Site Council and the DCC often present, discuss, and identify important trends from these data. Such practices have contributed to Redwood's increase in overall performance on standardized test and the District's assessments tied to District Outcomes.

Most departments share specific results of State testing linked to their subject area; these results are used to examine student learning. For example, the Departments reviewed the results of California Standards Tests and analyzed which questions their students missed on state exams. Performance patterns were studied for each of the clusters. Sometimes the reasons for students missing a sequence of questions is quite logical; for example, the presentation of the material tested may not align with the presentation of materials and therefore students did not do well on that set of questions. Each department identified the areas where greater alignment between the State standards and course delivery could be achieved to increase students learning. These areas were incorporated into the Action Plan.

In addition, the staff also examines performance assessments, such as on-demand writing, portfolios and labs, to determine other areas where students may not perform well. For example, students frequently have problems with math word problems. Over the years, the math department has introduced more and more of these problems into their lessons. Mastering critical vocabulary can promote student success. Identifying the scientific vocabulary essential to understanding a unit has prompted teachers to provide students with the necessary words to demonstrate understanding of a lab or unit. The *Core Literacy Portfolio* provides an excellent opportunity for all departments to provide assignments which demand analytical thinking and expository writing. Results of this assessment have prompted discussion of how content and research assignments overlap between departments. These discussions have reminded teachers that they do not necessarily know what is being taught in other department courses and has heightened the awareness of the benefit of teachers in various disciplines being knowledgeable about others' curricula. All departments share the responsibility of supporting student

performance in the portfolio assessment. Analyzing data from that assessment, as well as other assessments, has provided teachers with the opportunity to talk about instructional strategies and fine-tune instruction.

The Special Education Department does an excellent job keeping teachers informed about all students in Special Ed class. All teachers receive a copy of the accommodations and modifications outlined in the IEP. There is regular ongoing communication with the teachers and Special Education Department. Twice a year teachers meet during their conference periods with the Special Ed teachers to discuss the students they share. This is very helpful because teachers share insights about the students' learning needs and how they can tailor their lessons to better support students.

Twice a year the staff breaks up into groups for grade level meetings. These grade level meetings demonstrate our desire for success for all students. We consider questions like *why is Johnny doing well in his English class, but not his Social Studies class?* Information about the student, his abilities, and his problems learned by the teachers, could help the student to succeed in all classes.

Many colleges want rigorous schedules from the students who apply to their schools. Several years ago, the District hosted an information night regarding Advanced Placement Offerings for parents, students and teachers. The emphasis on creating more offerings for students is evidenced in the increase of AP courses now offered at Redwood. This increase prompted departments to consider which courses to offer and how we could best prepare students for success in these courses. Presently the English department is looking at 9th and 10th grade offerings to vertically align curriculum for preparation for Advanced Placement Composition and Literature. Other departments are also looking at "pre-advanced placement" skills and experiences to improve their curriculum. Parents in our community would like to see more Honors and AP classes, but teachers as experts want to make sure that students are not signing up for more courses than they can manage without significant stress.

Redwood High School is a collaborative environment that encourages teamwork among staff as well as students. Our staff participates in staff development opportunities, such as workshops and seminars across the state and the nation, that adhere to the Action Plan and that benefit each individual employee as well as the department and curriculum.

The Redwood Action Plan, monitored by the Site Council, is directly aligned with district and state standards, Redwood's Vision Statement, and WASC recommendations. The current Redwood Action Plan was developed and approved by staff, students, and parents. Placing an emphasis on sustained professional activities centered on student achievement, our three areas of focus are differentiated instruction, reading analysis and increasing scores on our API.

### **Growth Needs**

- Teachers need to continue interaction with other schools to look at different curriculum, schedules, and electives

- Staff should investigate the development of more effective methods of tracking information accrued through grade-level meetings
- The Administration should continue to facilitate analysis of student performance data

**A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

**Evidence**

Current Educational Research Articles  
 Agendas and Minutes from Instructional Council, District Department, and Site Staff Development Meetings  
 Evaluation Process for Teachers and Staff  
 Evaluation Process for Staff Development  
 Student Performance Report  
 AP Results  
 CHSEE Scores  
 API Scores

**Summary of Findings:**

At the District level, the Instructional Council meets on a monthly basis. The Instructional Council is responsible for overseeing the development and implementation of the TUHSD Courses of Study. The Courses of Study are in alignment with both State and National Standards. Additionally, the Instructional Council focuses on student achievement and staff development with regard to curricular issues. Each district department is represented on the Instructional Council by a district facilitator. Membership also includes District Superintendent, Assistant Superintendents, Principals, Board of Trustees, and Site Administrators.

Four times a year, the District Facilitators hold District Department meetings to address student learning in the various disciplines, foster professional development, and disseminate information from the Instructional Council.

All departments at Redwood meet weekly to address both district and site specific issues around student achievement, curriculum, and professional development.

Redwood’s staff pursues activities to facilitate achievement of academic standards. These activities include the following: in-service days for new teachers before school begins, staff development days scheduled throughout the year, individual staff development activities, and the BTSA program for new teachers run by the county and state.

Recently, the TUHSD has become focused on the low-achieving student, and Redwood High School is working to provide instruction across the curriculum to improve the performance of these students. After researching and creating a profile of the low

achieving-student, we have revamped our 9<sup>th</sup> grade Strategies Program (now Academic Skills Workshop) to include reading and organization skills, as well as self advocacy skills. We continue to support the Alpha Program in both the 9<sup>th</sup> and 10<sup>th</sup> grades. A Cluster Program has been introduced to provide students with greater opportunities for personalization and the reinforcement of study skills. Additionally, one of the objectives of our Action Plan is for the staff to investigate and implement aspects of Differentiated Instruction.

Teachers attend state and national conferences associated with their various disciplines, and counselors attend UC, CSU and College Board Conferences. Conference attendees return and share their experiences either within their department or with entire staff at regular staff meetings. The support staff seeks professional growth on a variety of issues from new computer programs to training in August in updated software.

Staff development takes place at the district level, at the school level, and individually when staff members apply for staff development funding. At the district level, all teachers from each discipline meet three times a year to discuss curricular issues and to evaluate instruction and curriculum, based on review of both local and state assessments. Six days are set aside for Redwood staff development. One of those days is set aside for all teachers and administrators to score the *Core Literacy Portfolio*. In order to score the portfolios, the staff is trained how to score holistically. The results and implications of those results are then discussed at the site and department levels.

At district department meetings, district facilitators guide teachers to understand and implement the California Teaching Standards. Through professional development teachers examine small learning communities, integration of various disciplines, and Advanced Placement programs.

Each department at Redwood meets weekly to discuss current classroom practices, local and state assessment results, lesson planning, and strategies for instructing students with special needs.

Redwood staff meetings are held three times a month. The focus of these meetings varies from addressing day-to-day issues, to reviewing assessment data, to working on the objectives of the Action Plan. Additionally, individual teachers take full advantage of outside staff development opportunities by attending conferences. Recently, teachers attended the Asilomar English Teacher Conference, the National Science Teacher Association Conference, the National TPRS Conference, and a Jazz Education Program, to name a few. A successful application for staff development funds has approval from the principal and the department chairperson, and demonstrates how the activity is directly linked to Redwood's Action Plan. During monthly staff meetings or during weekly department meetings, teachers share information about recent staff development activities. Many teachers are readers for Advanced Placement and Educational Testing Services assessments; some serve as educational consultants for other districts, as representatives on California State boards such as SARB, and as university instructors in teacher education programs. Redwood teachers are active in state and regional

professional groups. Five Redwood teachers are National Board Certified. The Tam District maintains institutional memberships in ASCD, NSDC, and each subject matter's national organization.

Classified staff members are also actively involved in staff development. In addition to attending one staff development meeting each month, classified staff take advantage of staff development funds by attending a variety of professional development conferences and trainings. Recent activities include workshops on management skills for administrative assistants, student safety and medical emergencies, and training in Excel.

The administration provides a collegial environment by scheduling classes to fit teachers' needs, and by continuing to provide the greatest range of course offerings for students. The schedule is designed to give teachers common prep periods or the ability to combine classes for integrated lessons. For the first time, all sophomore English teachers and students are reading *Macbeth* at the same time to promote the sharing of teaching strategies. The administration provided money for books and lesson planning to coordinate the effort, and the English teachers committed to collaboration on this project. The Oregon Shakespeare Festival Traveling Company came to Redwood in December and provided integrated lessons for *Macbeth* and gave a nighttime performance for the students and the community.

In both the Alpha program and Cluster programs, teachers meet regularly to share information on student performance and to develop lesson plans. Teachers attend department grade-level meetings to discuss student progress and lesson plans. For example, math teachers meet weekly during their conference periods, and the English department holds grade-level meetings for freshman and sophomore English courses each month.

To facilitate a smooth transition from middle school to high school, Redwood offers a summer transition course, designed to give students a head start in core academic subjects. Last year, 60 incoming 9<sup>th</sup> graders enrolled in this program, and enrollment is increasing each year.

A portion of Redwood's library is set aside for Professional Development materials. Staff may access this section of the library to investigate current educational research.

### **Growth Needs**

- We will continue to support peer observation, both on our campus and at other school sites.
- We will continue to place a priority on designing Staff Development activities that are relevant, collaborative and tied to our Action Plan



**A-6. 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) to support students in accomplishing the academic standards and the expected school wide learning results?**

**Evidence**

Appropriate Department Budgets  
New Science Labs Equipment and Computers  
New Computers for Most Classrooms  
Computer Labs  
20-1 Class Size in English and Math  
Bay Area Community Resources  
Daily Use of the Library and its Technology Center  
Involvement of all Shareholders in Long-Range Planning for the School  
Peer Tutoring  
Athletic Tutoring Program  
ASB Money  
Link Crew  
Drama Guest Artists  
Poetry Slam  
Workability Credit for Jobs Training  
Scholarships for Field Trips  
Safe Schools Ambassador Program  
Campus Improvement Program  
Certified Marin “Green” School with Next Generation—Solar Energy, Health Foods, and Transportation Issues  
Utilization of Marin Conservation Committee for Recycling  
Full-Time English Department Paraeducator to Assist Students with Reading and Writing  
Staff Development  
Booster Clubs—Athletics, Music, Drama, *Bark* Patrons  
LCD Projectors and other Up-to-Date Technology in Classrooms  
Internet in each Classroom and Throughout the School  
Guest Speakers  
Field Trips  
PTSA  
Parent-to-Parent Support Program  
Redwood Foundation  
Volunteers

**Summary of Findings**

Our District has continued to receive resources due to our status as a Basic Aid District. In addition we have passed several bond measures and parcel taxes in recent years. We have worked to do the best with these resources not only for our school, but for our community. Our athletic fields are utilized not only by the PE Department, but also by the various after-school sports and clubs offered at the school. In addition, after school

hours our fields are constantly used by the community. Our classrooms are used throughout the day and the school is open for Community and Adult Education classes and student activities in the evening.

The Redwood Foundation has been an outstanding source of financial support over the years. Last year the Redwood Foundation raised over \$600,000. That money was distributed through grants that are written by staff and students and approved by a committee of parents, staff, administrators, and students. The Foundation funds academic programs, athletics and scholarships. The Foundation pays for an English instructional aide, a library clerk, the Peer Tutoring Program, campus improvement activities, fitness equipment, computer labs, and up-to-date instructional materials, programs and fieldtrips to enhance our educational program for all students.

We have a parent volunteer program which does everything from helping in the classroom, to improving the campus, to Parent Education programs. Parent volunteers can be seen helping the school in the counseling office, classrooms, and library. Parent volunteers are committed to good education and active support of the school and staff. Teachers and staff have the latest audio visual equipment, computers, and may request materials to enhance their teaching from either their department or the Administration. The computer technology education for teachers and students is excellent. Teachers may request new technology, funded by the District, department, or a request to the Redwood Foundation.

All departments have adequate supplies, textbooks, and materials. If there are additional needs such as requested specific technologies which would enhance instruction, they are usually funded through district or site funds or the Redwood Foundation.

The District supports any specific needs of the school sites and maintains a very good computer system throughout the school. All the teachers use the student information system to take attendance and record grades; all teachers have e-mail. In addition the school has secure phones, and a new phone system will be in place in fall 2007.

Redwood recently modernized its facilities. The modernization committee, composed of parents, students and teachers, committee ensured that designs for the site were aligned with the teaching standards held by our community. Though the experience was very difficult at times, it has produced better facilities and teaching environments in science, library, physical education and computer science. Modernization of our facilities has increased access for the community during non-student hours through extensive Community Education programming.

The custodial staff at Redwood continues to keep the school clean, desks and classes maintained, and the school site free of graffiti. There may be an occasional case where a student writes on a wall, or spills something in the halls, but a teacher notifies our Head Custodian and it is cleaned up immediately. The environment is clean and conducive for learning.

We have a Peer Resource program for students in the school to help students deal with a variety of issues and to help them make sound choices. Peer Resource class is designed to teach students a variety of skills including moderation, negotiation, active listening and communicating to inform students about making healthy decisions. This is the first year of the Safe Schools Ambassadors program on our campus. This program is designed to address issues of harassment and bullying on campus.

In addition we have Peer Tutoring to support students academically. Students who want extra help with their homework or class work sign up and are matched with tutors. This program takes place before and after school in the Library.

**Growth Needs:**

- We need to continue to develop student support programs intended to create a safe learning environment for all students
- We should continue to allocate resources in accordance with the priorities set forth in our Action Plan to best support learning for all students at their individual levels.

**B: Standards-Based Student Learning: Curriculum**

**Focus Team Leader:** Ann Jaime, teacher

<b>Group members</b>			
David Barrios	Teacher	Karen Meadows	Teacher
Mimi Bennett	Clerk IV	Carolyn Nguyen	Student
Colleen Bidwill	Student	Barbara Patten	Teacher
Lindsey Bogason	Paraeducator	John Rosenthal	Paraeducator
Ted Brown	Teacher	Roland Rüesch	Service Center Spec.
Lauren Creath	Student	Jeff Ryan	Teacher
Heather Curtaz	Teacher	Julianne Schrick	Teacher
Wendy Doherty	Teacher	Sue Shirley	Teacher
Tara Donoghue	Teacher	Bill Sibbern	Parent/Community
Elizabeth Eichler	Teacher	Aaron Simon	Teacher
Virginia Ferguson	Teacher	Greg Stevens	Teacher
Linda Harvey	Campus Assistant	Kim Stiffler	Teacher
Sylvia Jones	Teacher	Wendy Stratton	Teacher
Casey Kelly	Student	Suman Vyas	Parent/Community
Allison Kittay	Teacher	Tami Wall	Counselor
Jennifer Labovich	Teacher	Dottie Wells	Parent/Community

**B-1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results? Through standards-based learning (i.e., what is taught and how it is taught), the expected school-wide learning results are accomplished.**

## **Evidence**

Required Core Curriculum  
Senior Research Science Class  
Construction Technology Class  
Architectural Design  
Business Math and Economics Class  
Honors Biomedical Science Class  
Ecology  
Astronomy  
Advanced Journalism  
Cluster Program  
Alpha Program  
AP Course Offerings  
Graphic Design  
Fine Arts Courses  
Science Fair  
Independent Living  
Psychology  
Individual Excellence in Physical Education  
Ensemble Production Company (EPiC)  
Music Program  
Urban Plan  
Mock Senates  
Reading and Writing across the Curriculum  
Collaborative Courses  
20:1 Ratio in Freshman English and Mathematics Courses  
Leadership Class  
Elective Course Offerings  
Performance Assessments Tied to Outcomes  
Teaching Proficiency through Reading and Storytelling (TPRS)  
API Scores

## **Summary of Findings**

All students at Redwood High School have access to a rigorous, standards-based curriculum aligned with the District Outcomes. Students participate in a variety of learning experiences that require them to integrate material learned in class and apply that knowledge to performance-based projects. Our curriculum offerings are as varied as the teaching methodologies.

Among the opportunities presented to Redwood students are these:

- All students at Redwood are required to take a core curriculum that adheres to the state standards. The core curriculum includes four years of college preparatory Social Studies and English as well as three years of Mathematics, two years of Science, one year of Physical Education, one year of Fine Arts, and one semester of Introduction to Computers.
- A *Core Literacy Portfolio* is required of all students. Sophomores complete a *Core Literacy Portfolio* which is a cross-curricular sampling of the students' work demonstrating proficiency in reading and writing. Successful completion of the *Core Literacy Portfolio* is one part of the literacy outcome for the Tamalpais Union High School District. Portfolios are scored by district teachers and administrators on an annual basis and successful completion of the portfolio is a requirement for graduation. Of last year's sophomore class 88% successfully

- completed the portfolio. Students who either don't submit a portfolio or fail to demonstrate proficiency in the portfolio work closely with the Literacy Coach to ensure completion of the portfolio prior as a graduation requirement.
- Senior Research in Science class: offers opportunities for students to design, research, and implement an in-depth scientific experiment, then present their findings at school, county, regional, and national science competitions. Students work with science faculty and community mentors to develop a project suitable for such competitions.
  - Honors Biomedical Sciences offers students an academically challenging course in molecular biology. This course offers students useful preparation for continued study in any pre-med, molecular biology, or virology undergraduate program. A special component of both semesters involves college and career explorations in the Biomedical Sciences.
  - Through a partnership with the Marin County Office of Education and the Marin Builders' Exchange, students in Architectural Design, Engineering Graphics, Engineering Projects, and Construction Technology have opportunities for job shadows in these fields, as well as paid summer internships. Also, the Construction Technology course allows students to work on community and campus projects.
  - All sophomores in second year Integrated Science and many juniors and seniors participate in the Redwood Science Fair. Many of these students continue on to local, regional, and state fairs.
  - The Artist's Voice class connects Bay Area artists directly with students in an effort to examine the life and work of each artist. Also, students' art work is shown yearly in local galleries.
  - Many classes at Redwood offer students the opportunity to research issues present information interactively. Social studies holds Mock Senate twice a year, and many Economics students participate in Urban Plan, a collaborative project designed to teach students about land use issues and urban redevelopment.
  - In the Business Math and Economics class students put together a personal financial plan as the culminating project for the semester. This class allows students to complete their third year math requirement as well as their Economics requirement in one year for non-college recommending credit.
  - Redwood has a strong commitment to reading and writing across the curriculum. On a given day, one might observe the following: mathematics students engaging in Problem of the Week activities summarizing their work on extended problem solving investigations or keep mathematical reflections and metacognitive entries in a journal; world languages and cultures and geography students design travel guides; drama students writing and producing their own shows, often focusing on current teen issues; English students producing the school newspaper, the *Bark*. Real-life transfer of learning makes education seem more concrete. English courses (Immigrant Experience, Literary Walkabouts, World Literature and Poetry) taking students into the community and address needs identified by students and staff. All juniors at Redwood complete a formal research paper in their U.S. History classes during the second semester.
  - Since our last WASC visit, several teachers have collaborated to create an integrated Cluster program to help students see connections between disciplines. Examples of these collaborations include: an American Literature and United States History, and a World Cultures and Geography and Freshman English collaboration
  - Freshman courses in Math and English have a 20:1 student to teacher ratio which helps freshmen make the transition to high school course work by giving them

- greater access to their teachers.
- The Alpha program aims to ease the transition into high school for freshman and sophomores who need extra support through teaming of English and social studies teachers, resulting in a more personalized daily schedule for selected students.
  - An extensive number of AP Courses are offered including: AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Programming, AP Economics, AP European History, AP Language and Composition, AP Latin Virgil, AP Literature and Composition, AP Spanish Language, AP Statistics, AP Studio Art, AP Studio 2D Design, AP Studio Art 3D Design, AP United States History. Our Advanced Placement courses have district-wide standards for admission ranging from entrance exams, to completion of prerequisite courses, to teacher recommendations. As evidenced in our school profile, we have more students than ever taking our AP classes, yet our pass rate remains high. In 2006, 336 students took 533 AP exams, with most students earning scores 3 or above. Additionally, several honors course offerings are available to students who excel academically. These courses include: Honors Architectural Design, Honors Geometry, Honors Advanced Algebra, Honors Pre-calculus, Honors Integrated Science 3-4, Honors Biomedical Science, Honors Chemistry, Honors Physics and Honors Theater Directing.
  - The Applied Technology Department offers a wide variety of courses that prepare students for the technological expectations of college and the workplace. All students take Computer Literacy or challenge the course by taking an exam in which the basic skills of typing, word processing, spreadsheets, data base, computer ethics, Internet search skills, resume writing, and PowerPoint presentations are developed. The department offers computer courses in web page design, four levels of computer programming followed by AP Computer Programming and computer graphics courses.
  - The Fine Arts curriculum offers a four year program that meets the multiple needs of all our students. Students are required to take one year of Fine Arts and then may choose from a wide range of course offerings ranging from visual to performing arts.
  - Students are provided with a wide range of elective options in a variety of subject areas. Redwood High School's science department offers students courses in Biomedical Science, Ecology, Astronomy, AP Chemistry, AP Physics, Physiology, and Environmental Science. In the Social Studies department courses in American Women's History, History of Art, AP Economics and History and Appreciation of Film have recently been added. All new academic courses go through the UC approval process.
  - The Leadership Class is a student-driven course which provides a forum for continuing development of skills in the areas of communication, planning for meetings, management and teamwork. Students interact with their immediate community on a daily basis through fundraising, parent involvement, and guest speakers. Planning dances, rallies and blood drives are a few of the many activities coordinated by the Leadership class.
  - The Peer Resource class is designed to train students to help others through peer counseling, conflict mediation, new student programs and peer education. Students in the class work with other students both at Redwood and the neighboring middle schools.
  - Relevant curricula for students with special needs are provided by resource teachers, 504 accommodations, an Academic Skills Workshop class, an Alpha Program, a Business Math and Economics class, an Algebra transition class (P1-4) and a remedial Integrated Science class. These programs provide support to

students with special needs through lower student to teacher ratio and Differentiated Instruction.

Examining student work is an ongoing and significant part of the educational process. In addition to course and credit requirements for graduation, the Tamalpais Union High School District has implemented outcomes 1, 2, 3, and 5 of the fourteen outcomes that have been developed by the district and is working toward implementation of others. Student assessment establishes guidelines for future learning and facilitates individualized learning plans. All course curricula align with District standards and outcomes. District standards and outcomes meet or exceed the expectations of California's state standards. For example, most students at Redwood High School take a world language and all students complete a fine arts course sequence as part of their four year program (Outcomes 8 and 11). Most disciplines include individual and group projects and portfolios as part of student assessment. These assignments contribute to student success which is evident based on student performance on standardized tests, API scores, graduation rates, and postsecondary accomplishments.

Representative examples of such work follow:

- In addition to the Science Fair, the Science department offers a course in Ecology that provides students with the opportunity to plant and maintain an environmental garden. The students enrolled in the Honors Biomedical Science class complete a range of challenging activities from a job shadow project designed to show the wide range of career options available in the field, to a DNA Restriction Analysis Lab
- The World Languages and Cultures department is currently implementing Teaching Proficiency through Reading and Storytelling (TPRS) in the first two years of Spanish. This program uses transferable language skills in the students' first language to achieve acquisition in a second language. This program has helped to reduce the high number of "no-mark" grades and the high attrition rate at the end of the freshmen year.
- Our school API scores continue to be above 800, illustrating the high level of achievement among our student population.

Finally, expected school wide academic goals are articulated through Department meetings, Department Chair Council, Site Council and Staff meetings. All teachers collaborate within their departments to share curricular expectations. For example, science teachers work together to provide students with common instructions and scoring rubrics that help students create projects that are consistently high quality. In the Social Studies department Government teachers collaborate to plan the Mock Senate for all seniors. Departments work to insure that all teachers, at all levels, are teaching to the standards and course of study. This articulation takes place on a regular basis in each department. Rigorous curriculum is provided in all of our core academic classes.

### **Growth Needs**

- Redwood will continue to develop elective options for students with diverse needs including a ROP Culinary Arts Program.
- Redwood will continue to develop approaches for effective standards-based instruction, including Differentiated Instruction.

- Redwood will continue to explore collaborative teaching across disciplines and grade levels and provide time and appropriate schedules to allow teachers to work together.
- Redwood will continue to address student learning Outcome #12, which states that students will “demonstrate school-to-work/post secondary transition skills and knowledge” by expanding student participation internship and job shadow opportunities into all curricular areas.

**B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for their pursuit of their academic, personal, and school-to-career goals?**

**Evidence**

Feeder School Outreach  
 Four-Year Plan and Conference  
*Instructional Guide*  
*Parent Student Handbook*  
 College Night for Juniors  
 Individual Junior Conferences  
 College Planning  
 Senior Night  
 Regional Occupation Program  
 Link Crew  
 Student Information Management Software  
 Teacher Recommendation for Student Placement  
 Career Center  
 Career Exploration  
 School to Work  
 Career and College Speakers  
 Library Research Facilities  
 Individualized Education Plans  
 504 Accommodations  
 Community Service Requirement in Social Issues  
 Career Pathways in Science  
 Senior Projects in Science Research  
 Service Learning.

**Summary of Findings**

Students at Redwood have access to a comprehensive program to address their personal, academic and career goals. Redwood's counseling department provides a fully articulated plan for a personalized student curricular path to learning, which includes a range of opportunities for students to ensure that their academic program matches their long term plans.

Redwood counselors visit each feeder middle school during the spring to meet with groups of eighth graders and provide them an orientation to Redwood.

In the fall, through English classes, counselors meet in small groups with their 9<sup>th</sup> graders. In these meetings, students are introduced to graduation and college entrance



requirements, learn ways to get involved in school activities, find out about academic and personal support services, and begin to develop a four-year plan. Each 9<sup>th</sup> grader also receives a personal copy of the *Instructional Guide*, which, along with the *Parent-Student Handbook*, is available online under “Publications” on the Redwood website. Counselors host an evening program for parents to go over the same materials, answer questions and give them the preliminary draft of their student’s four-year plan.

When students are in the 10<sup>th</sup> grade, they again meet with their counselors in small groups to review their transcripts, graduation and college entrance requirements, and plan their junior and senior academic programs to meet the requirements of their post-graduation goals. Students also easily and frequently meet with their counselors in individual meetings by filling out a “Counselor Request” form available on the front counter of the Counseling Office.

In early November, the counseling department hosts a college-planning night for juniors and their parents to offer an overview of college options, eligibility requirements, and the application process. The College and Career Center hosts an evening to provide parents and students with information about financial aid; this year 125 students and parents attended.

Beginning February 1, junior students and their parents/guardians have an individual one-hour conference with the student’s counselor to assess their progress, as well as plan for the senior year and the start of the college exploration process.

In early October, the counseling department conducts a Senior Application Night for seniors and parents/guardians. On that evening, students and parents attend workshops on how to complete college applications to the University of California system, the California State University System, California Community Colleges, and Private and Out-of-State Colleges. Before students begin their senior year, counselors review their transcripts to make sure that they are on track to meet all graduation subject and outcome requirements as well as requirements for their post-high school plans.

Every spring, the high school grade level administrator, a counselor, representatives from the Special Education department, and the school psychologist, meet with counterparts from each feeder middle school to gather information on at risk students so that plans to provide academic and/or personal support can be put into place as the students enter high school. Included in each student’s Individualized Education Plan (IEP) is a transition plan which is written with the student, his/her parents, and IEP team. This plan includes steps to achieve goals in the area of career, academics and individual living for life after high school. A Special Education teacher from Redwood attends the transition IEP for each 8<sup>th</sup> grader who will be attending Redwood in the fall. As 504 case managers, counselors are responsible for implementing, distributing, and monitoring students’ 504 Accommodation plans, facilitating both eligibility and annual review meetings, and consulting with teachers on a regular basis to ensure that students’ needs are being met. The Parent-to-Parent Connection (p2p) is a support group for parents of high school students with special educational needs, including students with IEPs and 504 plans. “Special educational needs” includes challenges like ADD, giftedness, learning disabilities, emotional difficulties and the like. Parents of any students who find themselves “out of the mainstream” in high school may benefit from the resources of this group’s general meetings and small group discussions. District-wide, p2p is organized and run by the

Tamalpais Parent Advisory Committee (TPAC), a group of parent representatives from each of the five high schools working in conjunction with the TUHSD Office of Educational Services. Monthly p2p meetings offer education and information from professional speakers on a wide variety of topics.

Student information management software, Power School, allows staff and faculty to quickly access detailed student information, such as transcripts, parent contact information, testing results, and progress reports, in order to more accurately place students in appropriate programs and to know where they need individual help. This information should be even more readily available with the new Student Information System which the district will adopt next year.

Mathematics and world language and cultures teachers review students' progress each semester when they make course recommendation for the subsequent semester. Revisions are made to the individual student's program to best meet his/her current academic readiness.

Throughout their four years at Redwood, students visit the College & Career Center often. As freshmen, students come to the career center through their Social Issues class. At this time they learn about the community service program, work permits, rules regarding employment and school hours. Students complete a Life-scan survey to be used in identifying students for their possible interest in career speakers, job shadows, and internships. The Regional Occupation Program is publicized and promoted through the College & Career Center. Students in science classes research careers related to their course of study.

In their sophomore year students use BRIDGES to complete a career search questionnaire, explore a career they have selected, and summarize their findings to include required skills for the career and outlook for the future. Additionally the students identify colleges that may offer majors in the field or in a related field.

As juniors, the students use the College & Career Center in the spring to go over the various opportunities available to them after high school (college, military, career), and they receive the District's College Application Guide to aid in the college admission process.

Seniors are offered college application workshops after school in the computer lab with the college/career specialist, who is available to answer specific questions they may have. Students and staff alike use the College & Career Center as a resource center. Some of the resources available for use are: books, videos and catalogues. In addition, college planning, scholarship opportunities and financial aid information is offered in the center. College representatives and career speakers are on campus throughout the school year and presentations are open to any students, staff or parents who would like to attend.

The school-to-career liaison is located in the College & Career Center and offers students the opportunity to participate in an internship or a job shadow to help them explore possible career opportunities.

Redwood's science department now has a career pathways theme within its course offerings. Each spring the science department offers students the opportunity to view a Power Point presentation outlining the course offerings in science. After taking a two year Integrated Science program students can choose from three distinct clusters:

- 1) Physical Science - Chemistry, Honors Chemistry, AP Chemistry, Physics, Honors Physics and Astronomy
- 2) Environmental Science - Ecology and Environmental Science
- 3) Biomedical Sciences - Physiology and Honors Biomedical Science

Upperclassmen now have the option of participating in Senior Projects in Science Research as well as Service Learning classes, wherein they may engage in an intensive career exploration projects under the guidance of a teacher.

The library serves as a major information center for students doing research projects. The library media teacher, working with classroom teachers, provides instruction and ongoing help to students and teachers to optimize student success. The Library is open before and after school and during lunch and office hours. Materials including new books, magazine subscriptions and online databases enable students to pursue academic and personal interests and explore career options as well. We have seen improvements in the library in communicating with all staff on the acquisition of new materials available for staff and student use via a weekly email. Our librarian also communicates with parents about recent acquisitions and happenings through *The Post* several times a year. To improve the research tools available to our students, our library purchases online memberships and paid databases, such as *Country Watch*, EBSCOhost databases, *Encyclopedia Britannica Online*. Currently, the library collection has met the statewide goal of 20 books per student. With the addition of approximately 1,000 new titles each year, Redwood is approaching the statewide goal of having a collection that is “current and relevant” as well. The Redwood Foundation has also supported our library program with new computers and innovative software and e-book resources to allow our students greater access to information. The library also has a full-time clerk funded through the support of the Redwood Foundation.

### **Growth Needs**

- Redwood will continue to work with the Marin Teachers Network to articulate regularly with our feeder schools.
- Redwood will continue to expand opportunities for career exploration for students through the College and Career Center.

### **B3. To what extent are students able to meet all the graduation requirements upon completion of high school?**

#### **Evidence**

Graduation Rate  
CAHSEE Exam Pass Rate

College and Career Center Programs  
Strategies/Academic Workshop Class  
Alpha Program  
Summer School and 9<sup>th</sup> Grade Transition Program  
P1 through P4 Algebra Classes  
SARB  
Student Study Team  
Bay Area Community Resources  
Special Education Collaboration  
TEAM  
Tamiscal

### **Summary of Findings**

Since over 90% of Redwood graduates enter some post-secondary educational institution, a strong college-preparatory program exists. At Redwood all students are scheduled into a rigorous standards-based curriculum that aligns with graduation requirements. Over 98% of our students graduate in four years.

Graduation requirements are discussed with students and their families during registration, and the school's *Instructional Guide*, which is given to students when they enter Redwood, and is available on the school's website, explains what is required for students to graduate from Redwood High School. All of Redwood's seniors from the class of 2006 passed the CAHSEE. The district provides preparation workshops for students who did not pass part or all of the CAHSEE the first time in order to ensure success on the exam. In Redwood's Academic Skills Workshop class, students use PLATO software to help prepare them for the test.

Redwood students have numerous opportunities to prepare for career choices through class assignments and projects. Students are exposed to real world applications and career exploration both in and out of the classroom. Redwood's primary focus has always been college-preparatory, yet the ultimate goal has been to prepare students to become contributing members to society. To that end, students participate in many career-oriented activities:

- Freshmen and sophomores visit the Career Center and complete career assessments.
- Experts in various fields talk with students in different classes (e.g., computer applications, science, mathematics, writing, journalism, social issues, architecture and engineering).
- A School-to-Career component is imbedded in science curriculum. Students conduct career searches, job shadow and participate in internships.
- School-based enterprises function within the student run Ensemble Production Company (EPIC), the student store, the *Bark*, and the *Log* (student yearbook). Redwood's Accounting class manages the books for EPIC.
- Journalism and Applied Technology courses can lead directly to employment in computer graphics, desktop publishing, and the media or internships at the local newspaper and software companies.
- In the Construction Technology course projects focus on design and construction that utilize professional expertise in the fields of Architecture, Engineering, and Construction. Advanced courses focus on designing/building projects that use production teams, problem solving, research and development, plan reading and

drawing, construction management, and technical aspects of residential building practices and materials.

Academic support programs ensure that students are meeting graduation requirements. There is constant monitoring, feedback, and adjustment to assist students and ensure graduation in four years. Students who struggle in school can be placed in an Academic Skills Workshop class that will help them with organizational, study and literacy skills. Our Alpha program is a small learning community that is designed to provide extra support to freshmen and sophomores who struggle academically. These students share common English and Social Studies classes and the Alpha program teachers share a common conference period to discuss and improve the progress of the students they share. The English Department has a paraeducator to provide struggling students with extra support on essays, reading and other class work.

Additionally, the TUHSD provides summer school for students who need to make up credits. The summer school program includes a Ninth Grade Transition class, designed to help smooth the transition from middle school to high school.

Students who struggle in school have the opportunity to receive peer tutoring to help them in their academic courses. The math department keeps Algebra students enrolled in P-1 through P-4 together for two years with the same teacher in order provide a consistent program to help these students succeed.

Truancy letters are sent to the parents of students with attendance issues. Severe cases are managed by the Student Attendance Review Board (SARB). Seniors in their second semester must remain in “good standing” in order to participate in graduation ceremonies, which means that they must not be suspended or fail any of their classes including those that are not required for graduation. Seniors who are unable to participate in graduation are able to appeal the decision to a board comprised of teachers, an administrator and a counselor.

In order to keep students on track for graduation, counselors use the Student Study Team (SST) process to identify and recommend support strategies to help struggling students. Some of these strategies include referrals to our Bay Area Community Resources (BACR) counselors who can provide emotional counseling, the school psychologist and our school nurse. Twice each month staff members from BACR come to the Academic Skills Workshop classes to teach the students self-advocacy skills. Students with special needs are closely monitored by their resource teacher in collaboration with their regular education teachers in the IEP process.

The TUHSD program offers flexibility for students to meet graduation requirements. Students who find it difficult to meet the graduation requirements are able to access school services such as Office Hours and Peer Tutoring, and district programs such as summer school, and San Andreas Continuation High School to assist them. TEAM is a program for small group (25) district juniors, which blends academic work with outdoor education and community service experiences. The district also offers Tamiscal which is an independent study high school for students for whom the comprehensive traditional high school is not the best setting.

### **Growth Needs**

Redwood will continue to support second language learners in adjusting to their environment and provide additional opportunities for them to acquire academic content as well as English language skills.

- Redwood will continue to address the needs of students who are identified as at-risk because of low achievement. Ideally this support and success could be found within Redwood, so that students do not need to move to an alternative setting to reach their graduation and post high school goals.
- Redwood will continue to explore a variety of ways to support students whose emotional problems are affecting their performance in school.

### **C: Standards-Based Student Learning: Instruction**

**Focus Team Leader:** Katie Stein, teacher

<b>Group members</b>			
Sarah Barr	Student	Skip Lovelady	Teacher
Lauren Bartone	Teacher	Nancy Malcolm	Secretary
Deb Bendinelli	Teacher	John Mattern	Teacher
Peggy Bogason	Administrative Asst.	Wanda Milford	Health Specialist
Bill Bridges	Custodian	David Nash	Teacher
Jody Coker	Parent/Community	Julie Norwood	Teacher
William Crabtree	Teacher	Amy Perez	Teacher
Ernesto Diaz	Teacher	Mark Raisler	Paraeducator
Nate Eastman	Paraeducator	Dorie Rosenberg	Teacher
Alex Franklin	Teacher	Emily Satterstrom	Teacher
Ann Gordon	Parent/Community	Beau Shaw	Student
Lloyd Hall	Student	Patty Shimek	Parent/Community
Paul Ippolito	Teacher	Ann Tepovich	Teacher
Tom Kaun	Librarian	Donna Tranchina	Secretary
Mike Kelemen	Teacher	LaSandra White	Assistant Principal
Randel Kelly	Counselor	Jeanne Woltering	Teacher
Carol Kuhn	Parent/Community		

**C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?**

### **Evidence**

*Participation in Challenging Learning Experiences that meet District Outcomes:*  
Multiple Musical Performances by the Jazz & Symphonic Band Ensembles  
Multiple Student Produced Performances from the Student Run Theatre Company, EPiC

Mock Senate  
Stock Market Simulation  
Urban Plan Project  
Film Festival Submissions  
Construction Technology Projects  
Science Fair  
Ecological Field Study Project  
Cultural Presentations  
Teaching Proficiency through Reading and Storytelling (TPRS)  
First Aid and CPR Certification  
Life-Long Fitness Project in Physical Education  
Community Themed Mosaic Wall and Sculpture Garden  
Solving Real World Math Problems  
Rubrics Dispensed through Teachers and Available on the Redwood  
Server  
Instruction of the Writing Process  
*Core Literacy Portfolio*  
Photography Contests  
Poetry Competition  
Core Writing Seminar

*Preparation for transition to work place or college:*

Practice SAT  
Community College Reps Available on Campus to Speak with Students  
before and after School and during Lunch  
Availability of College and Career Counselor  
Evening College Nights for Juniors and Seniors  
Financial Aid Information Evening  
Sophomore Potluck Night  
Bio-Med and Physiology Internships  
Senior Projects in Science  
Professional Mentors  
Career Exploration Projects  
ROP  
Service Learning Club  
Workplace Learning  
School-to-Career Liaison  
BRIDGES Career Planning Tool  
College and Volunteer Opportunities Announced in the Daily Bulletin  
AutoCAD Training  
Available List of Links for College Preparation  
The College Essay Is Taught in all Upper-Division English Classes  
College Essay Workshop Hosted by College and Career Center  
Culinary Arts Program Sponsored by ROP (Fall 2007)  
Artist Voice Classes for Photography, Filmmaking, Ceramics, and  
Painting

EPiC, a Student Run Theatre Company  
Environmental Action Activities and Speakers  
Accounting and Business Math Courses for Non-Four Year University  
Oriented Students  
Representatives from College of Marin Visit Redwood to Discuss Support  
Services Available to Special Education Students

*Preparation of new students including transfer students and freshmen:*

8<sup>th</sup> Grade Shadow Program  
8<sup>th</sup> Grade Parent Night  
Link Crew  
Leadership  
Implementation of Summer Transition Program for At-Risk Incoming 9<sup>th</sup>  
Graders Freshman Academic Night  
Four Year Planning for Freshmen through English Classes  
9<sup>th</sup> Grade Orientation of Library in all World Cultures and Geography  
classes and as Needed for Transfer Students  
Peer Resource  
Peer Tutoring  
Training of Safe School Ambassadors on Campus  
Special Day Class and RSP Teachers Attend 8<sup>th</sup> Grade IEP Transition  
Meeting each spring at Middle School Sites  
PTSA Sponsored Parent Tours Led by a Retired Assistant Principal

### **Summary of Findings**

Redwood High School is an innovative and exciting place where all students can learn and explore their interests. This is due in large part to a staff that brings a wide range of life experiences to share with students in the classroom and beyond. Redwood teachers employ a rich repertoire of teaching techniques in order to engage students in higher order thinking skills and to enable them to make connections between what they learn in the classroom and their own lives. Our students are extremely successful in the classroom and beyond. Many of our students are National Merit Scholars and statewide and international Science Fair competitors. These students demonstrate that they can take advantage of all the learning tools offered to them at Redwood, such as innovative technologies and hands-on experiences, and turn them into successful opportunities. The staff is responsive to student needs, such as those raised in the Perception Survey, and address gaps in Redwood's programs to provide challenging learning opportunities for all students. With this in mind, teachers design many projects that encourage creativity and synthesis of concepts across the curriculum. Students are given the opportunity to explore a wide-range of interests through core and elective courses, such as drama, science, and art, and have access to some of the latest technologies available. Students leave Redwood experiencing a well-rounded curriculum that prepares them for real-life experiences.

As Redwood's vision statement establishes, *Redwood High School is a learning community where students demonstrate academic and personal growth through*



*authentic, rigorous and relevant pursuits.* Our highly-motivated and supportive staff is committed to seeing all students achieve their potential by using inquiry method, project-based, and problem-based learning. Teachers provide instruction through a variety of teaching strategies including simulations and models, writing across the curriculum, portfolio assessment, and hands-on learning activities that address the various learning styles of our students. To promote positive learning opportunities, students are well aware of the standards and expected performance levels by which their work will be assessed. For example, the Fractal Project in Advanced Algebra, the Divinities, Heroes, Authors and Emperors PowerPoint project in Latin, the Domestic Bill Project in Government, the Ceramic Portrait (Bust) Project in Ceramics, the Urban Rituals assignment in photography, as well as all essays assigned in English classes, are accompanied by detailed rubrics and assessment guidelines that are distributed to students when the project is assigned.

Redwood is fortunate to have the generous support of The Redwood Foundation, which offers grants to fund a variety of programs developed by faculty and students each semester. These grants often fund the innovative ideas and projects applied in the classroom as well as the technology necessary to implement them including the equipment such as microscopes, LCD projectors, and anatomical models. To ensure the achievement of our standards, many support programs have been established through these grants, such as a paraeducator who is available to work one-on-one with those who are struggling with their reading or writing assignments in English class and is also available to support the students in our English Language Development (ELD) program.

One area of focus for school-wide improvement is addressing the needs of the low achieving students at Redwood. This need was identified in the Board Goals and Objectives to address the concerns about the availability of support and programs for students who are at the C- or below level in their courses and who would be able to increase their academic success with additional support. We have therefore seen an increase in the availability of support necessary for all students to be successful regardless of their background and learning abilities. For example, improvements have been made to our academic support programs such as Academic Skills Workshop class and the Alpha program. In these programs, a greater emphasis is being placed on developing organizational skills and reading strategies rather than solely on homework support. In addition, the need to improve and expand our peer-tutoring program has been addressed with the expansion of before and after-school tutorial hours. We currently have 31 students participating as tutors and 25 students who are being tutored. Approximately 13 peer tutors are also utilized in English, math, science, academic support and the severely handicapped classrooms. In addition, the Redwood Athletic Tutorial Program was introduced in fall 2006 to provide additional tutoring support for our student athletes. Currently we have thirteen students and six student tutors participating. Other improvements include the addition of a Science Academic Skills Workshop course to meet the needs of students who would benefit from a slower-paced curriculum. A new double period Integrated Science 1-4 course was added to our course offerings to address the needs of students who find it difficult to understand the material within the allotted 50-minute period.

Our College and Career Center has also responded to the need for more opportunities to prepare students for life beyond high school. For example, we have seen an increase in the number of technology and medical profession internships available to students. The need for a variety of counseling services to be made available to all students has also been addressed. Bay Area Community Resources (BACR) offers personal as well as drug and alcohol counseling free of charge. These counseling services are available to all students at Redwood. In addition, each spring a team of support personnel, including administrators, counselors, and special education staff, is sent from the feeder middle schools to brief our counselors, administrators and special education staff on incoming 504s, IEPs, and any other students who might face special academic or emotional needs. This provides our counselors with an opportunity to have a support plan in place for those students as they transition to 9<sup>th</sup> grade.

Several program improvements were created to address needs raised by students in the Student Perception Survey. The district administers this survey, which is sent to parents, students and staff, every three years. One area of concern raised by students in the Student Perception Survey was the feeling that teachers were unable to develop relationships with students in the classroom and get to know them as individuals. To address this, a Cluster program has been created. Students participate in a multitude of challenging learning activities in the American Studies Academy, an integration of American History and American Literature courses where students have an opportunity to explore important historical events more deeply as they are presented in poetry and literature. A cluster has also been created with Freshman English and World Cultures and Geography. In both clusters teachers are given a common planning period to discuss students' success as well as to develop integrated lessons and explore differentiated instruction. Sharing the same students allows for greater student/teacher interaction and increases the teachers' knowledge of students' abilities, skill levels and interests.

The World Languages and Cultures department addressed the need for better language acquisition and retention by our students and began piloting the TPRS method, which focuses on teaching meaning rather than grammar rules. Time is spent getting to know students and using their stories as a springboard for learning. Curricular improvements have occurred in the Fine Arts department, specifically the increase in the number of guest speakers and visiting artists to expose students to opportunities in the field of art. Art History students have the opportunity to spend time working in the art lab recreating works of art that have been studied in class.

Redwood students also indicated in the Student Perception Survey that there is a feeling that students often do not care about each other. To address the need of our freshman and transfer students in transitioning to high school, the Link Crew program was expanded from a one-day orientation to a year-long program with events and check-ins throughout the year. For example, Link Crew hosted a luncheon for all freshman and transfer students as well a movie night in the gym. The implementation of the Safe School Ambassador program on campus is designed to improve the school environment by building awareness about bullying and training students to be listeners and advocates for one another.

Teachers are provided ample space on the school's web server allowing for the creation of full-service, teacher-based websites used for the posting of anything related to their courses. For example, many teachers have web pages where students can find out homework assignments, expectations for an upcoming exam, or their grades. Parents are also encouraged to be actively involved in the PTSA and notified of all Parent Education Meetings to hear guest speakers lecture on a variety of topics. Minutes from Department Chair Council and Site Council meetings are also posted on Redwood's website.

### **Growth Needs**

- Redwood will continue to develop and strengthen student analytical skills in reading and writing as evidenced by the student scores on the *Core Literacy Portfolio*.
- Redwood will increase the number of ROP choices available to students.
- Redwood will provide additional support for our second language learners, such as transition support when newly arriving from a foreign country.
- Redwood will continue to provide support for teacher observations, teaming, and collaboration across the curriculum.
- Redwood will continue exploration of Differentiated Instruction methods, an area of critical need identified as an action plan item for school-wide staff development.

**C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

### **Evidence**

*Use of a variety of strategies and resources to promote higher order thinking skills:*

Digital High School Grants (Computer Labs, Graphing Calculators, Computer Probe Ware and Industry Grade Biotechnology Equipment in Science, Audio/Visual Technology in Drama, and Current Software Available for Applied Technology Students)

Simulations in many subjects

Laboratory-based scientific investigations

Expository, research-based analytical writing in many subjects, debates, Socratic seminars

Each year students from Phoenix Academy are brought to Redwood to talk to our students about their experiences with drug and alcohol abuse.

This year an expert, Dr. Wilkie Wilson, was brought in to talk to our freshman and sophomore classes about how drug and alcohol use impacts the brain's ability to acquire and store information.

Special education paraeducators are helping in the Algebra P1 and P2 classes to offer one-to-one support to students.

*Use of technology by teachers to engage students:*

- Many teachers have websites where assignments and grades are posted
- Web-based games and resources
- Student created visuals in the hallways
- Culture presentations in World Languages
- Student created lectures and PowerPoint presentations
- Making class notes on PowerPoint available online
- The World Languages department also takes advantage of the availability of five iPods to use in instruction
- LCD projectors have been installed in most classrooms and are used by both students and teachers for PowerPoint or other multi-media presentations
- Download of audio books and radio programs onto iPods
- Music classes also uses iPod and iTunes file sharing as instructional aides in the classroom
- Teachers also use the software that accompanies new textbooks, such as the Physiology course here at Redwood, to further students' understanding of the material
- A laptop set is used in Astronomy class

*Activities beyond the textbook and classroom:*

- Students watch science-related videos posted by the Science Department online at home and then report back to the classroom on their findings
- Labs in all science classes
- Subscription to online periodical databases
- Manipulatives for math
- The *Bark*
- Close-Up
- Motherlode competition for drama (we have received the highest award for the last six years)
- Calculus students attend a play
- All freshman students attend a viewing of *The Merchant of Venice* at a nearby theatre
- The Oregon Shakespeare Festival worked with all sophomore students in understanding and performing *Macbeth*
- Special Day students have on the job learning opportunities
- Acquisition of City Arts and Lectures Series tickets for students free of charge
- Nomination of students to attend National Youth Leadership Forums in law and medicine hosted in Washington, D.C.
- Spanish classes attend field trips to museums, culturally diverse neighborhoods, schools and events for cultural experiences
- Ten students and four staff members had the opportunity to attend a book signing presentation by Illinois senator Barak Obama
- Ecology classes participate in field trips to Slide Ranch, Point Reyes, local

farms, and the zoo  
Integrated Science classes participate in field trips to Angel Island and sustainable sites in Marin  
The Redwood Ecology garden offers hands-on, outdoor learning on campus Integrated and Environmental Sciences complete lab work in and around local redwood marsh  
Redwood is currently in partnership with a local non-profit, Next Generation, to become a Marin Green School

### **Summary of Findings**

The utilization of a variety of resources including technology has led to the success of our students. For example, we have upgraded the wiring in all classrooms to allow faster Internet access; there is increased space on the school's educational server. We also have the ability to allow staff and students to access the server at home. Students have access to computers not only in our two open-access computer labs, but also in our library, which now has 44 computers including twenty-eight wireless laptops available to students. The Bessie Chin Library, open weekdays from 7:30 to 4:00, is used by all departments for research projects ranging from investigations of family health history for P.E. classes, to preparing cases for moot court and legislation for mock Senate simulations. It supports world language classes with videos of classic films in foreign languages, and it supports science classes with field guides and databases of science articles. Most research assignments are supported by our award-winning library media teacher (LMT), who provides an introduction to library resources and support for students as they conduct research. The library Mission Statement reads: "The Bessie Chin Library at Redwood High School was established to support the curriculum of the high school in which it is located. All students, grades nine through twelve, are serviced. The library exists to implement, enrich and support the educational program of the school." There is no area of the curriculum that is not supported by the library collections, both print and non-print. The library has about 25,000 books and 5,000 other materials in its collections. We constantly add new materials to maintain our strengths and correct our deficiencies.

The library is a critical resource for our students as they conduct research for papers and projects. Our librarian provides orientation tours to all freshmen through their English and Social Studies classes and is also available to instruct individual classes when they visit the library. The two LCD projectors and large screens in the library enable him to demonstrate to large groups how to locate some of the research tools available through our library website, such as EBSCO and Opposing Viewpoints databases. Students are taught how to determine if an Internet site they are visiting is a credible source worthy of inclusion on a project. LCD projectors have been installed in most classrooms throughout our campus. Teachers, as well as students, use these projectors for a variety of projects including PowerPoint presentations, peer-editing essays as a class, and viewing streaming video. Projects from a variety of departments require students to take the information gained from research and present it in a variety of forms including research essays, PowerPoint presentations, films, as well as small group or individual oral presentations. Science teachers also use digital cameras to take pictures of lab specimens

and then project them onto the screen for review. Other factors have also improved the ability for all students to utilize technology, such as the on-line facilitation of computer lab sign-ups for teachers.

All students are encouraged to participate in a variety of extra-curricular activities and clubs. Students are also given the opportunity to expand their horizons beyond the classroom through a variety of job shadowing opportunities available through our College and Career Center. Several travel opportunities are offered by our departments: the World Languages department offers cultural learning experiences to France, Spain and Italy, a Science teacher leads a trip to Costa Rica to work on environmental projects, Photography students have the opportunity to travel to the Sundance Film Festival to view and critique films and meet with directors, and the Social Studies department offers a travel opportunity to Washington, D.C. through Close-up to witness government in action. Students can also find a variety of opportunities on a local level. For instance, the culminating event for the four-year drama senior is participation in the Motherlode Play Festival, a statewide event held in Amador, California. Leadership and Peer Resource students are also given opportunities to attend team-building activities and retreats to create long lasting bonds and relationships with their fellow students. Engaging in activities beyond the textbook and classroom are critical for developing higher order thinking skills and for enabling students to make connections between what is learned in the classroom and the real world. For example, staff and students participate in the annual Bike-to-School Day as well as the Healthy Food Festival sponsored by the Recycling Club the same day. More off-campus learning experiences are provided to a wide range of students, such as attending field trips to Green Gulch Zen Meditation Center and Spirit Rock Meditation Center in philosophy and Humanities classes; art class trips to museums, art galleries; attendance of dramatic presentations, such as the Oregon Shakespeare Festival.

When students are given the opportunity to explore their interests outside of the classroom, they are able to bring those connections back into the classroom and discover the value and importance of the education provided at Redwood. Such experiences dissolve classroom walls and allow students to see the vitality of coursework in a real world context. Students must decide the effectiveness of a filibuster when participating in Mock Senate, must grapple with the decision the director made when filming Portia's "Quality of Mercy" speech in *Merchant of Venice*, must weigh the process used to make scientific claims based on the requirements of their own Science Fair project. Making connections between the larger world and the world of the classroom allows students to see new connections and question in new ways.

Teachers are a critical component in engaging students and helping them to succeed in the classroom. The schedule is designed so that all teachers hold Office Hours on Thursday afternoons. During that time, students can get additional help on assignments, make up missing work or exams. Many teachers offer tutorial hours in addition to office hours for all students both before and after school, particularly in the math and science departments, to allow students an opportunity to receive one-on-one instruction and

tutoring outside of the busy classroom. Many students take advantage of this time in addition to receiving tutoring through our Peer Tutoring program.

**Growth Needs**

- Redwood will explore alternatives to the traditional computer lab
- Redwood teachers will better utilize guest speakers from the community

**D: Standards-Based Student Learning: Assessment and Accountability**

**Focus Team Leader:** Barbara Owens, teacher

<b>Group members</b>			
Louise Aliano	Assistant Principal	Julie Kastrup	Parent/Community
Linda Alm	Parent/Community	Becky Kittredge	Teacher
Scott Barnes	Paraeducator	Ann Linder	Teacher
John Blaber	Teacher	Becky Matsubara	Ed. Tech. Specialist
Karlene Caldwell	Receptionist	Debbie McCrea	Teacher
Kathleen Carlton	Teacher	Tim Mullery	Custodian
Sue Chelini	Parent/Community	Jay Orendorff	Custodian
Sara DaMert	Student	Katie Paulsen	Counselor
Deep Dhir	Student	Nicolle Plescia	Teacher
Jamie Garcia	Teacher	Todd Samet	Teacher
Corin Greenberg	Paraeducator	Kabir Sikand	Student
Carmelnita Harrington	Paraeducator	Tom Sivertsen	Teacher
Jennifer Harris	Teacher	Kelly Starrett	Admin. Tech. Spec.
Steve Hettleman	Teacher	Lovelyn Sugi-Louie	Teacher
Jon Hirsch	Teacher	Matt Tierney	Teacher
Sophia Hussein	Student		

**D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

**Evidence**

*Evidence of assessments:*

- Outcomes
- Rubrics
- Performance
- Project and portfolio assessments
- Video-taped presentations
- Authentic assessment (e.g., concerts, plays, sports competitions, artwork, Mock Senate, Model United Nations, Mock Trial, lab projects, senior project presentations)

On-demand writing  
Quizzes and tests  
Computer literacy proficiency exam  
Science Fair projects  
Advanced Placement exam scores  
College entrance exams  
Formative assessments including notebooks, journals, essays, and speaking presentations  
CELDT, CAHSEE, CST, API ratings  
D/F/I list  
State Fitness-gram Test

*Evidence of communication:*

The school communicates with all shareholders to disseminate data via:  
Student Performance Report  
*The Redwood Post*  
Counselor-sponsored parent grade level nights  
Parent-student-teacher-counselor meetings  
Parent conferences  
Redwood and District Web pages  
Back-to-School Night and Spring Open House  
Summer mailings  
*The Bark*  
IEP meetings  
TUHSD Board Reports  
Power School software grade reporting system  
Individual teacher websites  
Special Education Department Open House for regular education teachers  
SST

**Summary of Findings**

Assessing student performance has become part of a daily routine of teacher practice to evaluate student achievement as well as to drive instructional design. Assessing and analyzing student performance supports our four required outcomes, each of which has benchmarks and performance indicators. National, state, district, department and course measures inform individual student learning plans, group and individual pedagogical approaches, site staff development plans and curriculum revision. All course descriptions for every content area include explicit assessment features. Teachers are involved in the creation, administration and evaluation of assessments at state, district, department and course levels. Multiple measures provide a varied wealth of information that staff, parents and students have learned to disaggregate, rely upon, question, dissect, justify, and inspire more effective means to support the whole student as a learner. The feedback cycle generates a momentum that engages staff in regular scrutiny and reflection on the learning process for all students. The school supports an array of assessments that ensures students multiple opportunities to demonstrate their knowledge and skills and their ability



to apply them. These multiple measures include state and national standardized norm-referenced tests, district sponsored standards-based assessments that document growth over time and teacher developed on-demand or “snapshot” assessments used in more traditional testing forms.

In addition to earning required credits to earn a diploma, since 2002 all students must demonstrate that they have met reading, communication and technology outcomes. Below are the District’s Standards of Proficiency

**Outcome #1:** Communicate articulately, effectively and persuasively when speaking and writing.

1. Complete the *Core Literacy Portfolio* with a score of 4 or better on the 6-point rubric.
2. Complete the Direct Writing Assessment with a score of 4 or better on the 6-point rubric.
  - OR -
  - Complete the Senior Writing Assessment with a score of 4 or better on the 6-point rubric.
  - OR -
  - Complete the Golden State Examination in Writing with a score of 4 or better on the 6-point rubric.

**Outcome #2:** Read/view and analyze material in a variety of disciplines.

1. Complete the *Core Literacy Portfolio* with a score of 4 or better on the 6-point rubric.
2. Earn a scale score of 350 or higher on any grade level (9-11) of the STAR standardized Total Reading subtest. (Score will be taken for tests administered prior to the 2002-03 school year.)
  - OR -
  - Earn a scale score of 687 on any grade level (9-11) of the CAT-6 (STAR) Total Reading subtest.
  - OR -
  - Earn a scale score of 350 or higher on any grade level (9-11) of the CST English/ Language Arts test.
  - OR -
  - Earn a passing score on the MET8 Open-ended Reading Assessment, Task 1, 2, or 3. Passing scores are: Raw Score of 21 on Task 2 or 3, 18 on Task 1.
  - OR -
  - Earn a score of 4 or better on the Senior Reading Assessment.
  - OR -
  - Earn a score of 3 or better on the Golden State Reading Exam. (Score will be taken for tests administered prior to the 2003-04 school year.)

**Outcome #3:** Use technology to access information, analyze/solve problems and communicate ideas.

Pass the Introduction to Computers course.

- OR -

Pass all parts of the Computer Proficiency examination.

**Outcome #5:** Apply mathematical knowledge and skills to analyze and solve problems.

Earn a scale score of 698 or better on any grade level (9-11) of the STAR standardized Total Mathematics subtest. (Score will be taken for tests administered prior to the 2002-'03 school year.)

- OR -

Earn a scale score of 707 or better on any grade level (9-11) of the (STAR) CAT-6 Mathematics subtest.

- OR -

Earn a passing score on the MET8 Mathematics Test, Secondary Level 1, 2, or 3. The passing scores are based on the number correct: 31 for Level 1, 25 for Level 2, and 24 for Level 3.

- OR -

Pass the California High School Exit Exam in Mathematics.

Beginning with the class of 2006, California students must pass the California High School Exit Exam in English and mathematics. In addition the district requires that students meet communication and reading outcomes by submitting the *Core Literacy Portfolio* and scoring a 4 or better on a rubric scale of 1-6, passing the Direct Writing Assessment (DWA) with a 4 or better, and passing a reading proficiency requirement met through STAR and district tests. The technology outcome is met by students passing a proficiency test given frequently throughout the year and during summer school or taking the course, Introduction to Computers (includes the proficiency test). These standards-based assessments have created a demand for alignment of Redwood's curriculum and the California State Standards in every discipline. During the curriculum revision cycle, departments have re-written all course descriptions to include texts, textbooks, activities and end-of-the-year assessments are designed to meet the state standards.

As a result of the process of disaggregation and analysis of assessment data dating from 1999 including grade distribution, CST scores and the Perception survey, the staff determined the need to address the following: student perceptions, the reading and writing skills of boys, the underperformance of ethnic minority students, the improvement of students' skills to read analytically, the tailoring support for students who do not meet the performance standards in literacy and math so that students can graduate. The staff developed an action plan, the Three Year Instructional Improvement Plan, 2003-2005. Given the impediment of modernization, the Plan was extended for 2006.

The Student Performance Report of 2004-05, an annual compilation and analysis of all assessment data on student performance in the district and at each site, indicates a closing of the performance gap in literacy skills for Hispanic, African American and, Special Education students and English Language Learners given their improved submission rates and subsequent passing scores for the *Core Literacy Portfolio* and the Direct Writing Assessment. A similar gap narrowed in gender performance for both assessments with boys improving their scores even as girls' scores also improved.

In math, the Performance report indicates a widening of the gender gap for students in Algebra P2, a course designed for students who need more time to learn and review Algebra. In science, the results of the Scientific Literacy Lab assessment shows that in Integrated Science 4, 92% of the females and 89% of the males met the standard. The Spanish course assessments revealed that males outperformed females on the Speaking and Writing section of the department's proficiency assessment while females scored better than males on the written portion.

Because an atmosphere of high expectations permeates the school, students are serious about assessing their work and improving their performances. Project-based instruction across many disciplines demands students' self-assessment against a rubric to determine success levels during the process as well as after. Such activities help students internalize expectations and improve their performance. Peer review and response has become an integral part of the learning process in many departments. Students are used to this process to improve their learning.

For example, members of the Science department use rubrics designed by district and site teachers for the Science Fair projects. Individual teachers collaborate with students to design performance rubrics for units of lab work or Field Study in Integrated Science. Social Studies teachers include performance rubrics for their group research projects where students also include a self-assessment for their grade. In World Languages and Cultures, Spanish teachers use a participation survey where students evaluate the degree of their class preparation and participation. Algebra P4 teachers use a detailed self-assessment assignment that requires students to write analytically about problem errors. Fine Arts teachers incorporate peer evaluation to critique individual pieces and/ or performances as well as group critiques in theatre arts.

In Redwood English classes, students frequently assess themselves and others according to assignment rubrics. This assessment often takes the form of teachers and students collaboratively scoring anonymous papers on the overhead using the language of the rubrics. What is interesting to note is that students almost always arrive at the same rubric score as the teacher, demonstrating that both students and teachers have successfully internalized the rubrics.

In addition, Redwood English teachers value the process of peer review. Peer review is an integral part of any major process piece students write, whether that piece is an observation of a place, a reflection on a significant moment from their past, or an analysis of a theme in a text. English teachers frequently modify their peer review lessons in terms

of how students are grouped and how specific their instructions are to the student reviewers. Redwood's English teachers are currently working on a video to demonstrate to students Peer Response best practices.

### **Growth Areas**

- Redwood will train students in methods to improve self/peer assessment and use of data to develop strategies for self-improvement.
- We will continue to use assessment information to identify areas of need for our students.
- Redwood will investigate more thoroughly why some students are disengaged as we address this population particularly in our cluster classes.

**D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

### **Evidence**

The results of the continuous operation of the assessment feedback cycle appear in class assignments, projects, groupings and strategies, in department program revisions, and initiatives and new course offerings and cross-disciplinary collaborations. The following are school and departments' efforts to address gaps in achievement and performance:

- The Math department concluded that more Algebra review was needed during the Geometry year to support student achievement the following year in Advanced Algebra; the department has selected new Geometry texts that provide more Algebra review. District-wide the department is reviewing the Advanced Algebra curriculum, order of topic and topics taught to improve the CST Algebra II scores. The teachers will be reviewing state standards and the CST blueprint. The Principles of Business Math and Economics was revised to provide a better third year option for students who struggle to meet the 3-year math requirement. This course is cross-linked with economics so these students can satisfy this requirement as well. Teachers continue to work one-on-one with students before school, during lunch, after school and during evenings to provide individual help.
- To address the increasing numbers of students who have to repeat beginning language courses, the World Languages and Cultures Department has adopted Teaching Proficiency through Reading and Storytelling (TPRS). The department has recently adopted common assessment tools for this successful approach.
- After examining the numbers of D, F, Inc. grades for Integrated Science students, the Science Department has been revising the pacing and schedule for Integrated Science students particularly special education, at-risk and English Language Learners.. Currently, based on the successful performance of Integrated Science students in Summer School who need to make-up D, F, I s, 28 students will

complete the required year-long course in one semester by taking 2 consecutive periods a day of Integrated Science.

- After reviewing reading data by gender, more non-fiction selections are being considered for adoption across the curriculum to address boys' interests.
- After having scored the on-demand Direct Writing Assessment, autobiographical reflection essay, English teachers analyzed the differences between those who pass with a 4( adequate) versus those who do not pass (a 3 or lower). Students work with their English teacher to address the area that needs improvement both within class and during Office Hours in order to pass the exam.
- An English teacher serves as Literacy Coach for those seniors and juniors who have yet to submit a passing Portfolio. An Instructional Aide is available to work one-on –one with students who are struggling.

### **Summary of Findings**

To address school-wide priorities, the English and Social Studies departments are collaborating to support two cluster groupings: American Literature and US history; English 1 and 2 and World Cultures/ Geography and World History. Cluster teachers work together to design instruction to reach the disengaged student. The teachers share the same students to provide for integrated feedback and student personalization. The departments are also collaborating to revive the Core Writing Seminar, an expository writing workshop given to all 9<sup>th</sup> and 10<sup>th</sup> graders.

To improve the pass rate for Special Education students, the Special Education department has re-allocated teacher time by placing a resource teacher in the Alpha program. Special Education teachers use a curriculum binder that offers appropriate assignments that meet the requirements of the state standards embedded in the *Core Literacy Portfolio*. To improve the pass rate for Special Needs students in Integrated Science, a Special Education teacher has individually examined in-coming 9<sup>th</sup> graders cum records and interviewed 8<sup>th</sup> grade teachers and counselors to select students who meet the profile of students needing a different program in Integrated Science.

Performance rubrics are used widely throughout the disciplines to measure individual and class performances. Student exemplars that meet the highest standard are used as models to improve students/ performance.

To improve 8<sup>th</sup> grade transition as cited by the Ninth Grade Perception Survey, the Link Crew Program has been redesigned and expanded. To capitalize on the training of the student leaders, the faculty trainers meet regularly throughout the year to work to improve the interactions of the leaders with their 9<sup>th</sup> graders. Instead of just the beginning of the year, the leaders organize on-going activities to support the 9<sup>th</sup> graders throughout the year. In addition, the Board of Trustees authorized summer school to offer 8<sup>th</sup> to 9<sup>th</sup> grade transition programs for all incoming 9<sup>th</sup> graders for each site using staff from each site.

To reduce the number of D, F, Is in 9<sup>th</sup> and 10<sup>th</sup> grade, the Strategies class curriculum been revised. The structure of the class, now called Academic Skills Workshop, focuses

on explicit study skills and motivational strategies to encourage student self-assessment. Bi-monthly students engage in a self-assessment, self-monitoring task designed to elicit specific feedback from all their teachers.

With improved disaggregation of the *Core Literacy Portfolio* assessment data, the faculty noted a more specific need to help students analyze text as part of close reading. As part of its Instructional Improvement Plan, the school adopted this goal as one of its priorities for instruction and resource allocation. Further, that same data informed the current focus on using differentiated instructional strategies to engage all students.

### **Growth Needs**

- Redwood will instruct and train faculty in the principles and implementation of strategies for differentiated instruction in all disciplines for all students.
- Redwood will create more time for teachers to reflect on assessment and instructional strategies to improve achievement in analysis.

**D3. The school with the support of the district and community has an assessment and a monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results.**

### **Evidence**

Tam 21<sup>st</sup> Century Mission, Philosophy, Belief Statements  
Education Task Force  
District Outcomes  
*Core Literacy Portfolio*  
Direct Write Assessment  
DCC and Site Council Minutes  
Student Grade Reports  
Student Performance Reports  
CELDT, CAHSEE, CST, API Ratings  
D/F/I List

### **Summary of Findings**

In January of 1993, the Board of Trustees adopted its “Tam 21<sup>st</sup> Century Mission, Philosophy, Belief Statements” to “serve as a foundation for all district planning and decision making.” Its revised statement of 2002 explicitly requires “full and meaningful participation of community, parents, site governance bodies, staff, and students” for all major revisions. The Board of Trustees “shall annually... set specific Objectives and/or Tasks for district-wide completion.” That document entitled “2005/06 – 2007/08 Goals and Objectives states under the section “Instruction” Goal 1.1 directs the exploration of the science curriculum options for students in 9<sup>th</sup> grade to determine if additional courses are needed for students not able to achieve standards. Goal 1.2 suggests “examine the feasibility of adding additional world language course...” Goal 3.1 states,” maintain District commitment to a student assessment program, which utilizes multiple measures

and meets state and federal requirements.” Goal 3.2 empowers by “strengthening District/school use of data in instructional improvement plans to focus action plans on improving student learning.” Both goals under the sections II “Students” are devoted to 6 initiatives that focus on assessment and instruction. The Board of Trustees allocates resources and aligns the budget to address these goals.

In addition, the Education Task Force (ETF), a coalition of the K-8 schools and the Tam District, recently re-organized to coordinate, design, and analyze authentic assessment that complements nationally normed multiple-choice tests. Teachers gain valuable feedback about the effectiveness of their instructional program and information about what specific skills students need to be taught.

To address Outcomes #1 and #2 (Communicate articulately, effectively, and persuasively when speaking and writing; read, view and analyze material in a variety of disciplines), beginning in the sophomore year, students are required to submit a *Core Literacy Portfolio* that earns at least a passing score of 4 on a 6 point scale. The spring submissions are evaluated in a district-wide scoring session on a dedicated Staff Development day where all certificated staff including all site and District Office administrators are trained to read, comment on and score 900 portfolios. After the scoring, all participants collaborate on a debriefing process which focuses on identified patterns or trends in student performance, teacher assignments, issues with the scoring process, and other implications for instruction.

The feedback from the past three years has generated a consensus to revise the requirements by reducing the number of selections and requiring evidence of reading that demonstrates the elements of critical thinking: comprehension, analysis, evaluation, application and synthesis. In the spring of '06, the district certificated staff scored the submissions of the revised portfolio. The assessment data indicated higher submission and passing rates.

Since 1996, the school has engaged the counsel of a “critical friend,” Dr. Bena Kallick, a nationally known consultant, to facilitate the examination of student work/performance. She has worked with the newly hired as well as veteran teachers to reflect and revise instructional designs. Teachers bring student projects like Science Fair entries, *Sportsfolios*, art portfolios, dramatic performances, *Core Literacy Portfolios*, and Direct Writing Assessments to reflect on and evaluate the effectiveness of the design and the performance rubric. As a result, more teachers are inclined to reflect together in informal settings.

In formal settings like the Department Chair Council and the Site Council, district disseminated data comparing scores from national, state, district and school assessments, teachers, staff, administration, parents and students analyze the results to bring back to the stakeholder groups for their feedback and suggestions for addressing gaps and need areas. Staff development activities are planned that appear in the school’s Instructional Improvement Plan. Site resources are allocated to address, implement and evaluate these initiatives. For example, English/Social Studies cluster teachers were compensated to

meet to collaborate and plan for this current year's program. Funds have been provided for teachers and administrators to attend conferences on Differentiated Instruction. Funds have also been provided for department level "experts" to focus on special areas of instruction in the focus areas. Release time is also provided for collaborative planning and assessment.

Families and students receive grades over three reporting periods in one semester, culminating in the semester grade. Software provides both standard and individualized commentary/ feedback ranging from personal to school comments.

### **Growth Needs**

- Redwood staff will work collaboratively to develop an appropriate evaluation for each of the cluster programs.
- Redwood will provide staff development opportunities to develop strategies for differentiated instruction and analytical skills.
- Redwood will work with ETF to focus appropriate revisions for the *Core Literacy Portfolio*.

**D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

### **Evidence**

RHS Instructional Improvement Plan  
Tam 21<sup>st</sup> Century Mission, Philosophy, Belief Statements  
Education Task Force  
District Outcomes  
*Core Literacy Portfolio*  
*Direct Write Assessment*  
Alpha Program  
Cluster Classes  
DCC and Site Council Minutes  
Student Grade Reports  
Student Performance Reports  
CELDT, CAHSEE, CST, API Ratings  
D/F/I List



In mid to late spring, within a month of the scoring of the Direct Writing Assessment and the *Core Literacy Portfolio*, the Board of Trustees receives a copy of the report. Various accountability groups, Instructional Council, District subject area facilitators, site Department Chair Council, Site Council, teachers, students and parents disaggregate and analyze the data. Combined with grade distribution, CST scores and CAHSEE scores (see D1.) the school collaboratively looks at trends, prioritizes the needs and develops an action plan including resource support, accountability persons/groups, a time line and evaluation procedures and implications for Staff Development. The plan appears as the Action Plan.

The current school focus for staff development is the increased use of differentiated instruction, the development of instruction in analytical reading and writing, and increasing CAHSEE scores across the curriculum. Three learning clusters combining English and social studies curricula support the collaboration of teacher partners to address the disengaged students through increased personalization utilizing differentiated instruction. Portfolio results have led to a Portfolio Support class supervised by a teacher /literacy coach. Also, these results have directed teachers to revise assignments to include more opportunities for critical thinking including synthesis, evaluation, comprehension, application and analysis. In addition, Literacy Coaches work individually with students to address their specific needs to pass the CAHSEE as well. The analysis of the results of the Direct Writing Assessment has lead to increased instruction in reflective autobiographical writing during the freshman year.

The English and Social Studies Departments have maintained the Alpha program to support students who need more literacy scaffolding. Strategies classes have been revised to focus on study skills and habits in what is now known as Academic Workshop. The Link Crew program has expanded to create a stronger transition for incoming 9<sup>th</sup> graders with support and activities for all incoming students throughout the year. For example, the first *Cocoa and Cram* evening designed to help freshmen study before finals was attended by over 350 students. The Regional Occupations Program (ROP) is planning to offer a course in Culinary Arts at this site in 2007.

### **Growth Needs**

- Using appropriate assessment data, Redwood will develop an evaluation plan for the cluster classes that provide successful learning approaches for disengaged students that all teachers can use and implement.
- Redwood will monitor and develop instructional practices that provide students opportunities for critical thinking and analysis in every discipline.

## **E: School Culture and Support for Student Personal and Academic Growth**

**Focus Team Leader:** Erik Berkowitz, teacher

<b>Group members</b>			
Britt Block	Teacher	Susan Maxwell	Teacher
Kristina Brown	Counselor	Jim McDaniel	Teacher
Margaret Catelli	Clerk IV	Sam Miller	Secretary
Mitch Cohen	Teacher	Desone Parker	Athletic Director
Maryanne Dahl	Teacher	Trisha Quan	Athletic Trainer
Charlene DeLosa	Clerk IV	Sue Pearlstein	Parent/Community
Derek DeNardo	Teacher	Bernadette Rattet	Teacher
Gary DeTore	Teacher	Elise Rubio	Teacher
Mike Dibley	Teacher	Jessica Skieresz	Teacher
Elizabeth Eichler	Teacher	Talia Smith	Student
David Goldsmith	Teacher	Linda Tassano	Teacher
Morgan Gooding	Student	Connie Vallejo	Teacher
Lisa Kemp	Teacher	Paula Vantrease	College/Career Spec.
Ben Kolb	Assistant Principal	Désirée Weiss	Secretary
Jake Lewitz	Student	Robert Winkler	Teacher
Jackie Littman	Parent/Community		

**E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching and learning process?**

### **Evidence**

IEP Translators  
Site Council  
DCC  
PTSA  
Back to School Night  
Open House  
Volunteer Program  
Parent 2 Parent  
College and Career Center Inventory Sophomore Year  
Evening Meetings for Parents Hosted by Counselors  
Parent Foundation including Benchwarmers and other Athletic and Music Boosters Clubs  
Grade Level E-mails  
The *PTSA Post*  
The *Bark*  
Teacher Websites for Parents  
Automated Phone System  
Field Trip Participation

Modernization Committee  
Student Attendance Review Board  
Music, Art, and Drama Guest Artists  
Community Sculpture Garden and Mosaic Wall  
Hiring Committees  
Safe and Sober Graduation  
Training Parent Proctors for AP Exams  
Link Crew  
Sequoians  
CSF and Honor Society  
SSTs (Student Study Teams)  
Campus Improvement Committee  
Case Review Team (CRT)  
Parent Tours  
Every 15 Minutes  
Parent Education Programs

### **Summary of Findings**

Redwood is proud of its strong connection with the community and of the support programs it offers all of its students, both academically and personally. Students are able to choose from a wide range of activities and classes, ranging from the arts to the sciences, from student government and leadership to technical arts, from journalism to peer counseling, from world language to math, from athletics to drama. Student support is fully integrated into the fabric of the school. It is therefore our continued duty to try and help our disengaged, new or lost students find their way in our large school.

We have a very dedicated and intelligent staff that is structurally supported by the district office with financial and organizational resources most schools dream of having. Many of the extras one sees around our campus are a result of the affluence and involvement of our parent community advocating for all of its students' needs. As one might imagine, adding invested stakeholders into any conversation has benefits as well as difficulties. Our intention to continually explore how to work with parents, involve our community, and help disengaged and low-achieving students is what makes our school an engaging place to work.

On any given day, one can find parents engaged in every aspect of the school's community. They are an integral part of what we do on a daily basis and are actively involved in all-important decisions impacting students. There are two major decision-making bodies at Redwood High School. Though structurally different, each places the students' welfare and academic success at the center of its discussions. Those bodies are the Department Chair Council (DCC) and the Site Council.

Parents from different feeder middle schools are represented on both major governing bodies at our site. The information from these meetings is discussed at regular PTSA meetings and social events. The minutes from these meetings are posted on the RHS and PTSA websites. At these established events important information is disseminated to the

community and a large percentage of parents have input into our governing bodies conversations concerning students. Redwood parents also have direct input in the hiring process of all certificated teachers and administrators. Having parents on all hiring committees for teachers helps ensure the hiring of teachers who are in alignment with the high learning expectations we have for all of our students.

In our endeavor to help students succeed a priority is placed on establishing and maintaining the channels of communication between Redwood and the community at large. One effective tool Redwood utilizes to help communicate with the community is its well-established monthly newsletter called *The Post* that is distributed to all parents/guardians of students and staff, providing information about school events and testing schedules for each month. Letters to parents of our ELD students are sent in English along with a translation into several of the student's home language. Translators are part of student study teams and SARB meetings as necessary. Calls to parents who do not speak English are made through a translator. As our non-native speaking population grows, we will have to explore ways to connect new communities with existing ones.

Redwood staff recognizes that what helps make our Special Education programs so successful is our strong commitment to ongoing communication with parents whose children participate in our programs. Annual IEPs are held for each student with an active IEP. Parents concerns are solicited and respected. Parents are informed that they may call additional IEP meetings if they feel the need. Students are encouraged to attend their IEP meetings as they are seen as an integral part of the process. The Special Education team recognizes that without student involvement, the plan developed may not be successful. Students are made aware of the accommodations provided hem through their IEP, and are taught how to be self advocates in their educational programs.

As a response to suggestions from parents, the administrative team uses a school-wide email list to inform parents about important events at our site. Along these same lines, many teachers have developed personal websites for parents and students to access up-to-date information concerning classroom content and homework for each week's work. Many parents have found the teacher websites useful when their students are out sick for an extended period of time. There is an automated phone system that informs parents of students who have missed one or more classes during the day. Parents are notified when attendance becomes a problem. Parents can also pick up any missed work or homework assignments through a system established by the attendance office. Redwood's classified staff will stop what they are doing to help parents and community members better understand and utilize the resources provided by the school.

Counselors at Redwood give evening presentations which provide guidance for parents at each grade level regarding classes, graduation requirements, and post-secondary planning. Parents are fortunate to benefit from our counselors' desire to help students attain financial aid through a workshop that demonstrates how assistance with funds for college can be obtained. A full-time college/career specialist regularly meets with parents and students to help make decisions about post-secondary plans.

Community members often volunteer their knowledge and expertise to a wide-range of programs run by our devoted staff. Redwood utilizes the expertise of community members and matches them with a wide-range of programs in need of support on campus. Parents are active in Pigskins, Hoops, Dugout, and Grapplers each of which represents individual sports teams, as well as Benchwarmers, which support the entire athletic program's endeavors. Parents and community members volunteer setting up, judging, and providing refreshments for the science fair. Parents volunteer with the *Bark* (school newspaper), EPiC (drama program), and with Band Boosters, while providing opportunities for local professional artists to work with students in each area, enhancing learning with real world experiences. There is also parental involvement in mentor programs as well as a job shadow program. Sequoians support the Honors Program and the California Scholarship Federation (CSF) for students ensuring lifetime memberships. The financial resources, free-time of many parents, and the desire of community businesses to foster advanced real-life learning experiences make Redwood the ideal place for young, passionate and ambitious students. Parents also volunteer in classes as guest speakers as well as work in the administration offices, counseling department, and library. A good example of community involvement is the support provided by the Rotary Club. The Sunrise Rotary Club of Marin teamed with Redwood High School to help beautify the campus. Several Rotary Club of Marin members worked with Redwood Interact students, parents from the Improvement Association, students from Redwood's art classes, and members of Redwood's Art Department faculty to create a sculpture garden in honor of the 100<sup>th</sup> anniversary of the Rotary Club.

Redwood students have opportunities to participate in many divergent learning experiences, creating incentives for parents to contribute to the school's foundation, which last year raised over \$600,000 from the community. This fund provides extra opportunities for all Redwood students, every year, in areas that the general fund cannot financially support. Teachers have the opportunity to apply for grants in both the fall and spring semesters to enhance their teaching to all of its students. Grants are funded based on their merits and on the amount of students served by the proposal. Priorities go to proposals which supplement instruction, contribute to campus beautification, and support student activities. The foundation has been instrumental in providing up-to-date technology in all of our classrooms with computers and LCD projectors in most. The allocation board for the foundation is made up of teachers, parents, students, and administrators.

Back-to-School Night, Open House, and Eighth Grade Information Night are well publicized and attended by the community at large. Many potential incoming students and parents attend these events to get a feel for the culture of Redwood. Eighth graders and possible transfer students are invited to spend a half day at Redwood, shadowing a 9<sup>th</sup> grader.

**Growth Needs:**

- Redwood will continue to inform parents of current social issues and actively involve them in the steering and decision making process.

- Redwood will continue to develop community partnerships with local businesses, social service providers, and academic programs to help students build connections and strong relationships in their community.
- Redwood will develop more ways to involve new parents and non-native speaking parents in our Redwood community.

**E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?**

**Evidence**

Custodial Staff  
 Recycling Program  
 Environmental Club  
 Identification Process for Campus Visits  
 Campus Assistants  
 Office Hours  
 Peer Resource  
 Bay Area Community Resources  
 Safe Schools Program  
 School Emergency Plan  
 Security Cameras  
 Applications for Grants for School Safety Programs  
 Fire and Intruder on Campus Drills  
 Every 15 Minutes  
 Safety Showers, Eyewashes, and First Aid Kits in all Science Classes  
 Emergency Backpacks  
 CPR Certification of Staff Members  
 School Cameras  
 Security Alarms in Certain Classrooms  
 Homeroom for Safety Issues  
 Staff Meetings  
 Lighting at Night  
 Support for Modernization  
 Nightly Cleanings  
 School Nurse  
 Redwood Tip Line  
 Student Self-Defense Training  
 Red Cross Certification in 1<sup>st</sup> Aid/CPR/AED  
 Student Medical Alerts for Teachers  
 Common Prep Periods for Collaborating Teachers  
 Differentiated Instruction  
 Formal Teacher Evaluations Every Two Years

### **Summary of Findings**

Safety at Redwood is a primary concern for staff, parents and students. If necessary, the safety plan is reviewed and revised on a yearly basis. During modernization, staff was regularly updated with access routes and meeting spots in case any emergencies occurred. Redwood regularly practices fire and intruder on campus drills. Emergency maps are given to all teachers and posted in every classroom. All teachers have an emergency backpack with rations of food and water as well as basic first aid supplies. Homeroom time is also devoted to students learning the procedures in case a real emergency should occur.

In terms of student safety, Redwood is active about informing all teachers about their students' medical alerts, the signs to look for to help with early intervention, and the procedures to be followed if and when a medical need arises. Each teacher is given information concerning students with special health needs, as well as a master list with every student and their medical conditions listed on it. Teachers at Redwood have been trained in CPR at the expense of the school through staff development. There is a nurse on campus four days a week and regular memos go out to staff concerning students with special health needs. There is an anonymous tip line to confidentially communicate issues concerning the health and well being of any of Redwood's students or provide information about harm to the campus. Training is also available for staff members who have students in their classes with special health needs. All students are taught First Aid/CPR/AED and Self-Defense in the core Physical Education program.

Redwood has installed safety glass on all windows as well as provided safety showers for any classroom where materials that may be harmful if exposed to the eyes or skin are in use.

The school recently bought video cameras to protect the school from theft and vandalism during non-school hours. There are two cameras in every hallway facing both directions. The school is well lit at night providing safe pathways for anyone taking night classes on campus. There are posters that promote safe behaviors at all school dances. Teachers, administrators and law enforcement officers supervise dances to make sure students are drug free and free of inappropriate behaviors. There are three full-time campus supervisors who help keep the campus safe. Staff, students, and our community respect these individuals. Additionally, to maintain a safe environment on campus, administration has provided supervisors with bicycles and handheld devices that show pictures of each student along with their schedules. The campus is open to adult community education at night and cleaned afterwards preparing it for students the next day.

Redwood has developed a recycling program with bins for paper, plastic and aluminum in most rooms on campus. We are working closely with a non-profit organization called *Next Generation* to make Redwood a "green school." We will continue recycling, bike to school days, and the Healthy Food Festival while striving to create more environmentally friendly programs for students through the Environmental Action Club on campus.

The custodial staff provides support for all student, parent and staff events throughout the year. We are also very fortunate to have an active group of parents involved in the ongoing beautification of our campus. Some of the projects completed over the past seven years have been to provide plants, flowers, and trees including a redwood grove on campus.

In the last four years, almost all classes have received new desks. There have been additional display cases purchased to show student work throughout the school, benches line the campus to create places to sit, and a new electronic marquee provides community members with information about upcoming events.

There are multiple student-run groups on campus to support students with emotional needs. Some groups have included: Bay Area Community Resource, Anger Management, Smoking Cessation, Body Image, Children of Addicts (COA), and Friendship Enhancement. There are three trained MFTs on campus. There is a Peer Resource group that educates students and provides one-on-one peer counseling. School counselors also provide in-depth support for all areas of student life ranging from emotional needs to college planning. Redwood is proud to have a Gay/Straight Alliance on campus and recently created a new program called Safe School Ambassadors, which promotes tolerance. Every two years the school has participated in the *Every 15 Minutes* program focused on stopping students from drinking and driving.

The PTSA sponsors parent education meetings intended to support the efforts of the parent community by providing speakers and discussion forums on a variety of topics ranging from “A Practical Guide to Parenting Teens” to “The Effects of Drugs and Alcohol on the Teenage Brain and Nervous System” to “Gap Year Opportunities for Students Not Ready to Attend College Immediately After High School”.

The administration supports collegiality through scheduling classes to fit teachers’ needs, while continuing to provide the greatest range of offerings for students. The schedule is designed to give teachers common prep periods, the ability to combine classes for integrated lessons, and support differentiated instruction. For the first time all sophomore English classes are reading *Macbeth* at the same time. The administration provided money for books and lesson planning to coordinate the effort, while the English teachers committed to making time together for collaboration on this project. The Oregon Shakespeare Festival came to Redwood in December to provide integrated lessons for *Macbeth* as well as give a nighttime performance for the students and the community.

### **Growth Needs**

- Redwood will increase the variety of courses offered to students, such as R.O.P. courses.
- Redwood will explore the feasibility of offering an opportunity program for at-risk students that may include flexible scheduling and a career development program



- Redwood will further develop our peer mediation program. Mediators will be trained in effective communication skills and will learn to mediate disputes between students.
- E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**
- E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

**Evidence**

Peer Tutoring  
 Office Hours  
 4-Year Plan  
 IEPs  
 504s  
 Strong Elective Programs  
 Honors and AP Offerings  
 Smaller Class Sizes  
 Elective Diversity  
 Development of Master Schedule Based on Student Interest  
 Case Review Team  
 Student Study Team  
 Academic Skills Workshop Class  
 Alpha Program  
 Evening Courses  
 College and Career Center  
 School-to-Career Liaison  
 Library Resources  
 CLAD and SDAIE  
 Summer School  
 Full-Time Support Services  
 English Language Support  
 School Psychologist  
 Portfolio Workshops  
 Making Room for Singleton Classes in the Master Schedule  
 ELD Class  
 Seven Period Day  
 Access to Literature in all Classes  
 Honor Society  
 Art Honor Society  
 Paraeducators  
 Arts are Curricular Rather Than Extra-Curricular  
 Campus Assistants

Peer Tutors  
Diversity Assemblies  
Heterogeneously Grouped Classes  
District-Wide Portfolio Review  
Clubs  
Grade Level Meetings  
Link Crew  
Leadership  
Athletics  
Campus Improvement Art Projects  
School-Wide Art Shows  
Intramurals  
EPiC (Drama)  
State Competitions in Drama  
State Competitions in Band  
Drama Performances (60 per year)  
Band performances (8 per year)  
Transition Program  
Middle School Exposure to Music and Drama Programs  
Shadow Program  
ETF  
Mock Trial  
Spanish 9/10 Curriculum Includes Community Based Projects  
1<sup>st</sup>-2<sup>nd</sup> Year Teacher Support Program through District  
Counseling  
American Studies Program (integration of American Literature and U.S. History)  
Community Counseling Agency  
Counseling ratio 300:1  
Close-up Field Trip to Washington, D.C.  
ESD

### **Summary of Findings**

Entering students participate in the Link Crew orientation program in which they are paired with trained juniors and seniors who introduce them to Redwood and serve as mentors throughout the year. Peer Resource is an organization designed and run by students to acclimate new students to the school culture and introduce them to school-wide clubs and programs. They also provide training on issues related to health and well being for our students as well as those at our feeder schools and serve as Safe Schools Ambassadors.

Redwood provides a wide variety of programs to meet the needs of all of its students ranging from AP classes in most subject areas to Academic Skills Workshop classes for students not meeting their academic potentials. The Alpha program utilizes the team approach to assist students who are at-risk. Students in the program have two common classes taught by a core of teachers who work together with an Alpha counselor to design learning for varied individual needs. Every Thursday designated Office Hours are held

where students can get help from teachers or make up tests and work missed when out of school. We have a strong Peer Tutoring program, which runs before and after school for students needing help in all academic areas. There is also an evening tutorial program for athletes, and some teachers offer evening study sessions.

Redwood offers a large range of elective courses to meet the diverse needs of its students. The district is committed to offering any approved course that has interest from students as long as it meets the staffing guidelines established by the school board. The new *American Studies Academy* integrates American Literature and U.S. History. The district also encourages teachers to create new courses of study to support the changing interests of the students. The library is constantly updating its materials and web subscriptions to support Redwood students' diverse learning needs. Class sizes are relatively low in our district as supported by the school board's commitment to provide a personalized quality education for all of its students.

To accommodate the busy and impacted seven period day schedules of students, Redwood offers night classes to add opportunities to take elective courses. The seven period day provides students with more classes, adding to their knowledge base before leaving high school. It also creates a space to take either an academic elective, PE or art class that may not have fit in a student's regular academic course load. The school is committed to diversity of electives and making room in the schedule for singleton classes.

This year there are 37 clubs on Redwood's campus; a Link Crew orientation program for freshman and transfer students; a strong leadership class; and student-run enterprises like the *Bark* and EPiC which value experiential learning. The band, the newspaper, and the drama programs travel to participate in statewide and national competitions and events. The school paper publishes ten issues a year, the band performs eight concerts a year, and the drama program 60 nights of performance a year for parents, staff, and the community at large. The Mock Trial club also participates in experiences that equal real-life challenges and participate in a competition with students from all over the state. After a hiatus, Redwood's student-run literary magazine, *Orpheus*, has started up again this year. Every semester the senior Government classes have a Mock Senate where students enact a simulation of the senate engaged in passing bills for legislation.

Redwood offers a range of Special Education programs designed to meet the learning needs of students who qualify for services. There are three Resource Specialist classes, one Special Day Class, and a combination Special Day Class/Resource class called the Blended Class. This class supports students who have been diagnosed as having emotional problems that impact their academic learning. Personnel for the Blended class include a full time teacher, two Instructional Assistants, a Behaviorist, and a Community Mental Health Therapist. Our campus also houses a county program, the Severely Handicapped class which includes students from all over Marin County. The severely handicapped students attend art, drama, and physical education classes when appropriate. They attend all rallies and assemblies. Students have the opportunity to aid in the

severely handicapped classes. The Friendship Club provides an opportunity for all students to work together on projects, such as the creation of the Friendship Garden.

The progress of each student with an active IEP is reviewed at least annually. Students and parents are an integral part of the IEP meeting. An administrator, counselor, and regular education teacher are also members of the IEP team and attend all IEP meetings. During a meeting, progress towards goals set previously is reviewed, and new goals are developed. Concerns are discussed and successes celebrated. Accommodations are reviewed and updated. After each meeting, the general education teachers working with the student are informed of the results of the meeting, and are given an updated copy of the accommodations afforded the student. Special Education staff work closely with general education teachers, providing them with suggestions for implementation of the accommodations as needed. The staff recognizes that ongoing communication between general education and Special Education staff plays a key role in the success of special needs students. At the beginning of the fall semester two days are set aside for the general education staff members to meet with the Special Education staff members to discuss each student they share. Attendance at these meetings is mandatory. Instructional Assistants are trained to assist Special Education students both in Special Education classrooms and in general education classrooms.

There is ongoing support for students who have not met any of their outcome requirements set by the district. There is also support for all non-native speakers through an ELD class as well as support from teachers for all ELD students in regular education classes. Most of our teachers have CLAD or SDAIE certifications to teach non-native speakers in their classes.

The Counseling program at Redwood has the state recommended ratio of 300:1. Each counselor attends college conferences to keep current on admissions requirements and procedures. Additionally, they frequently hold student study team meetings where all teachers and administrators as well as the student and parent attend to help improve academic success. Counselors meet with every freshman to develop a four-year plan that will guide each student's course decisions throughout high school with regards to graduation requirements and college entrance requirements. At the sophomore level, there are small group meetings with counselors to discuss progress on college requirements and testing. Also sophomores gather in the Career Center in the fall to take a career inventory and to receive their student Career and College Planning Guides. In the spring, they reconvene to review the results of the inventories. At the junior level, students receive an informational newsletter in October, *The Junior Splinter*, which contains valuable information about testing college admissions, financial aid and notification of the counseling department's evening presentation, *College Night for Juniors*. The Career Center also provides each junior with a college handbook, which presents an overview of the entire college process. In the spring, each junior and their parents are invited to a one-hour conference with their counselor to discuss future plans. In particular, this involves: planning for the senior year and doing a graduation check, discussing various testing (SAT 1, ACT, SAT 2), reviewing careers/majors, and conducting a college search that will target summer college visits. During the senior year,

students receive another *Splinter*, which lists among other things, college representatives' visits, scholarships and the timelines for applications and the dates for night time meetings for seniors and their parents interested in more information about financial aid or the application process. Seniors also meet with counselors to do a final check on academic progress, if needed, and to get assistance with the completion of college applications and to review "life after Redwood" plans.

Counselors from Bay Area Community Resources provide one-to-one personal counseling on an on-going or crisis intervention basis. They also run student groups on issues ranging from body image, social skills, staying clean and sober, and grief.

### **Growth Needs**

- Redwood will continue to identify and target those students not meeting the outcomes. The process for helping students with academic special needs (IEP, 504, ELD) and related support services need to continually be clarified and streamlined to make them more user friendly to both the student and teacher. We have come a long way since the last WASC visit, yet we believe this is an area that can always use focus and attention to ensure that all stakeholders are regularly informed with up-to-date information.
- Redwood will continue to provide voice for all diverse members of our school community through special interest clubs and community outreach: GSA, Body Image, Women's Issues, AIDS Awareness Club, Service Learning, Mock Trial, Model UN, and others.
- Redwood will examine how students are assigned counselors to facilitate better communication and interaction between staff, students and parents. In addition, we should attempt to clarify, make better known, and streamline where necessary, our process for referring students to our wealth of existing services.
- Redwood will continue to explore more options for electives for the changing times and demographics of our community to accommodate student sign-ups.

### **School-wide Areas of Strength**

The Site and District have a tradition of examining student work to better support student learning. We use data to assess and make necessary changes to curricular and instructional programs.

We have a tradition of supporting the achievement of all students by offering a curriculum which is both rich and accessible through extensive support for student progress toward meeting Outcomes and State Standards through programs such as

- Student Study Team (SST) Assessment Planning Team (APT)
- Literacy Coach
- Alpha Program
- Academic Workshop Course
- College and Career Center

- Increased Advanced Placement Offerings
- In-service and staff development opportunities

Redwood has a safe, well-maintained and orderly campus. Three campus supervisors as well as site administrators are visible before school, during breaks and lunch, and after school.

Course work promotes excellence in a range of subjects:

- The student-run EPiC Theater Company
- The nationally recognized school newspaper, the *Bark*
- The additional offerings in drafting and architectural design
- The Science Fair projects submitted by every student in Integrated Science
- The expanding music program
- A Fitness Program that exceeds state standards.
- The Mock Senate Activity for seniors enrolled in government
- Increased offerings in math, technical arts, social studies, and science.
- Night classes in Art and Photography and Drama

The Library offers students and staff not only richly-stocked shelves but access to world-class research possibilities through web-based research.

Staff and students interact in a respectful manner in order to reach their full potentials as life long, independent learners.

Redwood receives strong community support, as evidenced by

- Recent passage of Bond Measure
- Fund raising by Redwood Foundation
- Time commitment and financial support from Parent Teacher Student Association (PTSA) and various booster organizations
- Community internships and partnerships.

The District Office provides strong support for student success at meeting Outcomes and State Standards,

- Willingness to fund sections and electives based on student and staff interest
- Extensive data analysis to inform and /or modify curriculum and instruction
- High level of support for administration and staff to best serve student needs
- New teacher two year support program

The school provides numerous opportunities for students to participate in co-curricular and extra-curricular activities, that balance a rigorous academic curriculum and give a personal sense of belonging for all students and staff.

There is a continued commitment to professional development, as evidenced by

- Staff reading for College Board Advanced Placement exams
- Staff recognition on local and state levels
- Staff participation on state commissions

## Chapter Five

### Schoolwide Action Plan

**Objective # 1:** To strengthen the ability of teachers to reach a wide range of students, teachers will develop strategies to quickly assess student understanding and tailor approaches to enhance student learning (differentiated instruction).

**Rationale:** Students need to meet the content standards inherent in the curriculum. Differentiation allows for different scaffolding so that all students can meet the standards. Many teachers already use a variety of strategies to reinforce student learning; this focus of Staff Development would allow teachers to share, invent, and refine methodologies.

- At each grade level, an average of 27% students receive at least one D, F or Incomplete
- 22% of freshmen do not meet the writing standard inherent in the Direct Writing Assessment (DWA)
- 12% of sophomores did not earn a proficient score on their portfolios.

**Outcomes:** Read/view and analyze material in a variety of disciplines  
Apply mathematical knowledge and skills to analyze and solve problems  
Use technology to access information, analyze/solve problems, and communicate ideas.  
Demonstrate scientific literacy  
Apply principles of economics  
Communicate in a second language  
Demonstrate knowledge of the global environment and its resources  
Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives  
Appreciate, interpret, experience, create, and/or perform artistic work

**Goals:**

- Teachers will work in teams to differentiate instruction.
- Teachers will develop, refine or share common assessments to measure student learning.
- Staff Development time will be utilized for teacher collaboration.

<p><b>Elements of Differentiated Instruction:</b></p>	<p>Acknowledges that all students need to learn the essential subject material as identified by the State, District Courses of Study, department goals, and teacher.</p> <p>Acknowledges that all students do not enter the classroom with the same skills; actively addresses the acquisition of skills so that all students can learn.</p> <p>Using a variety of measures to assess student learning will allow teachers to address the level of understanding and the appropriate next steps to support student learning.</p> <p>To differentiate lessons involves a collaborative approach. Teachers in the same courses or in cluster programs will work together to develop lessons that can offer remediation as well as enrichment.</p> <p>Differentiating instruction requires that teachers talk to each other about course goals, requisite readiness skills, effective groupings, teaching strategies, student accountability.</p>				
<p><b>Tasks</b></p>	<p><b>Responsible and Involved Persons</b></p>	<p><b>Professional Development/ Resources</b></p>	<p><b>Means to Assess Improvement</b></p>	<p><b>Time Line</b></p>	<p><b>Methods to Report</b></p>
<p>Explore differentiated instruction so that staff has a shared understanding of methods and potential.</p>	<p>Administration Department Chairs Teachers</p>	<p>Introduce Professional Learning Teams as the <i>Staff Development Plan</i></p> <p>Staff Development Funds</p> <p>Curriculum Development</p>	<p>Reduction in the number of students receiving Ds, Fs, or Incompletes.</p> <p>Improved test scores</p> <p>Anecdotal information of stronger student engagement</p>	<p>Monthly meetings January - May 2007</p>	<p>Department Chair Council Site Council Staff Meetings</p>
<p><b>Tasks</b></p>	<p><b>Responsible and Involved Persons</b></p>	<p><b>Professional Development/ Resources</b></p>	<p><b>Means to Assess Improvement</b></p>	<p><b>Time Line</b></p>	<p><b>Methods to Report</b></p>
<p>Teachers select Professional Learning Teams to explore differentiated Instruction</p>	<p>Administration Department Chairs Site Council</p>	<p>Monthly Staff Development</p> <p>Classroom observations</p>	<p>Teachers will self-select teams and will identify areas to explore: Reading Analysis Content Standards</p> <p>Team members will assign tasks and collect observations and sample of student work.</p>	<p>August – December 2007</p>	<p>Team evaluation of progress</p>



<b>Tasks</b>	<b>Responsible and Involved Persons</b>	<b>Professional Development/ Resources</b>	<b>Means to Assess Improvement</b>	<b>Time Line</b>	<b>Methods to Report</b>
Speaker: Differentiated Instruction: A Tune-up <i>Possible Strategies:</i> <i>Quick Assessments</i> <i>Flexile Groupings</i>	Administration Department Chairs	Staff Development Funding	Teacher Feedback	January – June 2008	Team evaluation of progress Student attendance Test Scores
Address team evaluations. Fine tune Staff Development Activities	Administration Department Chairs Staff	Staff Development Funding			

**Objective # 2:** To improve the ability of students to read analytically. To provide students with the experience to comprehend and analyze a wide range of fiction, nonfiction and information texts in a variety of subject areas.

**Rationale:** The ability to analyze is addressed in every discipline. Exploring and incorporating ways to promote frequent analysis of written material in the classroom is important for all teachers in all disciplines.

- At each grade level, an average of 27% students receive at least one D, F or Incomplete
- 44% of sophomore earned a score of 4 on their portfolios; this score is frequently the result of limited analysis.
- 12% of sophomores did not earn a proficient score on their portfolios.
- 30% of students do not score at the proficient range on Reading Comprehension and Literary Response and Analysis

**Outcomes:**

- Read/view and analyze material in a variety of disciplines
- Apply mathematical knowledge and skills to analyze and solve problems
- Use technology to access information, analyze/solve problems, and communicate ideas.
- Demonstrate scientific literacy
- Demonstrate knowledge of the global environment and its resources
- Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives
- Appreciate, interpret, experience, create, and/or perform artistic work

**Goals:**

- Students will be engaged in higher level thinking and problem solving when reading a wide range of materials

	<b>Responsible and Involved Persons</b>	<b>Professional Development/ Resources</b>	<b>Means to Assess Improvement</b>	<b>Time Line</b>	<b>Methods to Report</b>
<p>Students acquire strategies to navigate and comprehend fiction, nonfiction and information texts.</p> <p>Survey staff to determine areas for further group investigation</p>	<p>Administration Department Chairs Teachers</p>	<p>Staff Development: Reading in Content Areas as determined by Staff</p> <p>Professional Learning Teams</p>	<ul style="list-style-type: none"> <li>• Increase the number of students scoring a 4.5 or above on the Portfolio Assessment</li> <li>• Classroom Assignments</li> <li>• Increase number of students scoring at the Proficient Level or above on English Language Arts Clusters in 10<sup>th</sup> and 11<sup>th</sup> grades</li> <li>• SAT Exams</li> <li>• AP Scores</li> </ul>	<p>Site Staff Development Meetings (quarterly)</p>	<p>Review of Test Scores</p>

Students will engage in pre-reading activities to provide critical background information, clarify necessary terms, and strengthen awareness of text features.

Students will practice activities that lead to analysis: comparison and contrast, analogies, implication of tone and bias in primary documents, implications for application in information texts. Students will examine inferences, assumptions, classifications, distinctions, and conclusions. Students will use double-entry journals, Cornell notes, quotation analysis, graphic organizers, formalized reading log instructions. Students will use analytical reading to interpret and solve problems.

Teachers will use a wide range of texts to promote student reading. Students will be held accountable for reading analytically. Teachers will ask that students demonstrate understanding through activities that require students to synthesize, empathize, compare, apply, evaluate. Teachers will provide students with rubrics and models to demonstrate reading proficiency and build capacity.

**Objective # 3:** As measured on the state performance tests, ensure proper alignment between State Standards and student learning.

**Rationale:** Testing results for the last three years show a decline in student scores in some areas. We need to fine tune the alignment between state standards and our curriculum, address the community attitude toward state testing, and review the administration of the state testing.

**Outcomes:** Read/view and analyze material in a variety of disciplines  
 Apply mathematical knowledge and skills to analyze and solve problems  
 Demonstrate scientific literacy  
 Analyze current issues from historical, political , economic, geographic, scientific and multicultural perspectives

**Goals:**

- Increase student performance in the identified Reporting Clusters

Tasks	Responsible and Involved Persons	Professional Development/Resources	Means to Assess Improvement	Time Line	Methods to Report
To improve student performance on the California Standards Tests: <ul style="list-style-type: none"> <li>• Science</li> <li>• Math</li> <li>• Language Arts</li> <li>• Social Studies</li> </ul>	Administration Department Chairs Teachers	<ul style="list-style-type: none"> <li>• California Content Standards</li> <li>• State Testing Blueprints</li> <li>• Staff Development Time: August and January: examine testing results to further align our curriculum with subject blueprints:</li> </ul>	Increase student performance by in each of the Reporting Clusters for the next three years.  Each department will identify specific areas to target.  Examine the results of Reporting Clusters on tests by comparing curriculum, state framework, and blueprints for tests.	August 2007: evaluate progress in meeting goal.  Review test scores, curriculum alignment, to determine next steps.  January 2008: Refresh plan to fine-tune alignment or testing strategies	Staff Meetings Department Chair Council Site Council Board Report

<b>Science:</b>	<p>Atomic and Molecular Structure: Students will become familiar with testing strategies because teachers will embed those strategies into chapter tests. Practice math based questions without calculators</p> <p>Heat and Thermodynamics: Teachers will rearrange the presentation of materials so that students will be presented with the range of topics before the testing window</p> <p>Astronomy and Cosmology: To refresh students' experience with this topic, teachers will review material before the testing window.</p>
<b>English</b>	<p>Reading Comprehension: To increase students' ability to comprehend reading material, teachers will review testing strategies and incorporate questioning techniques. To reach a wider range of students, teachers will incorporate more nonfiction.</p> <p>Literary Responses: Students ability to discern themes and uses of language will improve by using annotation exercises, close reading of passages, reading logs, and peer response of papers.</p>
<b>Math</b>	<p>Algebra I: Students will become familiar with the testing format. Teachers will incorporate STAR questions in unit exams. Teachers will explicitly teach multiple choice test taking strategies.</p> <p>Algebra II: Students will become familiar with the testing format. Teachers will incorporate STAR questions in unit exams. Teachers will explicitly teach multiple choice test taking strategies.</p> <p>Geometry: Students will become familiar with the testing format. Teachers will incorporate STAR questions in unit exams. Teachers will explicitly teach multiple choice test taking strategies.</p>
<b>Social Studies</b>	<p>International Development in Post-World War II: Realign presentation of materials so that students are exposed to current history prior to the test. Students will learn about Tsarist Russia through a comparison with post-communist Russian, socially, economically and politically.</p> <p>Post WWII Domestic Issues: Compare race relations in the US during the 1920s to race relations in the US during the 1960s and 1970s so that students are presented with the range of materials covered on the test.</p>

**Community Attitude Toward State Testing.** We will incorporate the following activities in order to change the attitude of students, staff and parents toward state testing.

<b>Tasks</b>	<b>Responsible and Involved Persons</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Time Line</b>	<b>Methods to Report</b>
To the extent possible, all students will test with core subject teachers.	Administration	None	Improved Scores	April 07	Department Chair Site Council Staff Meetings PTSA Newsletter Twig
Connect API scores with school reputation (example, college acceptance)	Administration Counselors Teachers	Faculty Meetings: Continue to learn how to analyze test data to better monitor student learning			
Staff emphasizes importance of test	Teachers				
Provide teachers with testing results for their students	Administration	Continue to learn how to analyze test data to better monitor student learning			
Homeroom Announcements	Leadership Class				
Test Scores as part of AP/Honors Entrance	Need District Approval				

**Testing Procedures: Will investigate testing procedures at different sites**

<b>Tasks</b>	<b>Responsible and Involved Persons</b>	<b>Professional Development/Resources</b>	<b>Means to Assess Improvement</b>	<b>Time Line</b>	<b>Methods to Report</b>
Contact similar schools who had improved API scores to compare testing procedures	Administration	N/A	Staff input Student scores	February 2007	Department Chair Councils Site Council Staff Development Meetings

**R E F L E C T I V E A U T O B I O G R A P H I C A L I N C I D E N T  
W R I T I N G  
H I G H S C H O O L D I R E C T W R I T I N G A S S E S S M E N T**

**Five Features of Reflective Autobiographical Incident Writing:**

*event • reflection • writing strategies* (naming of people, places, objects; visual details of scene, objects, people; sounds; smells; dialogue; interior monologue; suspense or tension; pacing; comparison; surprise) • *language • conventions*

**S C O R E P O I N T 6 ~ E X C E P T I O N A L A C H I E V E M E N T**

- ◆ an event is recreated in an engaging and vivid way
- ◆ reflection is exceptionally thoughtful, perceptive and mature
- ◆ effective use of a variety of writing strategies
- ◆ language is imaginative, precise and appropriate; sentence structure enhances meaning
- ◆ reader rarely spots errors in writing conventions (mechanics, grammar, usage, spelling)

**S C O R E P O I N T 5 ~ C O M M E N D A B L E W R I T I N G P E R F O R M A N C E**

- ◆ the incident is described in a compelling way
- ◆ reflection is extended and thoughtful
- ◆ uses a range of appropriate strategies
- ◆ language is precise and appropriate; sentence structure is controlled
- ◆ reader infrequently spots errors in writing conventions (mechanics, grammar, usage, spelling)

**S C O R E P O I N T 4 ~ P R O F I C I E N T W R I T I N G P E R F O R M A N C E**

- ◆ incident is presented in a concrete manner, but may lack detail or specificity
- ◆ attempts to explore the idea, but exploration may be predictable and conventional
- ◆ demonstrates several writing strategies
- ◆ vocabulary and expression are adequate; sentence structure is conventional and adequate
- ◆ reader occasionally spots errors in writing conventions (mechanics, grammar, usage, spelling)

**S C O R E P O I N T 3 ~ N E A R L Y P R O F I C I E N T W R I T I N G P E R F O R M A N C E**

- ◆ presents an incident which is either brief or dominates the essay
- ◆ may meander; may omit significance or presents it in a superficial or clichéd way
- ◆ may include irrelevant details, digressions and/or repetitions
- ◆ limited vocabulary and use of sentence types
- ◆ reader frequently spots errors in writing conventions (mechanics, grammar, usage, spelling)

**S C O R E P O I N T 2 ~ D E V E L O P I N G W R I T I N G P E R F O R M A N C E**

- ◆ incident is presented incompletely or is the entire essay
- ◆ reflection may be added on or unfocused
- ◆ limited use of strategies
- ◆ language lacks specificity; may be brief and simplistic; may include irrelevant details
- ◆ reader is continuously aware of errors in conventions (mechanics, grammar, usage, spelling)

**S C O R E P O I N T 1 ~ E M E R G I N G W R I T I N G P E R F O R M A N C E**

- ◆ incident is either missing or lacks specificity
- ◆ no reflection is indicated
- ◆ limited use of strategies
- ◆ language is extremely limited, brief or exhibits superficial attempts
- ◆ reader is distracted by errors in writing conventions (mechanics, grammar, usage, spelling)

## *Core Literacy Portfolio*

### **Rubric**

The Literacy Portfolio must include evidence of reading, writing and speaking. No one element of the portfolio is given undue weight in determining a holistic score.

#### **6 EXCEPTIONAL PERFORMANCE (Exceeds the ETF Standard)**

- presents evidence of exemplary range which demonstrates clear competence; exceptional skill at adapting reading, writing and speaking for a variety of purposes in a variety of subjects
- exhibits a high degree of technical control (mechanics, usage, spelling, syntactical variety, voice and sense of audience); work is generally free from errors
- consistently demonstrates the skillful and effective use of a wide variety of literacy strategies (*e.g.*, revises effectively, reads with insight and thoroughness, shows highly effective speaking techniques)
- provides discerning reflective analysis; commentary is unusually thorough and perceptive

#### **5 ACCOMPLISHED PERFORMANCE (Exceeds the ETF Standard)**

- presents evidence of substantial range which demonstrates clear competence; skillfully adapts reading, writing and speaking for a variety of purposes in a number of subjects
- exhibits a high degree of technical control (mechanics, usage, spelling, some evidence of syntactical variety, voice and sense of audience); work is generally free from errors
- demonstrates the effective use of a variety of literacy strategies (*e.g.*, revises competently, reads with thoroughness, shows effective speaking techniques)
- provides thoughtful reflective analysis

#### **4 PROFICIENT PERFORMANCE (Meets the ETF Standard)**

- presents evidence of range which demonstrates competence; adapts reading, writing and speaking for a variety of purposes in a number of subjects
- exhibits competence in technical control (mechanics, usage, spelling, some evidence of syntactical variety, voice and some sense of audience); work may have occasional errors
- demonstrates the use of a variety of literacy strategies (*e.g.*, revises adequately, reads thoughtfully, shows proficient speaking techniques)
- provides reflective analysis

#### **3 NEARLY PROFICIENT PERFORMANCE (Does Not Meet the ETF Standard)**

- presents evidence of some range; attempts to adapt reading, writing and speaking for a variety of purposes in a number of subjects
- exhibits some degree of competence in technical control (mechanics, usage, spelling); work may have frequent errors
- attempts to demonstrate the use of some literacy strategies (*e.g.*, shows some evidence of revision; reads at a literal level; shows some evidence of effective speaking)
- attempts to use some reflective analysis

#### **2 DEVELOPING PERFORMANCE (Does Not Meet the ETF Standard)**

- presents little evidence of range; does not adapt reading, writing and speaking for a variety of purposes and in a number of subjects
- exhibits limited technical control (mechanics, usage and spelling); work may be flawed
- attempts to use literacy strategies (*e.g.*, little evidence of revision; evidence of reading is limited with partial understanding; evidence of speaking performance is limited)
- shows little evidence of reflective analysis

#### **1 EMERGING PERFORMANCE (Does Not Meet the ETF Standard)**

- presents minimal evidence of range; does not adapt reading, writing and speaking for a variety of purposes and in a number of subjects
- may exhibit serious and persistent errors in technical control
- displays limited use of literacy strategies (*e.g.*, little revision; minimal evidence of reading; minimal speaking performance)
- fails to present reflective analysis

## Student Learning Outcomes

### **Outcome 1**

#### **Communicate articulately, effectively, and persuasively when speaking and writing**

**Descriptor:** The student organizes thoughts and ideas on diverse topics and can present them in writing and orally to a variety of audiences. Adjusts tone, style, and voice of writing for a variety of purposes (e.g., reflection, evaluation, report of information, speculation about causes and effects, controversial issues, observational writing, interpretation, and autobiographical incident). Communicates knowledge in a clear, concise manner. Reaches logical conclusions based on sufficient evidence. Distinguishes fact from opinion. Demonstrates appropriate choices in writing organization, development of content, and style. Uses the conventions of English (grammar, spelling, and usage) correctly.

### **Outcome 2**

#### **Read/view and analyze material in a variety of disciplines**

**Descriptor:** The student reads in a variety of genres (non-fiction, fiction, manual, etc.); uses personal experiences and critical thinking skills to derive meaning from text; uses tools and strategies such as adjusting reading rate and processes according to the purpose for reading (analysis, research, pleasure); evaluates quality and relevance of materials; explores multiple perspectives.

### **Outcome 3**

#### **Use technology to access information, analyze/solve problems, and communicate ideas**

**Descriptor:** The student demonstrates competence in the use of authoring tools, graphic applications, and telecommunications. Uses technology in many disciplines to solve problems. Selects and employs a variety of electronic technology resources for research and communication. Creates products using technologies. Uses technology responsibly, legally, and ethically.

### **Outcome 4**

#### **Demonstrate knowledge of individual rights and responsibilities in a democratic society**

**Descriptor:** The student recognizes issues of justice, equality, responsibility, choice, and freedom and applies these democratic principles to real life situations. Identifies the different levels of government (local, state, and national) and the manner in which decisions are influenced and made. Uses knowledge of rights, responsibilities, and laws to predict the consequences of actions. Practices the skills necessary for living in a



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democracy including mediation, negotiation, and decision making. Knows how to resolve disputes constructively. Demonstrates knowledge of the local community, the nation, and the world.

### **Outcome 5**

#### **Apply mathematical knowledge and skills to analyze and solve problems**

**Descriptor:** The student defines problems clearly and applies a variety of strategies to solve them. Uses basic mathematical tools such as estimation and appropriate notation. Justifies, communicates, and evaluates solution processes and conclusions. Makes predictions based on data. Collects, organizes and analyzes data through the use of graphs and tables, using statistical analysis and probability. Uses technology appropriately. Applies mathematical skills in a variety of situations including personal economics.

### **Outcome 6**

#### **Demonstrate scientific literacy**

**Descriptor:** The student applies scientific processes (e.g., observing, communicating, comparing, categorizing, ordering, relating, inferring, applying) to analyze and solve problems. Reads, paraphrases, and explains current scientific literature. Analyzes and interprets scientific data and draws logical conclusions. Formulates hypotheses. Recognizes the connections among the scientific disciplines (earth, life, and physical) and the interrelationships between science, technology, and society. Distinguishes between conjecture, cause and effect, facts, and prejudice. Relates and applies scientific principles to everyday life.

### **Outcome 7**

#### **Demonstrate knowledge of the global environment and its resources**

**Descriptor:** The student demonstrates an understanding of both the impact of human activities on the ecosystem and the interdependence in the biosphere. Knows the relationships among human population, resource depletion, and environmental degradation. Recognizes past, current and potential solutions to environmental problems. Respects and acknowledges the needs and viewpoints of different stakeholders.

### **Outcome 8**

#### **Communicate in a second language**

**Descriptor:** The student converses in a second language with a native speaker (speaking and understanding). Uses correct grammar and language structures. Reads, comprehends, and interprets newspapers, magazines, and books in the second language. Knows about geographic regions, cultural differences, and social practices where the language is spoken.

**Outcome 9**

**Apply the principles of economics**

**Descriptor:** The student knows basic economic concepts and principles such as markets, money, resource allocation, investment, creation and distribution of wealth, market failure, and the role of government. Examines local, national and global economic problems and issues. Makes reasoned and responsible personal economic decisions. Distinguishes different economic theories and their political implications. Evaluates the cultural, social and environmental implications of economic choices and decisions. Analyzes influences of economics on history.

**Outcome 10**

**Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives**

**Descriptor:** The student identifies similarities and differences between past and present and uses knowledge to anticipate the future. Collects information from a variety of primary and secondary sources. Uses the following analytic skills such as comparing and contrasting, measuring, breaking a problem into components, and cross-referencing. Draws clearly and logically supported conclusions. Recognizes biases and multiple perspectives. Describes the premises and/or beliefs that underlie different cultures and governments. Recognizes cause and effect relationships.

**Outcome 11**

**Appreciate, interpret, experience, create, and/or perform artistic work**

**Descriptor:** The student recognizes, and evaluates visual and performing arts including art, music, dance, and drama. Analyzes and interprets artistic expression. Creates a product (e.g., painting, musical composition, dance, play, poem, story) or participates in an artistic performance. Connects artistic expression to world events, history, psychology, and science. Attends a community cultural event such as an art exhibit, play, symphony, ballet, poetry reading, recital.

**Outcome 12**

**Demonstrate school-to-work/post secondary transition skills and knowledge**

**Descriptor:**

1. Demonstrate awareness of personal alternatives including college and career options. Uses a variety of information sources to analyze career opportunities. Explores career possibilities. Sets goals and develops plans for post-secondary activities based on personal strengths and interests, personality, and lifestyle goals.
2. Develop job related skills. Demonstrates essential work habits such as teamwork, flexibility, priority setting, timeliness, initiative, listening skills, stress

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management, mediation, and negotiation. Demonstrates knowledge of job finding and job application skills. Anticipates obstacles and makes alternate plans.

### **Outcome 13**

#### **Participate in community, social, civic, or cultural service**

**Descriptor:** The student contributes to the community through community service. Student understands the connection between himself/herself and the greater community, the possible positive impact of the service, and the structure and purpose of non-profit community organizations. Gains practical knowledge through service experience.

### **Outcome 14**

#### **Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain good health**

**Descriptor:** The student demonstrates knowledge of current information regarding nutrition, exercise, stress management, substance abuse, and other health related matters. Participates in physical activities for a variety of purposes (i.e., fitness, pleasure, or competition). Applies skills that promote healthy relationships among family and friends. Evaluates the impact of sexual choices on the health and well being of self and others. Identifies resources to support a personal mental and physical fitness program.

**Tamalpais Union High School District**

**GOALS & OBJECTIVES (2005/06 – 2007/8)**

(approved by the Board May 10, 2005)

**The mission of the Tamalpais Union High School District is to challenge students to broaden and deepen their learning experiences, to aspire to the passionate pursuit of excellence, and to develop as thinking and caring individuals who will leave our schools with the skills to be life long learners and to succeed in their personal, academic and professional lives.**

**I. INSTRUCTION**

**GOAL 1: Maintain quality education program for students and explore additional options for students.**

- 1.1 Explore science curriculum options for students in 9th grade to determine if additional courses are needed for students not able to achieve standards.
- 1.2 Examine the feasibility of adding additional world language courses and increasing access for such courses to the College of Marin.
- 1.3 Evaluate Smaller Learning Communities and determine the possible need for additional options. Restructure programs that are not meeting student needs, and conduct a cost analysis of programs.
- 1.4 Use the results of the Perception Survey and WASC self-study (to be finalized in Spring, 06) to identify gaps in the instructional pathways for different types of students and recommend program changes/additions to close those gaps.
- 1.5 Work with ROP and the STC Collaborative to expand career path options and course offerings in all District schools and to increase the integration of career exploration across the curriculum.
- 1.6 Explore the option of adding a 10th grade honors program to the curriculum.
- 1.7 Explore the concept of a common bell schedule for all comprehensive high schools to allow students to take advantage of courses offered at a different school.

**GOAL 2: Define the District vision and programs for our alternative education students.**

- 2.1 Reestablish the vision and goals of San Andreas continuation school to meet the needs of continuation education students and Tamiscal High School to address changing alternative student education needs.
- 2.2 Strengthen the School to Career and Regional Occupational Programs (ROP) available to students attending our alternative schools.
- 2.3 Develop a smooth transition for students entering our alternative programs or re-entering our comprehensive schools.
- 2.4 Evaluate the TEAM program to ensure integration with District curriculum and alignment with District standards.

**GOAL 3: Strengthen instructional planning and evaluation.**

- 3.1 Maintain District commitment to a student assessment program, which utilizes multiple measures and meets state and federal requirements.
- 3.2 Strengthen District/school use of data in instructional improvement plans to focus action plans on improving student learning.
- 3.3 Require a written program evaluation plan for all new programs implemented beginning Fall 2005.
- 3.4 Complete the WASC accreditation review process.

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- 3.5 Schools develop new 3-Year Instructional Improvement Plans based upon WASC recommendations, District Goals and Objectives, Perception Survey and analysis of student achievement data.
- 3.6 Conduct a graduate survey for District students to determine their level of academic success, and collect their feedback on how the high school programs can be strengthened to improve preparation for post high school options.

### **GOAL 4: Maximize the use of technology to enhance instruction.**

- 4.1 Investigate the feasibility and effectiveness of instructional technologies and teacher resource applications to determine which should be implemented in the District Technology Plan.
- 4.2 Explore the development of a distance learning classroom to be created at a school site. This room will have the capability of receiving real time programs, two-way video communication, and large group or individual instruction, etc.
- 4.3 Investigate a centralized electronic library of instructional materials for teachers to access via the web.

### **GOAL 5: Evaluate and update Adult and Community Education programs in order to meet the needs of current adult students.**

- 5.1 Engage in a needs assessment process to obtain community input regarding class offerings.
- 5.2 Evaluate community education instructors, and rate the effectiveness of their instruction in classes.

### **GOAL 6: Develop a multi-year plan to address the recapitalization needs for instructional programs, including library/media centers and computer labs.**

### **GOAL 7: The District, School-to-Career, and ROP will provide professional development opportunities for staff to voluntarily participate in summer internships to allow staff to identify and gain additional perspectives in career opportunities and practices in the work place.**

## II. STUDENTS

### **GOAL 1: Maintain, develop and/or enhance where needed, systems and strategies for the identification, instructional intervention, and ongoing support for students identified as "at risk" of graduating without the skills and knowledge needed for post-secondary success.**

- 1.1 Schools identify students who are at or below Basic on subject specific CST; develop and implement strategies for providing support and/or alternative instruction to raise these students' achievement to at least the Proficient level.
- 1.2 Schools identify students who are earning C-/F grades in core subjects, and implement program and/or instructional options to increase these students' engagement and success.
- 1.3 Examine the concept of a "Student Assessment Center," and prepare a report to the Board. The Assessment Center will provide an educational assessment for every new, non-special ed student transferring into our district from charter schools, home schooling, or students who have previously attended school outside of California. The Center will have a defined criteria to evaluate student referrals. The Assessment Center will also track and record the multiple assessments used for students in the District. The Center will explore ways to add additional academic and tutorial support for students during the school day.
- 1.4 Develop additional reading strategies to improve reading skills for all students.

## APPENDIX D

- 1.5 Develop a 9th grade “opportunity program” to meet the needs of students who may need individualized assistance to meet standards.

**GOAL 2: Analyze information received from the Healthy Kids Survey, Perception Survey and other data sources to address student drug, alcohol, smoking, and safety issues.**

- 2.1 Continue to support existing programs and implement new programs that will address the issue of substance abuse of students and help ensure a safe educational environment.

### III. GOVERNANCE

**GOAL 1: Enhance communication within the District and our communities.**

- 1.1 Evaluate, improve, maintain and support district and school websites.
- 1.2 Evaluate and improve communications utilizing other technologies, including the phone system.
- 1.3 Provide training to staff on how to utilize e-mail options and e-mail distribution in order to improve communication and attendance notification programs.

**GOAL 2: Maintain and update Board policies and administrative regulations to ensure they reflect current law and District practice.**

**GOAL 3: Access possible funding sources for additional income for the District.**

- 3.1 Investigate additional funding sources, develop communication process for District to provide information and receive input from community, and communicate needs to community.
- 3.2 Maintain and expand, as feasible, collaborative efforts with other districts/agencies to maximize use of resources and cost savings.

**GOAL 4: Review BP 0100: District Mission, Goals, Philosophy, and Beliefs as basis for the next District 3-Year Plan.**

**GOAL 5: Review and update the District Technology Use Plan on an annual basis, ensuring relevance to curriculum and current technology.**

### IV. STAFF

**GOAL 1: Maintain competitive total compensation for District employees; review current and alternative health benefit program with possible implementation of new health benefit programs (subject to negotiations with employee groups).**

**GOAL 2: Provide professional development for all staff to foster growth, increase effectiveness and prepare for new/ different tasks needed to accomplish the District’s Mission, Goals and Objectives, current legal requirements, and schools’ Instructional Improvement Plans.**

- 2.1 Implement a plan to ensure that the District’s staff meets the NCLB requirements for “Highly Qualified” and certification for teaching EL students.
- 2.2 Develop administrative professional development program to meet long-term professional development goals of administrators and needs of the District.

## APPENDIX D

- 2.3 Determine the needs of both classified and certificated staff to provide appropriate support and training needed to accomplish the District's Goals and Objectives.
- 2.4 Allocate sufficient resources to implement the District's professional development program.
- 2.5 Expand staff development opportunities in technology, expanding programs such as the technology staff development mini-grant, and evaluate the effectiveness of these opportunities in strengthening technology-curriculum integration.

### V. FACILITIES

#### **GOAL 1: Complete the current modernization program on budget and with maximum value.**

- 1.1 Develop and implement a strategic plan for communication with the public regarding modernization progress.
- 1.2 Refine and implement the District's Post-Modernization Plan with improved consideration of staff, program, and instructional needs for students.

#### **GOAL 2: Develop plan for meeting facility needs which remain after completion of the current modernization program.**

- 2.1 Communicate District successes, value of bond to students, staff, parents, and community.
- 2.2 Identify facility needs which were included in original plan but not completed with current bond.
- 2.3 Identify, address and meet the facility needs for Adult and Community Education instruction.
- 2.4 Identify facility needs to be completed utilizing deferred maintenance funds.
- 2.5 Identify major ongoing maintenance expenditures and future funding sources.
- 2.6 Examine facility needs which have been identified during modernization but not able to be completed with current bond money.
- 2.7 Explore the option of an additional bond election in the Spring/Fall 2006.

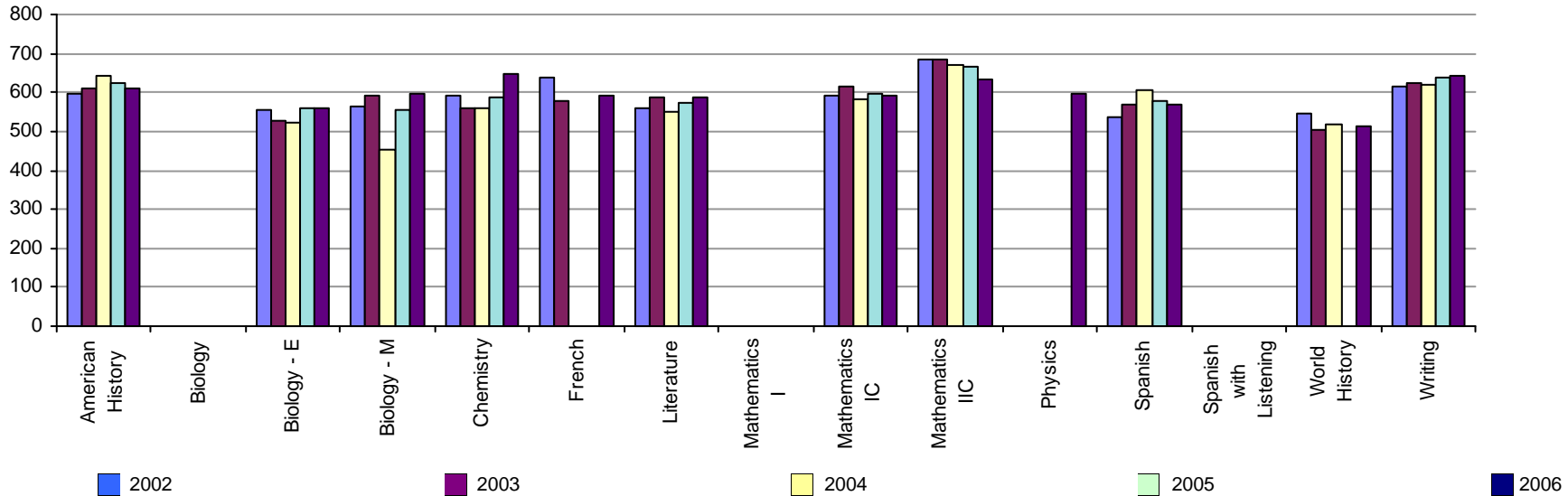
#### **GOAL 3: Maximize the use of technology to enhance instruction, increase administrative efficiency, and improve communication. (See Instruction, Goal 4 and Governance, Goal 1)**

- 3.1 Complete implementation of FCMAT recommendations regarding the structure of the District's technology support department, including revised job descriptions.
- 3.2 Implement an annual technology audit plan in order to schedule replacement and/or upgrades and review and/or acquire current or future technology.
- 3.3 Evaluate the student information software systems and recommend any changes, if needed.

### Summary of SAT Subject Tests, Graduating Seniors, 2002 - 2006

	2001-2002				2002-2003				2003-2004				2004-2005				2005-2006			
	Total Group	State	District	School	Total Group	State	District	School	Total Group	State	District	School	Total Group	State	District	School	Total Group	State	District	School
American History	590	554	583	598	589	553	583	610	603	562	619	644	599	560	599	622	601	561	592	611
Biology					593	597														
Biology - E	583	559	588	555	588	569	543	529	584	565	579	521	595	575	595	560	591	566	600	561
Biology - M	619	603	590	563	621	605	586	590	617	601	582	452	627	611	619	557	630	609	609	596
Chemistry	610	583	584	592	610	582	574	560	612	583	578	558	628	592	605	589	629	584	604	648
French	605	583	586	638	604	581	608	580	610	575	611		620	590	566		612	568	559	593
French with Listening													629	602	728					
Literature	591	545	565	561	591	545	572	589	590	545	573	549	589	544	575	574	583	541	589	588
Mathematics I																				
Mathematics IC	588	556	581	593	590	556	586	614	586	553	590	581	586	552	587	595	593	534	576	590
Mathematics IIC	659	636	655	684	662	636	667	686	669	642	658	669	670	640	675	668	644	600	626	635
Physics	643	613	668		650	619	641		651	617	684		652	616	605		643	606	579	598
Spanish	608	624	547	537	616	637	561	570	622	639	590	604	636	654	617	578	634	640	568	571
Spanish with Listening	622	642	612		638	661	586		635	655	548		635	650	552		638	649	539	
World History	574	535	562	544	580	535	478	503	578	535	507	519	590	538	576		585	528	492	513
Writing	600	560	608	613	596	555	603	625	604	562	621	620	605	562	630	639	620	582	641	644

School SAT Subject Tests: Mean Scores



Source: SAT Program Summary Reporting Service, The College Board District/Group Highlights Report, 2005-2006



### Advanced Placement Examination, Percent Scoring 3 and Above, Spring 2006

Subject	Number Taking Exam	Number Scoring 3 or Above	Global Percent Scoring 3 or Above	State Percent Scoring 3 or Above	District Percent Scoring 3 or Above	School Percent Scoring 3 or Above
Art:Studio 2D Design	22	20	65%	63%	80%	91%
Art:Studio 3D Design	4	3	67%	60%	90%	75%
Art:Studio Drawing	8	8	67%	65%	63%	100%
Calculus AB	58	50	61%	62%	85%	86%
Calculus BC	24	24	81%	82%	100%	100%
Chemistry	22	18	58%	57%	82%	82%
Computer Science A	1	1	59%	57%	100%	100%
English Language & Composition	120	89	51%	48%	78%	74%
English Literature & Composition	75	69	62%	61%	90%	92%
Environmental Science	5	4	50%	50%	61%	80%
European History	53	48	69%	63%	91%	91%
French: Language	2	2	55%	49%	33%	100%
Government & Politics, U.S.	1	0	55%	51%	0%	0%
Latin: Vergil	13	0	63%	62%	0%	0%
Physics B	1	0	60%	56%	0%	0%
Psychology	1	1	68%	64%	100%	100%
Spanish: Language	38	28	76%	83%	72%	74%
Statistics	44	27	60%	58%	72%	61%
US History	76	73	53%	51%	91%	96%
<b>Total Tests</b>	<b>568</b>	<b>465</b>	<b>60%</b>	<b>59%</b>	<b>72%</b>	<b>82%</b>

