



REDWOOD HIGH SCHOOL

REDWOOD HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**1968 Old County Road
Redwood City, CA 94063**

Sequoia Union High School District

WASC Team Visit: February, 22-23 of 2016

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Approved by RHS SSC 2/9/16

Pending SUHSD Board Approval on 2/17/16

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

Note: *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

School Historical Background and Student Demographics

Redwood Continuation High School was established in 1966 with funding from the California Department of Education to provide a three-hour educational program for working students to "continue" their education. Redwood is located in San Mateo County on the border of Redwood City and San Carlos, approximately 25 miles south of San Francisco. Its feeder schools are Sequoia, Woodside, Menlo Atherton, Carlmont, Community Day School, Hillcrest, and Gateway. Redwood has served, over the last three years, a yearly average of 518 students.

The Redwood population is very mobile. Student enrollment has dropped over the last four years. On October 1st of 2015 the enrollment count was 290. This is partly due to a shift to a default six period schedule for students, change in need, and greater changing demographics in the community RHS serves. A review of the data from the California Department of Education shows that Redwood has significantly more Latino students and fewer White (non Latino) students as compared to the overall student population of the district: 80.3% percent of the Redwood student population is Hispanic or Latino compared to 46% in the District. Additionally, Redwood High School has a larger percentage of English Language Learners and students with IEPs: 43% ELL's In addition, the special education student population accounts for 19.3% of the student population.

Vision

Redwood High School is a thoughtful, reflective, exciting, and engaging place. Students receive meaningful and personalized instruction. Redwood is fortunate to have a community garden, a science laboratory, field research opportunities, an art room, and a student success center. Our school leadership understands that the spirit and practice of our teachers and students are ones of shared inquiry. In our school, we strive to ensure that students feel physically, emotionally, and psychologically safe and are encouraged to think independently. Students are engaged in initiating and assessing ideas and products, thereby developing a disciplined respect for their own work and the work of others.

Redwood is a school that communicates high appropriate academic standards along with high levels of support and numerous opportunities for credit recovery. This combination creates a bridge between challenging curriculum goals and our students' unique needs, talents and learning styles.

Mission

Our mission as a continuation high school is to provide a quality teaching and learning experience for Sequoia Union High School District students whom we serve.

To achieve this mission, our school's staff will focus on building the involvement and commitment of our stakeholders to make the mission become a reality.

Philosophy

For our students, we will offer a safe environment and personalized curriculum that will prepare them for the diploma and/or certificate of their choice; for our staff, we will provide a safe and collegial environment which supports and utilizes the unique qualities each person brings to the program; for our parents and guardians, we will strive to support parents in becoming involved with their children in an effort to maximize their students' value to themselves, to their family, and to society; for our partner comprehensive schools, we will provide a process that will expedite the comprehensive high schools' need to refer students to an appropriate alternative educational setting; and for our community, we will collaborate with local agencies, organizations, and programs which provide beneficial learning opportunities for our students.

School Wide Learner Outcomes

Redwood High School graduates will be:

Academically literate who demonstrate the ability to

- read and comprehend (read, comprehend, analyze, synthesize and evaluate)
- speak and listen (using comprehension, analyzing, synthesizing and evaluating concepts)
- write (utilizing comprehension, analyzing, synthesizing, and evaluating skills)
- use technology (using technology with mastery of key competencies)

Healthy Individuals who demonstrate:

- self-discipline
- the ability to resolve conflict nonviolently
- healthy lifestyle behaviors
- self-confidence and self-advocacy

Responsible community members who demonstrate:

- the ability and knowledge to seek and obtain a career of their choice
- positive civic engagement and social participation
- respect for diversity

Parent Involvement and Community Support

The parent/community organizations at Redwood are the School Site Council (SSC) and the English Learner Advisory Council (ELAC); both meet on a monthly basis and are open to all parents. ELAC topics include parenting skills, nutrition, community college presentations, accessing information from the Internet, understanding transcripts, student attendance and giving feedback to the school on ways to better serve the students and their families. During the '14 -'15 school year Parent Project classes were offered to all parents. Twenty-four parents began the 10-week empowerment program. Twelve parents earned their certification in a ceremony in March 2015. The Parent Project will be offered moving forward as a resource to empower and engage parents.

Redwood High School has strong and continually growing community support ranging from scholarship donations to weekly food donations and significant financial support. Trinity Church and Epiphany Episcopal Church in San Carlos deliver weekly baskets of food and fresh fruit for the students. Trinity not only helps with food, but also donates time, money, gift cards for student incentives and resources for school wide projects in the REAL, TAPP and Redwood programs. Trinity has had baby showers for teen mothers, worked in the garden during Coastal Cleanup Week each year, and hosted holiday party for our students. Sunrise Peninsula Rotary donates food, laptop computers and provides annual scholarships in addition to working with the students in the REAL program. Each of the last two years several students have been afforded the opportunity to travel internationally to install water purification systems: '12-'13 school year students traveled to Thailand, during the '13-'14 school year students traveled to México, and finally during the summer of '15 students returned to México. In addition, the Optimist Club in Redwood City adopted Redwood High school as their local school. Every year they donate \$500.00 and ask that it be put in a "kindness" fund so that it can benefit students who have a financial need. There are also individuals not affiliated with any organization or non-profit who make direct cash donations to Redwood or provide dresses, suits, tickets and decorations for Redwood's annual prom. Trinity Church donated \$5,000 dollars for a "Pay it Forward" fund to support students' most basic needs: shoes, jackets, food, bus passes, etc. The Sequoia Health District provided \$40,000 dollars to establish the Quiet Time Program, transcendental meditation program, piloted in the TAPP and REAL programs. A small group of Redwood High school community stakeholders established a non-profit school foundation to support academic, counseling, and enrichments programs: Redwood High Promise Education Foundation (RHPEF).

RHS partnering community organizations include:

Redwood High Promise Education Foundation (RHPEF)	Sequoia Health District
Center for Achievement and Wellness in Education (CWAE)	Trinity Church

Peninsula Sunrise Rotary	Adolescent Counseling Services
Acknowledge Alliance	NFTE (entrepreneurship)
UCSF Master Gardeners with REAL students	Future Profits (financial literacy)
Project 180 (Life Skills)	Fresh Life Lines for Youth (FLY)
Live in Peace (LIP) through its Students with Amazing Goals (SWAG) program	Outdoor Education (Redwood City School District)
Theater Works	KARA-Grief and Loss counseling
Your House South (Housing)	Rape Trauma Services,
Cañada, College of San Mateo (local community Colleges)	Job Train (vocational training)
Jobs for Youth (employment)	Redwood City 2020
Peninsula Family Services	Redwood City Police Department

District Support

The Sequoia Union High School District leadership has been incredibly supportive to Redwood High School students and staff. This support includes but is not limited to professional development, adding and securing resources, and dedicating the time and resources to redesign the school's program. Over the last several years, all classrooms have had SMART boards installed and upgraded as necessary. Investments in technology also include four Chromebook carts and a second iMac computer class. This has expanded the use of technology in the classrooms and focus on the need for professional development. Technology integration has been an on-going focus throughout the year to leverage the available technologies in order to increase student engagement. To begin the 2014-2015 school year all teachers engaged during the district lead technology integration professional development day. Looking forward to the 2015-2016 school the instructional aims of DII and ELD will continue. RHS, working with the English Learner and Special Programs Coordinator, is still aiming to become a partnering district with EL Achieve to better meet the needs of the EL student population. To further decrease the achievement gap for Latino and African-American students, all teachers continue to engage in culturally relevant and responsive practices and curriculum through interdisciplinary lessons during cultural months.

School Programs

'13 - '14 School Years (and prior)

The Redwood High School program historically consisted of two sessions with different set of students: an AM session was from 8:20 to 11:20 AM and a PM session was from 12:00-3:13 PM with the exception of Thursdays. An early dismissal on Thursdays

allowed for weekly professional learning communities, collaboration and staff development. Since the second semester of the 2013-2014 school year a significant number of students, primarily students that needed to pass the CHASEE, were enrolled in 6 classes, and attended school from 8:20-1:37 PM. Students were also encouraged to enroll in at least one outside program in order to earn additional learning opportunities and credits. The possible programs included Work Experience, REAL, community college, Adult School, community service, Job Train or Cyber High. Students in the Teen Age Parent and Redwood Environmental Academy of Leadership programs have historically had default 6 periods: four periods in the morning and two periods after lunch.

'14 - '15 School Year

Under supportive direction and guidance from district and school board leadership the Redwood High School program has quickly evolved to better meet the needs of our student population. During the 2014-15 school year Redwood High School stakeholders entered into the process of redesigning the school program in order to better prepare and meet the needs of its students. RHS hosted its first School Board study session to kick off the process on September 9, 2014. During the fall semester multiple stakeholders including the superintendent, school board members, school staff, community members and traditional school administration engaged in conversations through a task force committee. The task force met every two weeks over the course of the semester and culminated with a presentation to the SUHSD School Board with its recommendations.

The recommendations were as follows:

1. A full instructional school day for students
 - a. Default program is a 6 period day with allowances
 - b. Maintain flexibility for students that truly need a shorter day
 - c. Increased school day would be beyond credit recovery to include themed SLC classes.
 - d. Opportunity for later start time; inclusion of Quiet Time and other activities
 - e. Maintain RHS as a Continuation School which allows for greater instructional flexibility
2. Transfer students as early as possible, ideally at the beginning of 11th grade
 - a. 16 year old Sophomores
 - b. Appropriate use of involuntary transfer
3. Small Learning Communities:
 - a. Founded on engaging themes and linked to careers
 - b. To support strong rapport with teaching and general staff
 - c. To create stronger student-teacher relationship
 - d. Program to develop the social-emotional capacity of students
4. Clearer 5th year expectations with greater fidelity in practice
 - a. Minimization of 5th year students and time enrolled in school

- b. Goals are to significantly reduce number of students through earlier placement, more motivating and engaging programs, and availability of Adult School classes leading to GED or Certificate of completion
- c. Updated 5th Year Expectations
- d. Greater matriculation to Adult School
- e. Access to general RHS courses, IS, and or Adult School
5. Creation of Adult School satellite classes on site
 - a. Students referred to RHS will be placed appropriately to best enable them to earn their high school diploma or equivalent
 - b. Redwood will have a permanent presence of Adult School and offer a GED alternative which gives them the opportunity to earn a diploma or the equivalent
 - c. Seniors with very low credits and 5th year Seniors and not making progress toward graduation will be encouraged to enroll in the program
6. Strengthen community partnerships with Community Colleges and other organizations such as Job Train
7. Begin the process of architectural redesign of the school in the Spring of 2015, with the goal to open with new facilities in the Fall of 2017
8. All students transferring to Redwood High school since January of 2015 were enrolled in 6 classes by default, unless a parent requested fewer classes due to family need. This group of students grew to be approximately 2/3 of the student population by the end of the school year.

These recommendations were presented to the SUHSD School Board and approved on January 7, 2015. They became the guiding principles for the smaller RHS Implementation Task Force. The RHS Implementation Task Force met every two weeks during the spring semester to work on an implementation plan. The guiding principles were prioritized in phases, with the first phase started in the fall of 2015 and then will be phased in over 2-3 years until reaching full implementation.

'15 - '16 School Year

At the beginning of the 2015-2016 school year the school instructional program became a 6-class default one-session school day. State educational code requires an average of 180 minutes of instructions per day averaged over a week. As a result of the added instructional minutes, RHS kept the ability to be flexible to meet the needs of students with a shorter school day.

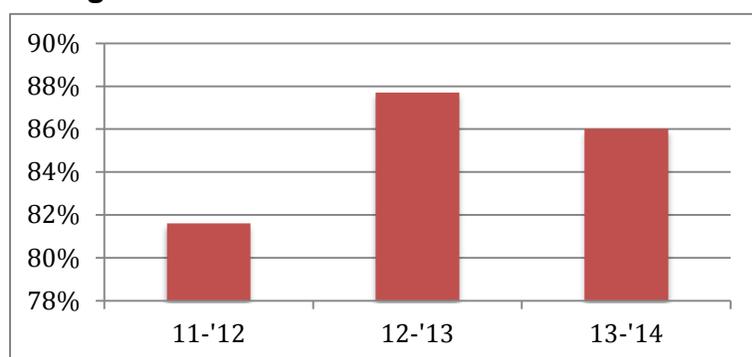
For the fall semester of 2015 the priorities were:

1. 5th Year Petition and Expectations Updated and Approved
2. Adult School satellite classes implemented
3. Full instructional day and bell schedule implemented
4. Revised referral process for student admission as 11th graders
5. Strengthen community partnerships
6. Select Small Learning Communities

7. Develop and complete the building master plan for RHS architectural redesign

The 2015-2016 school year has been programmatically focused on implementing the 1-session school day, update the referral process and placement of 11th grade students, effectively support the new 5th year students to earn their diploma with the new expectations, collaborate with the Adult School satellite classes to support students that are not able to earn their high school diploma through Redwood High School, continue develop the implementation of the new Small Learning Communities, and continue working with QKA architectural firm to implement the architectural redesign of the school. All seven initiatives were implemented.

RHS graduation rates



('11 - '12: 81.6%; '12 - '13: 87.7%, '13 - '14: 86%)

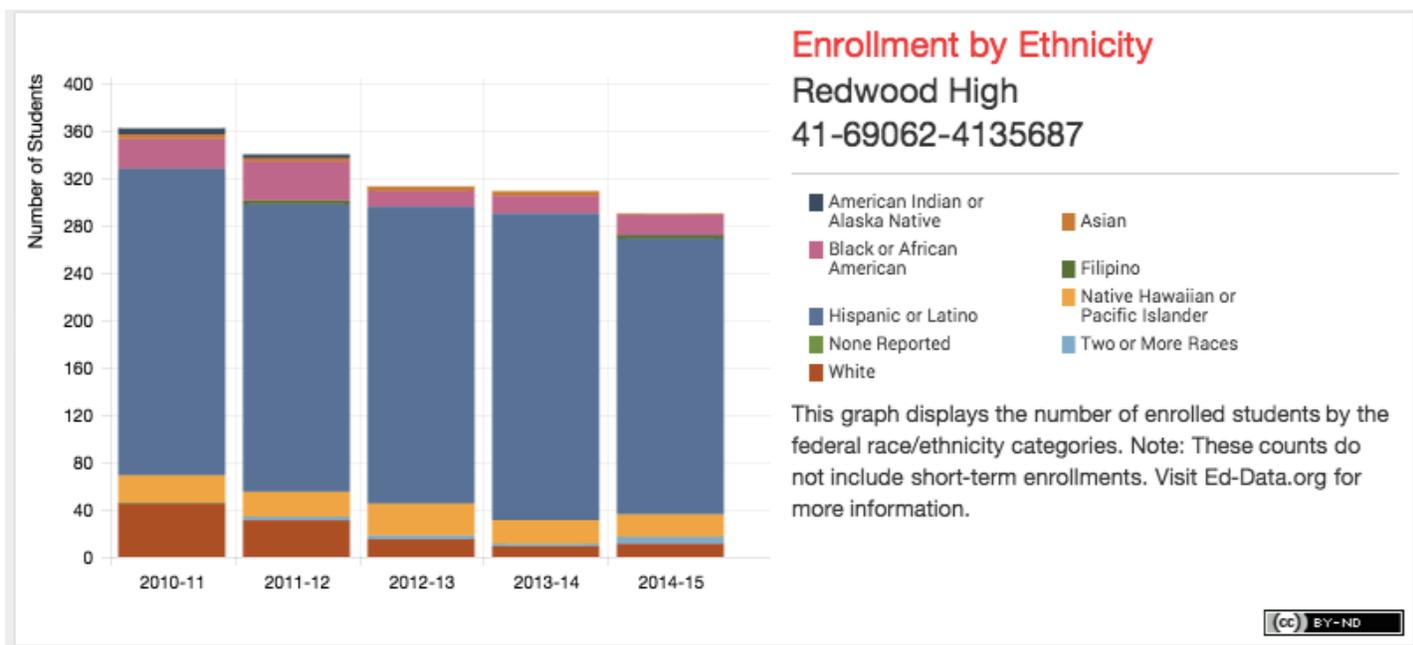
CAHSEE

English Language Arts Pass Rate: Redwood High School administers the CAHSEE examination five times a year. In any one administration, over the last three years, the pass rate at any given date ranged from 15% - 39%.

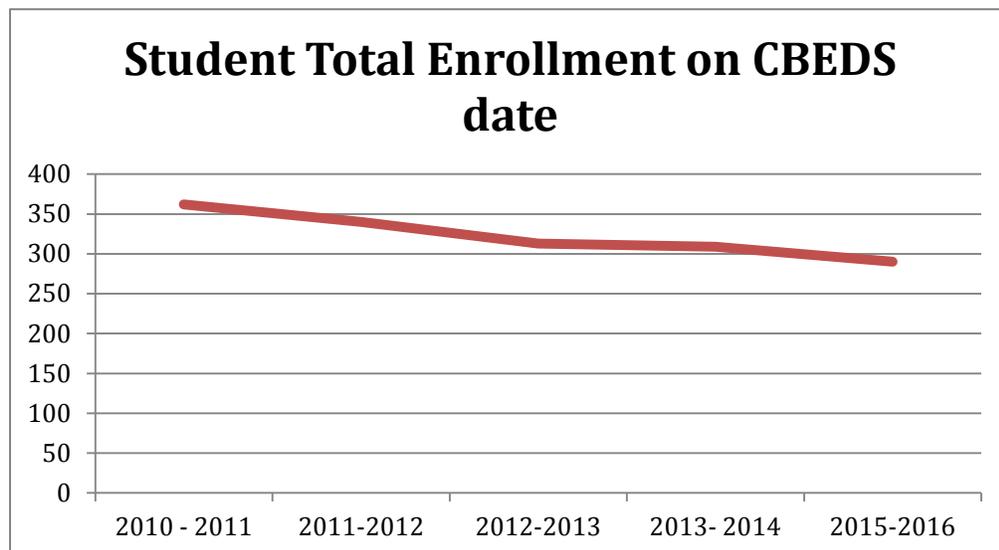
Math Pass Rate: Redwood High School administers the CAHSEE examination five times a year. In any one administration over the last three years, the pass rate, at any given date, ranged from 0% - 56%. CAHSEE preparation remained a focus and priority. Redwood High School students that needed to pass the CAHSEE were supported with classes, tutoring, Saturday prep classes, and specific instruction in order to pass the test.

Student Enrollment Demographics by Ethnicity

The composition of student body and performance: Redwood High has a diverse student body. The student body is comprised of 96.2% students of ethnicity. The ethnic demographic distribution at Redwood is significantly different from the rest of the District. For example, the District has 46.9% Hispanic students, while Redwood has 80%. The District's English Language Learners is 15.7%, while Redwood is 43%.



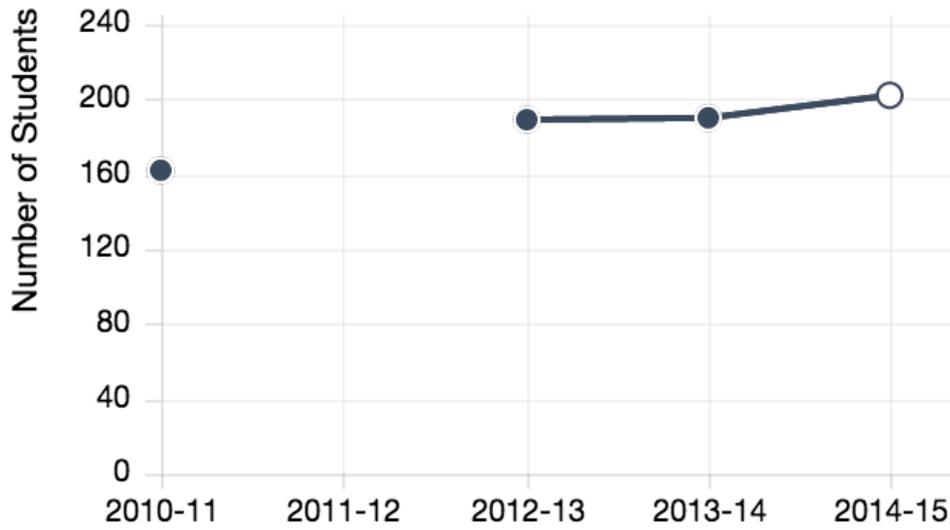
Student Enrollment Trend



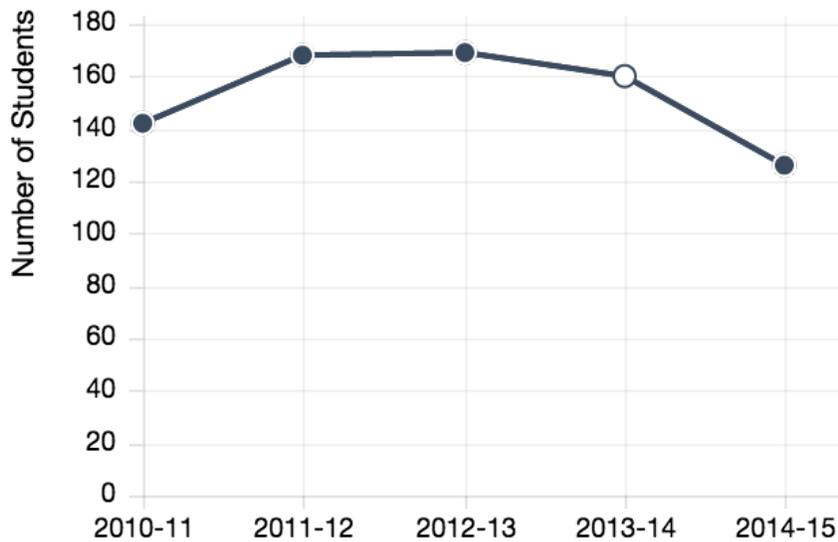
Students on Free and Reduced Lunch

	2010-11	2011-12	2012-13	2013-14	2014-15
District Totals	36.5%	31.7%	39.2%	40.2%	35.4%
Redwood Totals	44.8%	NA	60.4%	61.5%	69.7%

Students on Free and Reduced Lunch



English Language Learners



Student Achievement Data

2015 AYP Report

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

Made AYP: No

Met: 8 of 9 AYP Criteria

PI Status: In PI, year 4

API

Groups	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	69	488	52	558	56	531	526	522
Black or African American	5		3		0			
American Indian or Alaska Native	2		0		0			
Asian	0		0		1			
Filipino	0		0		0			
Hispanic or Latino	51	472	41	534	48	541	516	514
Native Hawaiian or Pacific Islander	4		3		4			
White	7		4		3			
Two or More Races	0		1		0			
Socioeconomically Disadvantaged	49	489	42	532	44	530	517	516
English Learners	42	485	34	546	43	510	514	511
Students with Disabilities	12	311	5		3			

AYP

Groups	<u>2014 Cohort Graduation Rate (class of 2012-13)</u>	<u>2015 Cohort Graduation Rate (class of 2013-14)</u>	<u>2015 Target Graduation Rate</u>	<u>2015 Graduation Rate Criteria Met</u>	<u>2016 Target Graduation Rate Class of 2014-15)</u>
Schoolwide	87.68	86.01	87.66	Yes	87.01
Black or African American	--	--	N/A	N/A	N/A
American Indian or Alaska Native	--	--	N/A	N/A	N/A
Asian	--	--	N/A	N/A	N/A
Filipino	--	--	N/A	N/A	N/A
Hispanic or Latino	79.93	77.11	81.94	Yes	80.33
Native Hawaiian or Pacific Islander	--	--	N/A	N/A	N/A
White	--	--	N/A	N/A	N/A
Two or More Races	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	78.86	76.25	81.09	Yes	79.69
English Learners	69.53	65.25	73.62	No	71.44
Students with Disabilities	--	--	N/A	N/A	N/A

2014- 2015 CELDT Levels

Level	9th Grade	10th Grade	11th Grade	12th Grade	%
Advanced	0	2	5	7	8.2%
Early Advanced	0	2	6	11	11.1%
Intermediate	0	2	18	29	28.9%
Early - Inter	0	3	21	46	41.2%
Beginning	0	0	5	13	10.6%
Total	0	9	55	106	100%

Certificated and Classified Demographics

There are 29 certificated and classified staff members that work at Redwood High School: 16 certificated and 13 classified. Certificated employees include fourteen classroom Teachers and two full-time Pupil Personnel Services Counselors. Of the certificated employees 7 are female and 9 are male. 82% of certificated staff are White, along with 6% Black and 12% Latino. All teachers are highly qualified. Classified employees include a Senior School Secretary, Guidance/Registrar/ Attendance clerk, a Bilingual Site Parent Liaison, Career Guidance Associate, four Instructional Associates, a Custodian, a Food Services worker, and two Campus Security aides. Of the classified employees 82% are Latino, along with 15% Black and 8% White.

One hundred percent of teachers have met the Highly Qualified teacher's requirement of Elementary and Secondary Education Act ESEA. Redwood currently has no National Board Certified teachers.

The ethnic and racial diversity of the staff includes: Latino or Hispanic, African-American, and White. Overall, there are 18 females and 11 males, with a median age of 43 years old. More than a third of the staff is bilingual including the principal, three teachers, the receptionist/attendance clerk, four Instructional Associates, the Career Guidance Associate, and the Bilingual Site Parent Liaison.

Other Support Staff

In addition to the certificated and classified employees, Redwood High School students are supported via partnerships and grants with other organizations. These positions include 10 employees in the Child Development Center, a School Coordinator that supervises four mental health interns and a Social Worker intern. A Teacher and Instructional Aide support fifth year students in the Sequoia Adult School satellite campus. Finally, a Teacher and Instructional Aide offer a Digital Arts class to Redwood High students.

Overview of Previous Progress Report

After the March 4-6 of 2013 WASC visit, the Visiting Committee Report Redwood High School earned a 6-year term with 3-year mid-term visit.

Commendations

1. Dedicated staff and strong community support for Redwood High and its students.
2. Opportunity for Collaboration on a weekly basis
3. Direct Interactive Instruction training and usage
4. Quarterly staff/student meetings to discuss progress toward graduation and provide intervention to students based on individual need
5. Positive school culture

Critical Areas for Follow-up

1. Provide technology literacy training for staff and students
2. Continue DII training and universal implementation to support attainment of learning outcomes by all students
3. Develop a transition plan for implementing the Common Core State Standards
4. Develop a mechanism for monitoring and tracking student progress as it relates to Expected Student Outcomes
5. Develop and implement universal grading system and policy for earning credits

Critical Needs

1. **Attendance:** Redwood's attendance over the last three years has declined as measured by full year period attendance. There has been a three year slide from 69% in '12-'13 to 57% halfway through the '15-'16 SY. There are several reasons for Redwood's poor attendance: low motivation, physical and mental health issues, and economic reasons such as a family move or working to support their family, etc.
2. **Graduation:** The goal is to increase credits earned by students to increase the total number of graduates. All students come to Redwood High School as a result of being credit deficient. Graduation is based on credits. The first phase of significant changes in policy and practice have been focused on the ways students can earn the necessary credits to earn graduation.
3. **Support Programs:** Our goal is to improve systemic opportunities for students to earn credits through additional means such as work-study, volunteering, Cyber High, Job Train, concurrent enrollment in Adult School or community college. Students can benefit from better articulation with the Adult school and other partner organizations.
4. **Alignments of School programs and supports:** An alignment of student supports, disciplinary approaches, pedagogy, grading practices, and curriculum is part of the next phase in Redwood's make over. Students face a myriad of challenges. As a result, culturally relevant and trauma informed approaches to reengage students is critical in helping to empower them to have a strong sense of efficacy and determination toward earning their high school diploma. The alignment of the aforementioned is imperative to meet the needs of the RHS student population.

Important Enduring Questions

1. What are the best practices, programs, interventions and systems that can effectively lead to increased and sustained attendance gains?

2. Given the high percentage of ELL's, what are the appropriate administrative supports to ensure students are getting the support they need?
3. Given the high percentage of ELL's, what are the most effective professional development opportunities and instructional practices teachers need to participate in to ensure students' instructional needs are met?
4. What are the most effective culturally relevant teaching practices and professional development for teachers to employ to increase student engagement and learning?
5. Is the school staffed and/or structured appropriately to better serve the needs of its student population?

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs**

Program Additions

As previously mentioned, Redwood High School is in the middle of its most significant changes in decades. These changes approved by the SUHSD School Board were:

1. A full instructional school day for students
 - a. Default program is a 6 period day with allowances
 - b. Maintain flexibility for students that truly need a shorter day
 - c. Increased school day would be beyond credit recovery to include themed SLC classes.
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 - c. Seniors with very low credits and 5th year Seniors and not making progress toward graduation will be encouraged to enroll in the program
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7. Begin the process of architectural redesign of the school in the Spring of 2015, with the goal to open with new facilities in the Fall of 2017
8. All students transferring to Redwood High school since January of 2015 were enrolled in 6 classes by default, unless a parent requested fewer classes due to family need. This group of students grew to be approximately 2/3 of the student population by the end of the school year.

Again, these recommendations were presented to the SUHSD School Board and approved on January 7, 2015. The guiding principles were prioritized in phases, with the first phase started in the fall of 2015 and then will be phased in over 2-3 years until reaching full implementation.

For the fall semester of 2015 the priorities were:

1. 5th Year Petition and Expectations Updated and Approved
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7. Develop and complete the building master plan for RHS architectural redesign

The 2015-2016 school year has been programmatically focused on implementing the 1-session school day, update the referral process and placement of 11th grade students, effectively support the new 5th year students to earn their diploma with the new expectations, collaborate with the Adult School satellite classes to support students that are not able to earn their high school diploma through Redwood High School, continue develop the implementation of the new Small Learning Communities, and continue working with QKA architectural firm to implement the architectural redesign of the school. All seven initiatives were implemented.

Student Enrollment Changes

Student Enrollment has been on the decline over the last few years. Some of it has been deliberate and some of it may be attributed to several other factors taking place within the SUHSD boundaries and greater region. As a result of the construction project, that is to begin in June of 2016 and finish in August of 2017, the facilities to serve students will be reduced during the 2016-2017 SY. During this school year 5th year students will be served through one of three off-campus programs. As a result, the estimated student enrollment for RHS will be in the low 200's. Once the construction is complete enrollment is anticipated to grow back to approximately 275 students for the '17-'18 SY.

Staffing Changes

Overall the staffing for Redwood High School has remained consistent, with a few but significant exceptions on the classified side of the school-staffing chart. During the summer of 2014 our half-time Treasurer Technician decided to retire. For the 2014-2015 school year the district did not fund this position. The Senior School Secretary was charged with learning and managing the budget duties associated with the position. Also during the 2014-2015 school year Redwood High School was afforded one more FTE on the certificated side. This position became a creative teaching position to serve predominantly 5th year students. This teacher taught a general education science class and a general education math class, taught two CyberHigh classes to 5th year students organized in a cohort, and finally case managed a caseload of about 13 5th year Independent Study students. This position only lasted the '14-' 15 SY. For the 2015-2016 school year this teacher was reassigned to a traditional school. The FTE was discontinued for Redwood High School. During the fall of the 2015-2016 SY, the CAL Safe Coordinator Lead retired. The district decided not to fill this position at this time. In addition, the Instructional Associate position for the TAPP program was also discontinued.

Impact of Changes

Redwood High School has entered into its most significant changes over a very short period of time. Stakeholders including school staff and district leadership believe that these changes are necessary to truly prepare our students with 21st Century Skills for all post-secondary life, school, career and community opportunities. It is no longer justifiable to afford the students that have been traditionally under resourced the least amount of instructional minutes allowed. As a result, the aforementioned guiding principles were developed to create a school that meets the needs of students and gives them the educational experiences they want, need and deserve. Conversely, these significant changes have created an unprecedented responsibility and level of engagement by all stakeholders. Creating a one-session school with a default 6 period day will help to create the school culture necessary for students to truly thrive, become motivated, and feel proud to be a RHS graduate. In the short term, 5th year students have been held to more appropriate expectations. This may lead to a short-lived spike of students not earning their high school diploma. In the long-term we believe we are helping to design what a 21st Century Alternative High School must be to truly serve the needs of its student population. Over the next several years staffing changes will take place to serve the new programs.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the school wide action plan.**
- **Describe the process used to prepare the progress report.**

Engagement of Stakeholders

School Structure Reorganization to form Equity Leadership Team

During the 2014-2015 SY, the Committee of the Whole (COW) transitioned into the Equity Leadership Team (ELT) and Committees. Due to the significant amount of work ahead, the COW became the ELT supported by committees to meet the goals set forth from the previous WASC visit. Due to the relatively small staffing of RHS, there are no department chairs. Still the need exists to represent the needs and interests of the RHS students at the district's Subject Area Council (SAC) meetings that take place one a month. The Assistant Superintendent of Educational Services was supportive to honor the time and pay RHS Department Leads to attend the SAC meetings. Subsequently, committees were formed to tackle each self-identified Area of Growth. Monthly meetings have been dedicated for Committees to form, engage with the areas of growth, prioritize action steps, and develop next steps set forth by the WASC Action Plan.

School Site Council (SSC)

Over the past two and half years, the SSC has regularly reviewed and engaged with the WASC Report and Revised Action Plan document. SSC meeting have focused on reviewing and analyzing student achievement data related to the CAHSEE, attendance and graduation rates. The SSC Council has included community members, parents, students, classified and certificated staff.

Process Used to Prepare the Progress Report

The process to prepare the progress report has been very inclusive. During the WASC Visit of 2012-2013 primarily three key individuals with input from staff and support from visiting team put the final WASC report together. To put the updated Action Plan together numerous staff meetings, ELT meetings, and release time were dedicated to help ensure that all were responsible to know what was in the plan and secondly to appropriately update the Mid-cycle Progress Report. The ELT reviewed the areas of growth and evaluated each of the action items. This evaluation served to guide the revision. The new Assistant Superintendent of HR, a WASC Chair herself, provided an overview and general direction on how to write the document. As described above, since last year, committees have had regular dedicated time toward during staff meetings to work on the areas of growth. However, one meeting a month is not sufficient to truly engage with and update the areas of growth. The Committee Lead and at least one other committee member were granted release time to update the areas of growth and subsequent rationale using a googledoc. Through the googledoc all staff members had access to the document and could

view the progress. After the updates were made two staff members were granted an additional release day to proof read and aim to give one voice to the area of growth with the next three years in mind. During a Professional Development day all staff members had a final opportunity to review the document in committees and then provide additional input via a google doc. This input was embedded in the Mid-cycle Progress Report. The Mid-cycle Progress Report will be submitted to the WASC Visiting Chair for input and feedback. The final report will be presented to the SSC for review, input, and approval on January 26th. The plan at the time of writing is to present the WASC Mid-cycle Progress Report for review and approved by SUHSD school board on Wednesday, February, 17th.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

Note: *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Progress on Critical Areas

Up until the 2014-2015 SY Redwood High School was designed on a decades old model of continuation education. Historically, the RHS served students that needed a smaller more flexible school setting while possibly working toward a livable wage. As the global economy has changed, the San Francisco Mid-Peninsula is in many ways the center of this economic transformation from manufacturing to service and knowledge based. As a result, a variety of stakeholders shared the vision that providing RHS students the legal minimum instructional minutes and still believing that they are truly prepared for post-secondary opportunities does not align.

Area of Improvement 1: Improving CAHSEE passage rates

The CAHSEE was a significant challenge for many of our students. It loomed overhead for a good number of them. In the end, over the last two graduating classes of '14 and '15 fifteen plus students were prevented from earning their high school diploma as a result of not passing the CAHSEE. At the time of writing this document, SB 172 has made this concern moot. The CAHSEE is removed as a graduation requirement for the '15 - '16, '16 -'17, and '17-'18 school years. Over all, great attention and initiatives were invested to help students learn the skills to pass the CAHSEE which included tutoring sessions, Saturday boot camps, and enrollment in CAHSEE support classes until the student earned a passing score.

Area of Improvement 2: Instructional strategies in English Language Arts and Math

Improving the quality of instruction is the most significant way to impact the learning of students. The SUHSD has been incredibly supportive in the transition to the Common Core. RHS teachers have been included in all trainings and planning opportunities through the SACs. RHS department leads were valued and honored for their time as participants in the SACs. Above and beyond the district wide efforts lead internally by teachers, RHS teachers had the opportunity to engage in after school training and opportunities. All teachers complete DII training and implement on a regular basis. More collaboration, walk-throughs, sharing of lesson plans and teaching strategies, not to mention sharing of students work can strengthen this focus area.

Area of Improvement 3: Improve and Increase Attendance

This focus area is the greatest challenge that our school and students face. Conversely the number one indicator of success for our students is attendance. This became a major point to address during the task force process. As a Basic Aide funded district, SUSHD does not have a Student Attendance Review Board process in place to attempt to address attendance issues. During the task force conversations data was shared that students attendance patterns carried over from when they attended the traditional high schools. Although there is no funding directly tied to attendance rates, it is a moral imperative and basic life skill to have in order to be successful. During the '14-'15 SY the district partially funded a part-time Bilingual Site Parent Liaison position to help facilitate conversations. For the '15-'16 SY the district raised the support and agreed to make the position full-time and a permanent position. As a result, daily phone calls, regular parent meetings, regular home visits, and engaging ELAC meetings helped to fill a void. Unfortunately, the data trend over the past two years is more challenging. More concerted and strategic effort is necessary to support students to improve and increase their average period attendance to school.

Area of Improvement 4: Healthy and Empowered Students

At the core of the program, facility and resource changes are to help provide the necessary learning opportunities both in and out of the classroom to truly liberate and empower our students to be healthy individuals while they are students with us, but more importantly when they engage with the world upon earning their high school graduation. The creation of a one-session school day, embedding a daily advisory into the school day, and having a meditation program in Real with the plan of growing it school wide are but a few of the significant changes to help our students become healthy and empowered. Systemically we have formalized a Student Success Team process in order to bring caring adults together to help better serve our students. The Bilingual Site Parent Liaison along with the mental health social worker are examples of new resources added to the school to build toward a Full Service Community School Model. Continuing to work with Quaglia, celebrating cultural events, and having a school wide Quarter Assembly are but a few of the many ways we aim to build healthy and strong students. Through the daily advisory period topics of great relevance like health, digital citizenship, multiple intelligences, and scholarships are communicated to help grow our students. There is much work still to do in the coming years. The opportunities blossom with the completion of the new facilities.

Area of Improvement 5: Community Partnerships

A Full Service Community School is what Redwood High School is aiming to become with the establishment of the several key components. There has always been a greater need than what the district financially supports. In order to secure the necessary resources to fill these additional needs the Redwood High Promise Education Foundation (RHPEF) was formally created. In addition to the foundation,

partnerships have been bolstered with Job Train and the Sequoia Adult School. Job Train, a job-training program in East Menlo Park, with support from SUHSD, began offering a Digital Arts class to add to the electives and engagement for students. The Sequoia Adult School, with support from SUHSD, created a satellite program on the Redwood High School campus to serve 5th year students that do not meet the new expectations or have the need for another option to earn their high school diploma. Conversations during January of 2016 with members of Redwood City 2020 lead us to the exciting possibility of securing resources to help coordinate the growing partnerships and their respective responsibilities. This work is challenging, but it is essential to truly meet the needs of our students. Redwood High School's future has never looked brighter!

Critical Areas for Follow-up

1. Provide technology literacy training for staff and students

A district wide professional development day kicked off the '14 -'15 SY. Additionally, school based trainings have supported the growth of technology literacy for staff. Monthly trainings during the '14 - '15 school year included the topics of document camera use in the classroom, SMART board trainings, the use of Google documents, leveraging School Loop, and most recently the use of We Video to leverage cell phone capacity, which most students have, to build engaging teaching strategies for students.

2. Continue DII training and universal implementation to support attainment of learning outcomes by all students

During the '13 -'14 school year all teachers participated in and completed the DII training and lesson design professional development facilitated by the district. Teachers continue to employ DII teaching strategies to engage students.

3. Develop a transition plan for implementing the Common Core State Standards

With the formalization of department leads and the full participation in the monthly district facilitated Subject Area Council (SACs), Redwood High School staff have engaged in transitioning and implementing Common Core standards. Teachers have also engaged in regular collaboration during staff meetings to share lesson plan ideas during national cultural celebrations months: Hispanic Heritage, Indigenous Heritage, Black History, Women's History, Earth Day, and Asian American Heritage.

4. Develop a mechanism for monitoring and tracking student progress as it relates to Expected Student Outcomes

Over the last couple of school years the counseling department has lead the school to become more systemic in monitoring and tracking student progress. These support systems include the formal weekly Student Success Team meetings involving counselors, teachers, parents, students and community members to

develop student success plans. Furthermore, the counselors have developed, monitored and regularly updated a Google document which all staff members have access to that helps monitor students' progress toward graduation. This data includes interventions, outside programs, and credits needed for completion of classes. Further work is being developed to align all other partner organizations and programs for a deeper systemic supports implementation.

5. Develop and implement universal grading system and policy for earning credits

The staff engaged during dedicated staff meeting times to discuss, develop, and implement a universal grading system and policy for earning credits. Although a fully universal grading system was not developed, common practices to explain and help students monitor their progress through the use of School Loop were agreed upon. Teachers use different scales but all teachers use a similar point system and policy in order for students to earn credits toward graduation. New 5th Year Expectations were developed to help monitor and encourage timely progress toward graduation or placement in other appropriate programs such as Adult school for GED or diploma completion, JobTrain, community college or other alternatives.

V: School wide Action Plan Refinements

- Comment on the refinements made to the single school wide action plan since the last self-study visit to reflect school wide progress and/or newly identified issues.
- Include a copy of the school's latest updated school wide action plan.

Please see below for greater details on refinements, reflections on progress, and newly identified challenges.

See below with Met, Emerging, or Needs Improvement.

**Focus on Learning
School-Wide Action Plan
Originally Completed Spring 5/15/13
Updated for 2015-2016 SY**

WASC Mid-Cycle Visit February 22nd & 23rd of 2016

(Revised/Final: Asterisk (*) and italics denote recommendations from previous Visiting Committee)

Area of Improvement #1:

Increase the percentage of students who pass the CAHSEE by 40%; with 10% growth in passing rates each year.

Rationale: At the time of the full WASC visit the average passing rate for Redwood students the previous three years, for both ELA and Math, was below 30%. This trend continued despite several different strategies. Redwood has consistently had more than 20% of its seniors who needed to pass both CAHSEEs to obtain a diploma. Critical areas of growth for Redwood are to increase literacy rates and ongoing improvement of instructional strategies.

Source: School Profile: Ed-Data, CDE-CAHSEE Data

Outcome(s): Students will demonstrate a level of academic *literacy* by passing both CAHSEEs as stated in Redwood's School wide Learner Outcomes.

Growth Area 1: Develop a professional development plan that provides intensive training for CAHSEE instruction.

Met-Emerging-NI	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Emerging	Conduct a comprehensive analysis of current CAHSEE curriculum, instruction and results.	Principal CAHSEE teachers	Report of analysis Staff agenda/minutes	Spring 2013
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>
Needs Improvement	Allocate funding for release/PD time to research, secure and execute CAHSEE curriculum.	Principal CAHSEE teachers	Meeting Agenda item Approved budget item Meeting minutes	Spring 2013 Site Council Meeting
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>
Emerging	Explore current, successful and research based CAHSEE curriculum and teaching models that would work with Redwood's population.	Principal CAHSEE teachers	Assignment minutes Staff agenda/meeting minutes Curriculum samples	Summer 2013
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>

Emerging	Select and adopt CAHSEE teaching model for Redwood as determined.	Principal CAHSEE teachers	Staff agenda/meeting minutes, Contract with provider, CAHSEE Curriculum	2013-2014 school year and ongoing
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>
Needs Improvement	Provide regular release/PD time for CAHSEE teachers to be trained in adopted model/practice.	Principal CAHSEE teachers Counselor(s)	Budget item/time sheets Training certificate/completion	Summer 2013 and ongoing
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>
Needs Improvement	Schedule regular PD time for CAHSEE teachers to evaluate student data (2 x/month).	Principal CAHSEE teachers Counselors	Thursday collaboration Collaboration minutes Student grad plans/notes	Spring 2013 and ongoing
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>
Needs Improvement	Provide regular release/pd time for CAHSEE teachers to evaluate, collaborate, improve and refine CAHSEE curriculum and instruction model.	Principal CAHSEE teachers	Budget item/time sheets Collaboration minutes	2013-2014 school year and ongoing
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal, ELT CA Board of Ed.</i>	<i>New or Update CAHSEE</i>	<i>TBD by CA Board of Ed. for '18- '19 SY</i>

Needs Improvement	Evaluate the efficacy of CAHSEE instructional practices.	Principal CAHSEE teachers	Collaboration agenda/minutes	2014-2015 school year and ongoing
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal, ELT CA Board of Ed.</i>	<i>New or Update CAHSEE</i>	<i>TBD by CA Board of Ed. for '18- '19 SY</i>

Growth Area 2: Strengthen the process of managing CAHSEE in terms of evaluating student data, student placement and testing administrations.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Implement a system of retrieving, organizing and disseminating CAHSEE information efficiently to principal, counselors, CAHSEE teachers and staff.	Principal Counselor(s) Administrative support	Collaboration minutes Student grad plans/notes	Spring 2013
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>
Emerging	Schedule regular CAHSEE collaboration meetings with CAHSEE teachers and counselor(s) to discuss student data and placement.	Principal Counselor(s) CAHSEE teachers	Student schedules	Summer 2013 and ongoing
Updated:	<i>CAHSEE has been discontinued until the 2018-2019 SY.</i>	<i>Principal ELT State Board of Education</i>	<i>New or Update CAHSEE</i>	<i>TBD by State Board of Education for '18- '19 SY</i>
Met	Create a timetable and assignment of duties leading up to CAHSEE testing administrations to include: letters,	Principal Counselors	Organizational chart and timetable of CAHSEE prep	Spring 2013

	phone calls, conferences, auto dialers, testing proctors, etc.	CAHSEE teachers Redwood's entire staff	and duties Signed acknowledgement by staff	
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18-'19 SY
Met	Create a policy/agreement that provides an environment for optimal testing conditions.	Committee of the Whole	Agenda item/minutes Policy/Agreement of testing day expectations.	Summer 2013
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18-'19 SY

Growth Area 3: Improve interventions for students not making expected growth. (*included in Action Plan)

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Allocate funding for CAHSEE interventions.	Principal Site Council	Agenda item/minutes Approved budget item	Spring 2013
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18-'19 SY
<i>Emerging</i>	Customize CAHSEE classes by populating students who need similar areas of instruction and support.	Counselor(s) CAHSEE teachers	Master schedule, Student CAHSEE results, Student schedules	2013-2014 and ongoing

Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18- '19 SY
Emerging	Provide one-on-one tutoring for students who demonstrate the need for additional support.	Counselors Tutoring coordinator CAHSEE teachers	Tutoring plan/sign-in sheets	2013-2014 and ongoing
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18- '19 SY
<i>Met</i>	Place students who are close to graduating in a 5th period CAHSEE class or provide tutoring during their AM or PM session.	Counselor(s) Tutoring coordinator	Class schedule Tutoring plan/sign-in sheets	Spring 2013 and ongoing
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18- '19 SY
Emerging	Provide computer based CAHSEE instruction/tutorial programs for students.	Principal CAHSEE teachers	Student grad plans/notes	2013-2014 school year and ongoing
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18- '19 SY
Need Improvement	Provide laptop computers for students to practice at home.	Principal, Tutor coordinator	Laptop check-out Assignments on computer	2013-2014 school year and ongoing

Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18- '19 SY
Emerging	Train CAHSEE instructional associates/tutors on how to assist students in meeting CAHSEE standards.	Principal CAHSEE teachers	Training certificate/completion	2013-2014 school year
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18- '19 SY
Met	Provide CAHSEE data and information at community and parent meetings.	Principal Site Council ELAC	Agenda items/minutes	Spring 2013 and ongoing
Updated:	CAHSEE has been discontinued until the 2018-2019 SY.	Principal ELT State Board of Education	New or Update CAHSEE	TBD by State Board of Education for '18- '19 SY

Area of Improvement #2:

Strengthen, refine and implement comprehensive instructional strategies in English Language Arts and math.

Rationale: The data results from Smarter Balanced Testing showed that only 2% of juniors tested met the ELA standards, while 1% of juniors tested met the math standards. Redwood's English Language Learner population is currently 43.4%

Source: School Profile: Demographic and Student Performance Data from Ed-Data for 2014-2015 school year.

Outcome(s): Students will improve their academic literacy by strengthening these areas of study as stated in Redwood's School wide Learner Outcomes.

Growth Area 1: Incorporate Direct Interactive Instruction practices.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Provide ongoing training in DII.	Principal	Certificate of Completion	2013-2014 school year and ongoing.
Updated:	<i>Continue to observe, develop and implement DII strategies in classrooms.</i>	<i>Equity Leadership Team, Principal, Teachers</i>	<i>School-led Instructional Rounds, Informal Walk-throughs</i>	<i>2015-2016 school year, ongoing Release periods to observe colleagues, District-provided Instructional Rounds</i>
<i>The district provided direct coaching support of DII of tenured staff. In future years, new hires will have some district provided DII training in their second year, and schools may still support ongoing training on a site-by-site basis. All permanent teachers received direct coaching and participated in a co-teaching lesson with a district provided coach. The next phase of district emphasis moved to literacy across the curriculum and the Common Core framework for instruction-indicators of student success.</i>				
Needs Improvement	Provide quarterly model lessons to staff for ongoing expectations, reflection and feedback.	Principal	Agenda item/minutes	2013-2014 school year and ongoing

Updated:	Provide quarterly opportunities for teaching staff members to model strategies and lessons.	ELT, Principal	Staff agendas D.O. Professional Development Calendar	2015-2016 school year, on-going; ELT and PD training by district coaches or staff, collaboration prep, release time
Redwood teaching staff and district coaches presented strategies and model lessons in site meetings; professional development opportunities for permanent and temporary staff are provided at the D.O. through the TIPS program and PD sessions.				
Emerging	Provide regular District and Site Walk-throughs.	Principal ALS/District	Walk-through calendar, Observation summaries	2013-2014 school year and ongoing
Updated:	Site Administration performs non-evaluative Quarterly Walk-Throughs with general feedback	Principal	Walk-through calendar, Observation summaries	2015-2016 school year, on-going; ELT and PD training by district coaches or staff, collaboration prep, release time
The walk-thru organization has been shifted from District-led to site-leadership.				
Emerging	Review and analyze data from Walk-throughs to determine next steps.	Principal	Agenda item/minutes/summary	2013-2014 school year and ongoing
Updated:	Review and analyze data from Walk-throughs to determine next steps.	ELT, Principal	Staff agendas D.O. Professional Development Calendar	2015-2016 school year, on-going; ELT and PD training by district coaches or staff, collaboration prep, release time
There has been a shift from DO lead walk-throughs to site lead walks through with general feedback.				

Growth Area 2: Student interventions and support for Reading and English Language Arts.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Emerging	Train teachers and support staff in <i>Read Naturally</i> - an intervention/accelerated program.	Principal	Certificate of Completion	2014-2015 school year
Updated:	<i>Continue to support train Special Education teachers and support staff in Read Naturally or another intervention/accelerated program, for targeted SPED and EL students.</i>	<i>SPED Lead BRT, ELD Teacher, Principal, Counselors</i>	<i>Read Naturally data, SST referrals, IEP's, 504's</i>	<i>2015-2016 school year, on-going</i>
<i>Special Education teachers and support staff were trained in using Read Naturally. It has been effective in supporting SPED students because of its individualized learning elements and ability to monitor progress. Also, consider training all Instructional Aides in Read Naturally to best support students across classes.</i>				
Needs Improvement	Create additional classes for <i>Read Naturally</i> .	Counselors	Master schedule	2014-2015 school year
Updated:	<i>Utilize Read Naturally or another intervention/acceleration program in appropriate classes.</i>	<i>Principal, Lead Counselor, SpEd teachers,</i>	<i>Documented information from SPED students</i>	<i>2015-2016 school year, on-going</i>
<i>As mentioned above, Read Naturally has been an effective intervention tool for SPED students; however, due to Redwood's size and limited ability to add course offerings, the school has not added Read Naturally courses. There are considerations for English Language Development to offer Read Naturally as an additional resource for ELD students. Continue to develop support pull out for students and consider training all support staff to best support students.</i>				
Emerging	Identify/assign students to <i>Read Naturally</i> classes.	Counselors	Student schedules/grad plan notes	2014-2015 school year
Updated:	<i>Continue to develop support pull out for students. Utilize Read Naturally or another intervention/acceleration in appropriate classes.</i>	<i>Counselors SPED Teachers Support Staff</i>	<i>Master Schedule Document, Info. from SPED students</i>	<i>2015-2016 school year, on-going</i>

<i>Special Education students have been added to the appropriate classes that are using Read Naturally.</i>				
Met	Monitor growth and adjust students' schedules, as needed, determined by the data (post assessment or teacher's recommendation).	Principal Counselors	Meeting summaries Student schedules/grad plan notes	2014-2015 school year
<i>Updated:</i>	<i>Continue monitoring growth and adjusting students' schedules, as needed, determined by the data (post assessment or teacher's recommendation).</i>	<i>Principal Counselors SPED Teachers</i>	<i>Meeting summaries Student schedules/grad plan notes</i>	<i>2015-2016 school year, on-going</i>
<i>Individual growth has been monitored in Special Education classes by the teacher and support staff.</i>				

Growth Area 3: Student interventions and support for Mathematics.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Needs Improvement	Create/adopt curriculum for an Algebra/Math Support class.	Principal Math Department	Agenda item/minutes Master schedule	2014-2015 school year
<i>Updated:</i>	<i>Adopt and integrate Common Core math curriculum</i>	<i>Principal D.O textbook and curriculum adoption committees D.O. Director of P.D. and Curriculum Math Department</i>	<i>Math Council Meeting Minutes Budget New Materials P.D. Calendar and sign-ups for PD</i>	<i>2015-2016 school year, on-going Site Council Textbook Adoption Committees District Budget-Professional Development and textbook acquisition</i>
<i>With the shift to Common Core, the district has implemented a tiered approach to adopt and train math teachers in district provided materials over the next several years. Math support classes were provided to only 9th grade students based on teacher recommendations and test data up through 2015 and is now based solely on test data. Since Redwood is a continuation school with students 16 and older, the math support classes were not applicable for our juniors and seniors, and associate positions to provide math support for students were approved by the Site Council.</i>				

Needs Improvement	Provide training to teachers and support staff in Algebra/Math Support class.	Principal	Certificate of Completion	2014-2015 school year
Updated:	Provide training to teachers and support staff in Common Core math classes	Principal D.O. Director of P.D. and Curriculum	Math Council Meeting Minutes Budget,P.D. Calendar and sign-ups for PD, ERO Professional Development days and Sched.org, Conferences Lynda	2015-2016 and ongoing Budget, ERO, Lynda, D.O. Professional Development
<i>The district provides professional development training to teachers on Common Core practices. Common Core practices to improve student literacy across the curriculum is the current district mandate, and specialized training sessions to highlight literacy practices applicable to math courses were provided. The current PD calendar on ERO provides for ongoing support of Common Core practices. Support staff attend professional conferences, and Lynda, an online course provider, is open to all staff.</i>				
Met	Schedule/assign students to Math intervention program based on need/data.	Counselors	Student schedules/grad plan notes	2014-2015 school year
Updated:	Assign students to math classes based on diploma needs; provide instructional associates for support	Principal Counselors Site Council	Budget Site Council minutes Master Schedule Copies of Student Schedules and Grad Checks	2015-2016 school year, on-going
<i>Students are assigned to core math classes based on their diploma needs. Since Redwood is not a 9-12 school, there is no math support class. Instead, associates provide additional instructional support. The counselors use data to determine math placement.</i>				
Met	Monitor growth and adjust students' schedules as needed, as determined by data and teacher's recommendation.	Principal Counselors	Meeting summaries Student schedules/grad plan notes	2014-2015 school year

Updated:	Monitor growth and adjust students' schedules as needed, as determined by data and grad check	Principal Counselors Advisors	Grad plans Student Schedules IC data transcripts Advisory weekly agendas	2015-2016 school year, on-going
Counselors check data and transcripts to place students in appropriate classes. The grad plan enables students to see their progress towards their diploma path, and growth is monitored through Schoolloop and advisory classes.				

***Growth Area 4: Common Core Training, transition and implementation.**

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Plan and coordinate district Common Core standards implementation with Redwood teachers and staff.	Principal	Calendar, meeting minutes, Teacher training schedules, staff collaboration dates	2013-2014 school year and ongoing
Updated:	Continue planning and coordinating Common Core standards implementation with Redwood teachers and staff.	Principal ELT DO District Professional Development Staff	Calendar, meeting minutes, Teacher training schedules, staff collaboration dates	2015-2016 school year, on-going
Redwood High School continues to implement Common Core standards. The principal and the district have provided staff and resources to help with this implementation during scheduled staff meetings, professional development days, school based-instructional rounds and optional after school PDs.				
Met	Provide teacher training on integrating Common Core into classroom curriculum and instruction.	Principal	Certificate of Completion	2013-2014 school year and ongoing
Updated:	Continue providing teacher training on	Principal	Calendar, meeting minutes,	2015-2016 school

	<i>integrating Common Core into classroom curriculum and instruction.</i>	<i>ELT DO District Professional Development Staff</i>	<i>Teacher training schedules, staff collaboration dates</i>	<i>year, on-going</i>
<i>Redwood teachers have had significant training in integrating Common Core into classroom curriculum and instruction. The principal and the district have provided staff and resources to help with this implementation during scheduled staff meetings, professional development days, and optional after school trainings.</i>				
Met	Provide staff development on Common Core ongoing implementation and transition	Principal	Staff development sign-in sheets Staff development minutes	2013-2014 school year and ongoing
Updated:	<i>Continue providing staff development on Common Core ongoing implementation and transition</i>	<i>Principal, ELT, DO District Professional Development Staff</i>	<i>Staff development sign-in sheets Staff development minutes</i>	<i>2015-2016 school year, on-going</i>
<i>Redwood staff has been provided professional development regarding ongoing Common Core implementation and transition. The principal and the district have provided staff and resources to help with this implementation during scheduled staff meetings, professional development days, and optional after school trainings.</i>				

***Growth Area 5: Monitoring student progress toward identified learning outcomes.**

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Needs Improvement	Create a pre and post assessment for students entering and exiting Redwood.	Principal/COW	Pre-Post Assessment	2013-2014 school year and ongoing
Updated:	<i>Create a pre and post assessments for students entering and exiting Redwood aligned with ePortfolio.</i>	<i>Principal, ELT, Counseling Staff</i>	<i>Online Portfolio, Google Doc, Advisory Curriculum, Check-out data with Career Guidance Asst.</i>	<i>2015-2016 school year, on-going</i>
<i>The assessment was to be incorporated into a three-day orientation when students entered Redwood, and completed in each of the</i>				

core classes. The three-day orientation or session was never implemented because of classroom space, staffing and students missing instruction the first week of a new quarter.				
Needs Improvement	Create a student portfolio to include academic achievement data that measures growth, as well as student artifacts and evidence that show student progress.	Principal/COW	Portfolio sample	2013-2014 school year and ongoing
Updated:	Create a student e-portfolio to include academic achievement data that measures growth, resume, 5-year educational plans, drivers license.	ELT, Advisory Curriculum Team, Career Guidance Associate	Online Portfolio, Google Doc	2015-2016 school year, on-going
The portfolio was to be introduced during the three-day orientation. Orientations days were completed during the 2014-2015 school year. Due to facility challenges orientation days did not occur during the '15 - '16, the portfolios, however, were not completed. Currently, there is a desire to decide on an e-portfolio platform and structure time during the Advisory period, including the necessary curriculum.				
Emerging	Provide staff collaboration time to examine student assessments, portfolios and other evidence that measure student learning.	Principal	Master calendar, staff collaboration dates, rosters and minutes	2013-2014 school year and ongoing
Updated:	Provide staff collaboration time to review, evaluate and collaborate on CAHSEE and subject area data to inform and improve instructional practices/student learning.	Principal, ELT Department Chairs	Meeting Minutes, Class rosters Demographic data, ELL Classes, SpEd classes, English Proficiency Data, Graduation data	2015-2016 school year, on-going
Quarterly, staff development and meetings are used to review student data to: place students, target instruction to a specific population, design interventions, etc.				
Emerging	Provide staff collaboration time to modify, improve or change curriculum and instructional practices based on student achievement data.	Principal DO Department Chairs ELT	Master calendar, staff collaboration dates, rosters and minutes	2013-2014 school year and ongoing

Updated:	<i>ELT, committee time provided during staff meetings, off-site professional development and training at DO.</i>	<i>Principal DO Department Chairs ELT</i>	<i>Master calendar, staff collaboration dates, rosters and minutes</i>	<i>2015-2016 school year, on-going</i>
Staff will utilize instructional rounds to observe and reflect on best practices for maximizing student achievement, as well as other student data review sessions.				

Growth Area 6: Incorporate Board Approved Guiding Principles and Next Steps

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
New Action	Full instructional day and bell schedule	Redwood Implementation Task Force, ELT	Bell Schedule	FA 2015

Area of Improvement #3:

Improve and increase attendance rate from current 56% by 10% each subsequent year, until 90% is met.

Rationale: Our current attendance rate is 56% and has fallen over the last three years. Poor student attendance and tardiness are prevalent at Redwood and may account for low academic performance in all areas of student achievement.

Source: School Profile: CST, CAHSEE and Demographic Data

Outcome(s): Students will improve their academic literacy and overall through regular school attendance as stated in Redwood's School wide Learner Outcomes.

Growth Area 1: Create attendance accountability.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Needs Improvement	Create an attendance policy.	Committee of the Whole (COW)	Agenda item/minutes Approved Attendance Policy	Summer 2013
Updated:	Create an attendance policy	Principal, Attendance Registrar, Counselors, Equity Leadership Team (ELT), Bilingual Site parent Liaison (BSPL)	Agenda item/minutes Approved Attendance Policy	2015-2016 school year, on-going
<i>The creation of the attendance policy is still an ongoing process. This process will be established by the Principal, ELT, BSPL, Registrar and counselors. Evidence will be produced through a query from the school registrar. An attendance committee was established to further these goals, but meeting time was limited and additional staff time is required to formalize an attendance policy.</i>				
Emerging	Recruit Redwood community and staff to participate on Task Force/SARB.	Principal Site Council ELAC	Agenda item/minutes	Title I
Updated:	Recruit Redwood community and staff to participate on a School Attendance Review	Principal, Attendance Registrar, Counselors, ELT,	Agenda item/minutes	2015-2016 school year,

	<i>Team (SART).</i>	<i>BSPL, Staff.</i>		<i>on-going</i>
<i>The Counselors have started an ongoing SST process. Staff input is facilitated through notification of meetings and student feedback forms. This process has been improved with the addition of an ongoing SST process.</i>				
Needs improvement	Create a SARB.	Principal	Agenda item/minutes Planning/Task Force minutes SARB	2013-2014 school year
<i>Updated:</i>	<i>Create a SART</i>	<i>Principal, Counselors and ELT</i>	<i>Agenda item minutes. Planning task force minutes, SART.</i>	<i>2015-2016 school year, on-going</i>
<i>This is a process being discussed by the ELT and Principal. The name will be SART. Once the SART process is established, a coordinator will be determined. Each SART meeting will include a note taker who will record and keep notes and records.</i>				
Needs Improvement	Implement protocols in attendance policy for students who are tardy, absent and truant.	Committee of the Whole	Agenda item/minutes Attendance policy	2013-2014 school year and ongoing 2014-2015 school year
<i>Updated:</i>	<i>Implement protocols and accountability in attendance policy for students who are tardy, absent and truant. Also, address students who are performing well regarding the attendance policy.</i>	<i>Principal, Attendance Registrar, Counselors, ELT, BSPL and Staff.</i>	<i>Agenda item/minutes Attendance policy</i>	<i>2015-2016 school year, on-going</i>
<i>Once established, the attendance committee will develop a policy with consequences for students who are tardy, absent or chronic truant. The attendance policy will be monitored for students by the principal, Counselors, Attendance Registrar, BSPL and fourth period Advisory staff. The Attendance Registrar will begin to query a list of students who have issues complying with the attendance policy.</i>				

Needs Improvement	Evaluate the efficacy of the attendance policy and practices.	Committee of the Whole	Agenda item/minutes Evaluative report	
Updated:	Evaluate the efficacy of the attendance policy and practices.	Principal, Attendance Registrar, Counselors, ELT, BSPL, Staff.	Same	2015-2016 school year, on-going
Once the Attendance policy is implemented, the principal and ELT will regularly evaluate the policy and data. The Principal and ELT will give ongoing feedback regarding the Attendance Policy as it relates to students success at Redwood. Data via an attendance query will be regularly collected and monitored.				

Growth Area 2: Maximize the use of school funding and resources to improve attendance.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Implement advisory period with a teacher-student attendance review.	Principal Committee of the Whole	Agenda item/minutes Master schedule	2013-2014 school year and ongoing
Updated:	Continued development and implementation of the Advisory period during the last 15 minutes of fourth periods	Fourth Period teachers, ELT and Counselors	Master Schedule indicating a 15 minute fourth period Advisory at the end of the period. Schedule has been revamped to add the 15 minutes to the end of fourth period.	2015-2016 school year, on-going
This has been established as of the 2015-2016 school year. Advisory takes place daily during the last 15 minutes of fourth period. Attendance is discussed and reviewed on Monday and Friday. Fourth period teachers, the ELT and BSPL collaborate regarding the process and any changes that need to be made.				
Needs Improvement	Increase weekly parent contacts from seven to ten.	Principal Redwood teachers	Weekly call logs Liaison logs	2013-2014 school year
Updated:	Weekly parent contacts will be recorded into IC intervention tab	Principal, Staff and BSPL.	IC intervention tab, Staff and BSPL intervention notes.	2015-2016 SY, on-going

			s	
<p>Documentation of weekly parent contacts is now being regularly entered into IC intervention tab. Weekly parental contacts will be the responsibility of the principal, staff and BSPL. Evidence will be maintained in the IC intervention tab. There is a need to formalize the process for getting support for communicating with Spanish-speaking parents, and how teachers will communicate with BSPL regarding which students to call.</p>				
Emerging	Provide Community Liaison with call log data to maximize the efficiency of outreach.	Principal	Agenda item/minutes Time sheets	Spring 2013
Updated:	BSPL will provide daily calls recorded into IC intervention, and perform home visits to students.	Principal, BSPL & Staff.	Records kept by BSPL regarding home visits with staff and Social Worker.	2015-2016 school year, on-going
<p>The use of the call log will be replaced by the IC intervention tab. In addition to the principal, staff and BSPL will be responsible. Documentation of home visits by BSPL, BRT and Social Worker. There is a need to formalize the process for getting support for communicating with Spanish-speaking parents, and how teachers will communicate with BSPL regarding which students to call.</p>				
Met	Increase hours of Community Liaison (evening phone calls).	Principal School Site Council	Agenda items/minutes Bus schedules	2013-2014 school year
Updated:	Increase hours of Community Liaison (evening phone calls).	Principal, BSPL, Counselors, ELT, Staff.	Entries into IC intervention will collect this data.	2015-2016 school year, on-going
<p>Redwood has hired a full-time BSPL as of the 2014-2015 school year. The evening phone calls have been replaced with the hiring of a full-time BSPL who makes calls during the school day. The evidence will be maintained in the IC intervention tab. This is an ongoing process throughout the 2015-2016 school year.</p>				
Met	Provide increased transportation through additional buses, bus passes, <i>Bravo</i> cards.	Principal School Board	Auto Dialer logs/history	2013-2014 school year and ongoing

Updated:	Provide increased transportation through additional buses, bus passes, Bravo cards.	The Principal, ELT, Staff, School Board	Daily headcount of students arriving at Redwood by bus, number of SamTrans monthly bus passes.	2015-2016 school year, on-going
<i>The addition of the buses from both East Palo Alto & East Redwood City has encouraged student attendance eliminating the need for early pick-ups, with a new school start time of 8:45. Increased bus transportation has been added to the Redwood system. Two buses now pick-up students from both the East Palo Alto and East Redwood City areas allowing students a later pick-up time adjusting to the new school start time of 8:45 AM.. Also, Sam Trans bus passes are available to students who receive free and reduced lunch at a reduced rate. Given additional funding, we could provide more bus passes to students who [a] do not live on or near the SUHSD bus line, or [b] require additional support by Sam Trans to get to school.</i>				
Met	Increase the use of Redwood's Auto-dialer to contact parents regularly regarding student absences. Provide an Auto-dialer message in Spanish.	Principal Attendance Admin. Principal Attendance Admin.	Auto Dialer logs/history Auto-dialer recording/message in Spanish	2013-2014 school year
Updated:	<i>Increase the use of Redwood's Auto-dialer to contact parents regularly regarding student absences. Provide an Auto-dialer message in Spanish.</i>	<i>Principal, Attendance Registrar.</i>	<i>Auto Dialer logs/history</i>	<i>2015-2016 school year, on-going</i>
<i>The auto dialer needs to be established to make calls in Spanish. Custom announcements do go out in both Spanish & English. We are continuing to use the Redwood auto dialer to regularly contact parents. Calls in Spanish is a need that has yet been addressed. This will be monitored and set-up by the principal with input of the attendance registrar.</i>				

Growth Area 3: Expand and improve attendance incentives.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Needs Improvement	Increase the number of attendance recognition ceremonies from quarterly to monthly.	Counselors	Award ceremony/program	2013-2014 and ongoing
Updated:	<i>Increase the number of attendance recognition ceremonies from quarterly to monthly. Utilize "Student of the Week" nomination and recognition to commend students with good attendance, among other factors.</i>	<i>Counseling staff and Attendance Registrar.</i>	<i>Posted lists of students earning both the attendance and credit Honor Roll, Student of the Week awards.</i>	<i>2015-2016 school year, on-going</i>
<i>With the change in Redwood's schedule to the quarter system, the Honor Roll recognition ceremony has continued to stay by the quarter. The assemblies however have been presented as all school, with lunch provided for the award recipients. Redwood is now on the quarter system, which enables honor roll recognition four times per year. The process of Honor Roll recipients is collaborative between the attendance registrar and counseling staff. Lists of students receiving Honor Roll awards for Attendance & Credits are posted quarterly and frequently announced via the PA system. Given more allocation of staff time, we could increase the frequency of student recognition ceremonies. We have utilized a staff-nominated "Student of the Week" award to commend students with good attendance, among other factors.</i>				
Emerging	Provide collaboration opportunities to share best practices for attendance incentives.	Principal Committee of the Whole	Attendance reports/monthly	2014-2015 and ongoing
Updated:	<i>Redwood has added quarterly school wide assemblies to announce Honor Roll recipients in front of the student body.</i>	<i>Principal, Attendance Registrar, Counselors, ELT, BSPL, Staff.</i>	<i>Honor Roll lists posted around campus and certificates of recognition handed out to students.</i>	<i>2015-2016 school year, on-going</i>
<i>The ELT & staff collaborate at the weekly staff meeting.. Also, the new all school Honor Roll assembly has been established to recognize who have excelled in both attendance and credits. Principal and all staff, both certificated and classified are invited to participate.</i>				

***Growth Area 4: Universal system for awarding credits and grades.**

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Emerging	Research variable credit and grading models that could be used at Redwood.	Principal/COW	Sample models, staff agenda and minutes	Spring and summer 2013
Updated:	Determine the utility of a universal grading system.	ELT, Teaching Staff	Staff-determined universal grading policy	2015-2016 school year, on-going
As a staff, we need to determine the utility of a universal grading system. Additionally, we need to determine whether we want uniformity of points and credits assigned based on a Carnegie Hours system, competency-based credits, and/or another system [e.g. points awarded based on quality and quantity of student products]				
Needs Improvement	Adopt a uniform system for awarding credits and grades at Redwood.	Principal/COW	Agenda, meeting minutes, Site Council minutes	2013-2014 Academic year
Updated:	Adopt a uniform system for awarding credits and grades at Redwood.	ELT, Teaching staff	Agenda, meeting minutes, Student Handbook, Staff Handbook	2015-2016 school year, on-going
As a staff, we need to determine the utility of a universal grading system. Additionally, we need to determine whether we want uniformity of points and credits assigned based on a Carnegie Hours system, competency-based credits, and/or another system [e.g. points awarded based on quality and quantity of student products]				
Needs Improvement	Provide staff training and development of adopted grading/credit system.	Principal	Staff training logs and minutes	2013-2014 and ongoing
Updated:	Provide staff training and development of adopted grading/credit system.	ELT, Teaching staff	Green Sheets, Student Handbook	2015-2016 school year, on-going
As a staff, we need to determine the utility of a universal grading system. Additionally, we need to determine whether we want uniformity of points and credits assigned based on a Carnegie Hours system, competency-based credits, and/or another system [e.g. points awarded based on quality and quantity of student products]				

Growth Area 5: Incorporate Board Approved Guiding Principles and Next Steps

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
New Action	5th Year Petition and Expectations Updated and Approved	Redwood Implementation Task Force, ELT	Petition and Expectations Document	FA 2015
New Action	Revised referral process for student admission as 11th graders	Redwood Implementation Task Force, Director of Student Services, AVP's	District Codex	FA 2015

Area of Improvement #4:

Provide support for students so that they will be healthy individuals who demonstrate self-discipline, the ability to resolve conflict nonviolently, healthy lifestyle behaviors, self-confidence and self-advocacy.

Rationale: Students are coping with health issues ranging from understanding their growth and development to stress, addiction, poverty, and often, debilitating mental health conditions, that interfere with their learning, thus academic achievement. Redwood’s population demographics show high transiency and a low socioeconomic level, both factors for poor student performance.

Source: School Profile Demographics

Outcome(s): Students will be *health literate* by accessing resources to improve their academic achievement and well being as stated in Redwood’s School wide Learner Outcomes.

Growth Area 1: Improve the process of mental health screening, referrals and counseling for all Redwood students.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Emerging	Educate staff on mental health and the concepts of wellness.	Principal Counseling staff	Agenda item/minutes	2013-2014 and annually
Updated:	Advertise district trainings on health and wellness to all staff (not just certificated). Create on-site mental health and wellness trainings or classes.	Principal, counseling staff, TM staff	e-mail and Google docs, staff meeting minutes, TM training logs	2015-2016 school year, on-going
Staff has had the opportunity to participate in transcendental meditation [TM] trainings. School Nurse has presented Epipen trainings and blood pathogen safety classes. There is room to provide additional health and wellness training, including yoga classes and more comprehensive training in TM on-campus to entire Redwood staff.				
Met	Design a uniform system for identifying and referring students for mental health services and/or counseling.	Principal Counseling Staff	Agenda item/minutes Referral procedure form	2013-2014 school year

Updated:	Design a uniform system for identifying and referring students for mental health services and/or counseling.	Principal Counseling Staff	Agenda item/minutes Referral procedure form	2015-2016 school year, on-going
This has not been consistently done due to ACS' frequent turnover. There is a referral form that is utilized, but additional time and energy could be spent streamlining communication between the work they do and staff, and formalizing the referral process.				
Met	Train staff on how to professionally and discretely refer students for mental health services/counseling.	Principal Counseling	Agenda item/minutes	2013-2014 school year Annually
Updated:	Train staff on how to professionally and discretely refer students for mental health services/counseling, and streamline the process of communication between ACS and staff.	ACS coordinator, Principal, certificated & and classified staff	Agenda item/minutes, record of referrals, communication logs	2015-2016 school year, on-going
While we have worked to improve our referral process, there is room for improvement in future years. Reinstate a professional forum with allotted time to discuss tools and strategies to determine the best way to support students with whom teachers and staff might be struggling to serve. This allows us to determine if we are equipped to serve students or if we need to find targeted mental health services or other services to help these students succeed. Encourage ACS to speak at least once or twice a month at staff meetings to inform staff what signs to look for in a student who might need to be referred. Give staff 10 minutes to refer one student a month with ACS site director during staff meeting using ACS referral form, which takes a minimum of 15 minutes to fill out. In order to provide appropriate referrals, staff needs more transparency with regard to who is receiving or has received mental health services in the past or present. ACS has had frequent turnover, which has made implementation of the processes challenging.				

Growth Area 2: Improve the delivery and instruction of health education topics.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Needs Improvement	Conduct a <i>Needs Assessment</i> of Health related issues for Redwood students.	Principal Counseling Staff	Needs Assessment results	Spring 2013 and annually
Updated:	<i>Implement a survey that identifies student health needs.</i>	<i>Principal, Counseling Staff, Quaglia Staff</i>	<i>Quaglia survey results Healthy Kids Survey</i>	<i>2015-2016 school year/ongoing</i>

		District Health Coordinator	results	
<i>We have collaborated with Quaglia to gather student data on health-related issues, but Quaglia was re-allocated to the traditional sites. While this has not occurred consistently, we are currently discussing health related issues as part of our advisory period. This could be the place to conduct a Needs Assessment of health related issues for Redwood students.</i>				
Needs Improvement	Inventory the information in the Student Lounge relative to a comprehensive selection of health related material and resources.	Health Aide Counseling Staff District Nurse	Inventory record and summary	Spring 2013 and ongoing
Updated:	<i>Develop a Student Lounge that provides health-related materials and resources.</i>	<i>nurse counseling staff</i>	<i>Google Docs, Architect's plans</i>	<i>2017 and ongoing</i>
<i>Due to Redwood's current lack of classroom space, this has not occurred. However, a student union space is currently in Redwood's architectural plans. There will be a focus on providing health-related materials in this student lounge.</i>				
Needs Improvement	Provide information to students based on the Health/Needs Assessment survey/data.	District Nurse/Health Aide Counseling Staff	Inventory list of items available	2013-2014 school year and ongoing
Updated:	<i>Provide information to students based on the Health/Needs Assessment survey/data.</i>	<i>Advisors, Nurse, counselors</i>	<i>Google Docs Email Results of survey on Google sheets.</i>	<i>2015-2016 school year/ongoing</i>
<i>Once the assessment has been created and completed this can be done. During advisory, information can be relayed to students.</i>				
Need Improvement	Provide quality and comprehensive workshops based on the Health/Needs Assessment survey/data.	Principal Counseling/Health Aide	Collaboration minutes Health Series calendar Workshop sign-in	2013-2014 and ongoing
Updated:	<i>Provide quality and comprehensive workshops based on the Health/Needs Assessment survey/data.</i>	<i>Partnerships, ACS, Teen Talk, Fly SWAG, Domestic</i>	<i>Photos or web page showing different programs.</i>	<i>2015-2016 school year/ongoing</i>

		Violence		
<i>Once the survey has been created and conducted, staff time will need to be allocated to create and enroll students in these workshops. This could be a part of the Advisory curriculum, and/or as a part of Life/Living Skills courses.</i>				
Emerging	Open Healthy Living/Life Skills workshops/ classes to all Redwood students.	Principal Living Skills teacher Counselor (s)	Agenda item/minutes Class roster Student schedules	2013-2014 school year and ongoing
Updated:	<i>Open Healthy Living/Life Skills workshops/classes to all Redwood students, and make Student Lounge / “Safe Place” accessible to students.</i>	<i>Counselors, classified staff</i>	<i>Plan for Student Lounge, Master schedule.</i>	<i>2015-2016 school year/ongoing</i>
<i>Currently the TAPP teacher is teaching Living Skills and Safety Ed course open to all Redwood students who need one or the other for graduation. In 2009 students stated in a survey that “The Safe Place” on campus had innumerable benefits for students. (Please see WASC annual report 2013). “Safe Place” was dissolved in 2010. We would like to suggest reopening “The Safe Place”, utilizing the space designated for the Student Lounge in the future Redwood facilities. This will allow group counseling to reemerge on our campus, and give students a place to cool down, and create camaraderie, and a positive school climate. Staff time [certificated and/or classified] will need to be allocated to develop, gather materials, and set-up the future Student Lounge activities. There is a need to create separate sections of Safety Ed. and Living Skills for maximum benefit of student learning. We will need to work with counselors to create separate sections for living skills and safety ed.</i>				
Emerging	Increase the number of counseling workshop opportunities on substance abuse and addiction.	Counseling Staff	Health Series calendar	2013-2014 school year and ongoing
Updated:	<i>Increase the number of counseling workshop opportunities on substance abuse and addiction.</i>	<i>ACS, counselors, principal</i>	<i>School calendar, IC</i>	<i>2015-2016 school year/ongoing</i>
<i>There is currently a group meeting in which students with substance related issues meet with ACS staff. However, we should consider hiring outside therapists, counselors etc. to lead additional workshops. Although staff understands the need to keep ACS meetings confidential, there is a need to improve communication of mental, physical, and emotional health needs from ACS to staff. We could potentially leverage Infinite Campus [IC] to document some of this sensitive information.</i>				

Growth Area 3: Incorporate Quaglia's *Eight Conditions That Make a Difference* into Redwood's practice.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Conduct school wide student activity/survey on: how students can feel <i>a sense of belonging</i> and what that would look like at Redwood.	Student Council Principal	Agenda item/minutes Activity outcome/results	Spring 2013
Updated:	Conduct school wide student activity/survey on: how students can feel <i>a sense of belonging</i> and what that would look like at Redwood.	Principal, ELT, site Council	Agenda item/minutes Activity outcome/results	2013 to present
A Quaglia survey was given most years, and results were available via online log in. Results were also discussed in previous years with Quaglia staff. <i>Quaglia funding was re-allocated to the traditional sites.</i> Due to funding redistribution, Quaglia's presence on campus and in the classroom has been substantially decreased. In 2015-2016, we have given the survey but have not done much else with the information.				
Emerging	Schedule regular Quaglia collaboration time and/or lunch sessions.	Principal Redwood staff	Agenda item/minutes	Spring 2013 and ongoing
Updated:	Schedule regular Quaglia collaboration time and/or lunch sessions.	Principal, ELT, site council	Administration has access to these results.	2015-2016
Due to funding redistribution, Quaglia's presence on campus and in the classroom has been substantially decreased. In 2015-2016, we have given the survey. School Site Council and ELT should make this an item for discussion to develop next steps.				
Emerging	Decide on annual projects with a Quaglia focus (including student input).	Committee of the Whole Staff/student groups	Agenda item/minutes	Spring 2013 and ongoing
Updated:	Decide on annual projects with a Quaglia focus (including student input).	Principal, ELT, site council	Photos, film, calendar item, budgeted.	Annually -2016 if funding comes through

We have implemented a few school wide activities designed to address Quaglia's 8 conditions that make a difference, including a Cinco de Mayo celebration. Due to funding redistribution, Quaglia's presence on campus and in the classroom has been substantially decreased. In 2015-2016, we have given the survey but more can be done to disseminate the data and create next action steps. ELT and School Site Council should meet to address this issue.				
Emerging	Calendar quarterly student activities that incorporate Quaglia concepts.	Principal/Staff/student groups	Agenda item/minutes School Calendar	2013-2014 school year and ongoing
Updated:	Calendar quarterly student activities that incorporate Quaglia concepts.	Principal, ELT, site council	Budget	2016 - ongoing if funding come through.
Due to funding redistribution, Quaglia's presence on campus and in the classroom has been substantially decreased. In 2015-2016, we have given the survey, . School Site Council and ELT should make this an item for discussion to develop next steps.				
Needs Improvement	Carry out agreed upon projects that include the <i>Eight Conditions</i> for success.	Principal/Redwood staff	Activity summary/pictures Student surveys/reflections	Spring 2013 and ongoing.
Updated:	Carry out agreed upon projects that include the <i>Eight Conditions</i> for success.	Principal/ Redwood staff	Budget School Calendar	Spring 2016 and ongoing if funding comes through.
Due to funding redistribution, Quaglia's presence on campus and in the classroom has been substantially decreased. In 2015-2016, we have given the survey, . School Site Council and ELT should make this an item for discussion to develop next steps.				
Needs Improvement	Review and debrief on Quaglia activities and practices.	Staff/student groups Principal	Agenda item/minutes Quarterly summary	Spring 2013 and ongoing
Updated:	Review and debrief on Quaglia activities and practices.	Principal	Agenda School Calendar	2016 and on going if funding comes through
Due to funding redistribution, Quaglia's presence on campus and in the classroom has been substantially decreased. In 2015-2016, we have given the survey, . School Site Council and ELT should make this an item for discussion to develop next steps.				

Growth Area 4: Incorporate Board Approved Guiding Principles and Next Steps

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
New Action	Update Student Handbook	Student Life and School Culture Committee, Principal	Updated Student Handbook	FA '16 and then updated version FA '17
New Action	Updated Site Safety Plans	Principal, Head Counselor, Safety Committee	Updated Site Safety Plans	FA '16 and then updated version FA '17
New Action	Develop a Restorative Justice Program to Strengthen School Culture Challenges	ELT, Student Life and School Culture Committee, SSC	Implemented Restorative Justice Practices	Spring '16 through Spring '18
New Action	Becoming a Full Service Community School (FSCS)	ELT, Redwood City 2020, Superintendent, SSC	Implemented FSCS	FA '16 through Spring of '18

Area of Improvement #5:

Strengthen and expand partnerships with community organizations, parents and businesses to promote community integration and student success.

Rationale: Redwood High School is a credit recovery program that recently changed from a 2-session, 4-period day, to single-session, 6-period day. More than 90% of Redwood students are ineligible for a four-year college due to a lack of attainment of A-G requirements. Additionally, a large number of students do not understand the role of the community college system and are unaware of the certificate, degree or transfer options available to them. Redwood has identified viable post high school options and needed supports as a critical need for its students.

Source: School Profile and Post-enrollment Data

Outcome(s): Students will understand the multiple options for employment, higher education and career opportunities as stated in Redwood’s School wide Learner Outcomes.

Growth Area 1: Create and expand current pathways and Career Technical Education (CTE) programs by accessing resources from community organizations.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Increase and improve Community College understanding through workshops, field trips, speakers and other student driven activities.	Counselors	Records of increase and new activities	2013-2014 school year and ongoing
Updated:	Continue to pursue all of the following: college & career readiness lessons and concurrent enrollment info through the Advisory classes, Field trips to local community colleges, individual student workshops [college admission & financial aid] offered by Career Guidance Associate, College Fairs, College Ambassadors on-campus,	Advisory Teachers, Career Guidance Associate, Guidance Counselor, Principal	Advisory schedules, field trip records [photos, surveys, calendars, attendance rosters] Guidance associate records,	2015-16, on-going

	and “Legacy” student speeches and classroom visits.			
<p>Updated Rationale: A need was identified to increase equitable access of college and career information to students. Redwood responded with the creation of a school-wide advisory period, focusing on [among other topics] the required steps for college application and enrollment. To increase students’ exposure to local community colleges, guidance staff has increased the number of field trips, small-group info sessions, visits from college ambassadors, established an annual College Fair, and speeches from Redwood graduates who have experienced college success. Additionally, guidance staff has provided time and resources for students to apply for financial aid, enroll in college, and pursue concurrent enrollment.</p>				
Needs Improvement	Expand automotive program with Skyline college from five to 20 students per semester.	Principal Counselor	College roster Agenda item/minutes	2013-2014 and ongoing
Updated:	Plan and implement pathways and Career Technical Education (CTE) programs by utilizing the new Redwood facilities, specifically in the Industrial Arts, Digital Media Arts, and Culinary Arts. Develop relationships with local partners to support curriculum and career readiness in these fields.	Principal, Guidance Counselors, Guidance Associate, ELT and/or an additional committee focused on development of partnerships with community organizations	Development of these pathways, ELT and/or additional committee meeting minutes, course descriptions	2015-16, on-going Dedicated staff time and resources to develop pathways and relationships with community organizations.
<p>Updated Rationale: Due to lack of student interest and logistical challenges, this program was not successful. The effort required to recruit, case-manage, generate interest, and ensure students attendance was an unrealistic expectation given staff time. However, given the new Redwood facilities, there is a great opportunity to utilize the new arts classrooms to drive development and expansion of CTE and other small learning communities that offer real-world training.</p>				
Needs Improvement	Create an established career pathway with Cañada Community college in Medical Assisting.	Principal	College roster Agenda item/minutes	2013-2014 and ongoing
Updated:	Plan and implement pathway and Career Technical Education (CTE) program by utilizing the new	Principal, Guidance Counselors, Guidance Associate, ELT	Development of these pathways, ELT and/or additional committee	2015-16, on-going Dedicated staff time and resources to

	Redwood facilities, specifically in the science, technology, and medical health fields. Develop relationships with local partners to support curriculum and career readiness in these fields.	and/or an additional committee focused on development of partnerships with community organizations	meeting minutes, course descriptions	develop pathways and relationships with community organizations.
Updated Rationale: Due to lack of student interest and logistical challenges, this program was not successful. The effort required to recruit, case-manage, generate interest, and ensure students' attendance proved to be excessive to staff bandwidth. However, given the new Redwood facilities, there is a great opportunity to utilize the new classrooms to drive development and expansion of CTE and other small learning communities that offer real-world training.				
Needs Improvement	Increase participation in the Regional Occupation Career Program (ROP) from one to ten per semester annually.	Principal Counselor	ROP Roster Agenda item/minutes	2013-2014 and ongoing
Updated:	Did not pursue ROP Expanded relationship with Job Train or another community partners who can provide supplemental instruction and support in career readiness.	Principal, Guidance Counselors, Guidance Assoct., ELT and/or an additional committee focused on development of partnerships with community organizations Job Train and other community partners	Development of these pathways, ELT and/or additional committee meeting minutes, course descriptions Job Train and/or other community partner relationships	2015-16, on-going
Updated Rationale: ROP discontinued their services. There is a huge need to establish additional local, vocational, training, and internship partnerships that provide students opportunities to earn high school credit while learning a marketable skill. Redwood staff has facilitated a number of Redwood students enrolling and attending Job Train classes at their facility after school. The establishment of an on-campus Job Train class has met some of these CTE and elective requirements in computer and digital arts/media ROP was previously providing. Going forward, there is a need to clarify how the Job Train and other courses taught in collaboration with community partners will be assimilated into the Redwood master schedule and course offerings.				
Emerging	Raise money through community fundraisers and outreach for CTE costs (transportation, books, and supplies).	Principal Task Force	Record of donations received and letters of intent from donors	2013-2014 and ongoing

Updated:	Establishment of the Redwood High Promise Education Foundation [RHPEF] will allow for more fundraising opportunities. RHPEF will perform a needs assessment. Community Appreciation Social [“Friends of Redwood”] held in May 2015	Principal, Guidance Counselors, Guidance Associate, RHPEF	Record of donations and donor list	2015-16, on-going
Updated Rationale: Redwood High Promise Education Foundation [RHPEF] was formed in Fall of 2015 to address the needs of students to pursue their college and career goals. Fundraising efforts may be organized to subsidize costs of these CTE expenses. We held our first Community Appreciation Social in May 2015 in conjunction with our annual senior awards night to promote the upcoming RHPEF.				
Emerging	Present a proposal for Exploratory curriculum and internship program for SUHD students.	CTE-SUHSD Instructor TBA	Board Agenda item/minutes	2013-2014 school year
Updated:	Designed exploratory education course, yet to be approved by District	CTE Instructor, SUHSD Boards and Superintendent	Board Agenda item/minutes, course description	2015-16, on-going, need staffing time to develop course and form partnerships
Updated Rationale: A redwood staff member submitted a course description [CTE or elective] to the Board for approval, but received no response. We will continue to investigate the viability of this option given additional resources allocated for this pursuit.				

Growth Area 2: Increase employment opportunities for students.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Emerging	Establish a task force to raise money for youth employment opportunities.	Principal	Agenda item/minutes Task Force Roster	2013-2014 and ongoing
Updated:	Establish the Redwood High Promise	Principal, RHPEF, Guidance	RHPEF documents /	2015-16, on-

	Education Foundation [RHPEF]	counselors, Guidance Associate, District Administration	agenda minutes	going
<p>Updated Rationale: The establishment of the RHPEF is the first of many steps in pursuit of this goal. However, there is a great need for additional planning and staffing to accomplish these additional goals., for example, the establishment of service-learning, job-shadow, and additional work experience connected with regular graduation requirements. There is a need to establish a “menu” for students to choose from which provides alternative, customized, flex schedule for students pursuing a high level of work-experience while in high school. There may be opportunities for employers to subsidize partial payment of student wages. There is a need for comprehensive support from the school district in the form of staffing and course offerings to expand opportunities for students to pursue work experience while in high school.</p>				
Needs Improvement	Request money from key donors to support and create youth employment opportunities.	Principal Task Force	Record of donations received and letters of intent from donors	2013-2014 and ongoing
Updated:	Establish the Redwood High Promise Education Foundation [RHPEF] in order to secure resources	Principal, RHPEF, Guidance counselors, Guidance Associate, District Administration	RHPEF documents / agenda minutes	2015-16, on-going
<p>Updated Rationale: The establishment of the RHPEF is the first of many steps in pursuit of this goal. There is a need to establish a “menu” for students to choose from which provides alternative, customized, flex schedule for students pursuing a high level of work-experience while in high school. There may be opportunities for employers to subsidize partial payment of student wages, which could be pursued given additional time.</p>				
Needs Improvement	Create agreements with key businesses to establish a 50/50 hiring incentive program.	Principal	Hiring Agreements	2013-2014
Updated:	Will not pursue	n/a	n/a	n/a
<p>Updated Rationale: This was a goal of the previous principal who left in Fall 2013. If this goal is identified to be still relevant, additional staffing and time will be required. #strategic abandonment</p>				
Needs	Identify students who can benefit from the	Redwood staff	Referral communication	2013-2014 and

Improvement	50/50 program.		record	ongoing
Updated:	Will not pursue	n/a	n/a	n/a
Updated Rationale: This was a goal of the previous principal who left in Fall 2013. If this goal is identified to be still relevant, additional staffing and time will be required.				
Met	Appoint staff to serve as Liaison and student, job placement personnel.	Principal	Job duties description (dated)	2013-2014 and ongoing
Updated:	Increase support and management of student employment, and ensure that students receive academic credits for work experience.	Guidance Counselor, Guidance Associate, District Independent Study teacher	-Student pay stubs -Work permit records	2015-16, on-going
Updated rationale: Guidance Counselor, Guidance Associate, and District Independent Study teachers have increased their emphasis on student employment opportunities. There is a need to further codify the responsibilities of the Work Experience Teacher and/or program, and formalize this in the master schedule. Also, there is a need for additional, formal support from the School District to manage a Work Experience Program [e.g. afternoon sections, official meeting time with students].				

Growth Area 3: Parent and community outreach.

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
Met	Establish quarterly parent and community meetings and workshops on student success, college, employment and career pathways.	Principal Parent Ed. Coordinator	Agenda item/minutes (RW) Calendar of meetings/Agendas	Spring 2013 and ongoing
Updated:	Continue parent and community meetings and workshops on student success, college, employment and career pathways.	Principal, BRT [ELAC Chair], ELAC District Coordinator, Community Liaison, Guidance Associate	ELAC meeting minutes, Parent Project documentation, Financial Aid workshop documentation	2015-16, on-going

Updated Rationale: We have made great strides to get parents more involved in their students' attendance and college and career plans. Through increased attendance at ELAC meetings, the Parent Project, and the Financial Aid Workshops, parents are more informed and feel more involved in their students' high school and future educational experience. Increased support, outreach, and programming offerings in Spanish have been successful as well.				
Met	Invite parents and community members to workshops through mail, email, personal phone calls, website and Redwood quarterly newsletter.	Principal Parent Ed. Coordinator Redwood Staff	Timeline and assignment of duties completed	Spring 2013 and ongoing
Updated:	Invite parents and community members to workshops through mail, email, personal phone calls, website and Redwood quarterly newsletter.	Principal, BRT [ELAC Chair], ELAC District Coordinator, Community Liaison, Guidance Associate	ELAC meeting minutes, Parent Project documentation, Financial Aid workshop documentation	2015-16, on-going
Updated Rationale: We have made great strides to get parents more involved in their students' attendance and college and career plans. Through increased attendance at ELAC meetings, the Parent Project, and the Financial Aid Workshops, parents are more informed and feel more involved in their students' high school and future educational experience. Increased support, outreach, and programming offerings in Spanish have been successful as well. The Community Liaison has increased the quantity and frequency of parent contacts, manifesting in increased and improved attendance at these events.				
Met	Schedule speakers at community workshops on topics relating to student success, college, employment and career pathways.	Principal Parent Ed. Coordinator College Outreach Rep	Agenda item/minutes (RW) Calendar of meetings/Agendas	2013-2014 school year and ongoing
Updated:	Schedule speakers at community workshops on topics relating to student success, college, employment and career pathways.	Principal, BRT [ELAC Chair], ELAC District Coordinator, Community Liaison, Guidance Associate	ELAC meeting minutes, Parent Project documentation, Financial Aid workshop documentation	2015-16, on-going
Updated Rationale: We have made great strides to get parents more involved in their students' attendance and college and career plans. Through increased attendance at ELAC meetings, the Parent Project, and the Fin. Aid Workshops, parents are more informed and feel more involved in their students' high school and future educational opp's. Increased support, outreach, and programming offerings in Spanish have been successful. Guidance Associate has coordinated guest speakers to address multiple post-high school options.				

Emerging	Solicit feedback from parents through evaluations and questionnaires on topics presented.	Principal Site Council/ELAC	Evaluation results/findings	2013-2014 school year and ongoing
Updated:	Solicit feedback from parents on topics presented.	Principal, BRT [ELAC Chair], Community Liaison, Guidance Associate	-Feedback gathered from ELAC meeting & Parent Project	2015-16, ongoing
Updated Rationale: ELAC chair and Community Liaison gathered feedback from ELAC meeting & Parent Project. There are additional opportunities to gather parent feedback through Survey Monkey at Back to School Night and Open House that reflect on how well parents feel we are meeting specific goals regarding student needs. Additional time will need to be allocated to the Community Liaison to gather and present parent feedback to staff				
Emerging	Survey parents on what topics they would like to have presented.	Principal Site Council/ELAC	Survey results/findings	2013-2014 school year and ongoing
Updated:	Survey parents on what topics they would like to have presented.	Principal, BRT [ELAC Chair], Community Liaison, Guidance Associate	Feedback gathered from ELAC meeting & Parent Project Previous parent survey results [hard copy?]	2015-16, ongoing
Updated Rationale: ELAC chair and Community Liaison gathered feedback from ELAC meeting & Parent Project. There are additional opportunities to gather parent feedback through Survey Monkey at Back to School Night and Open House that reflect on how well parents feel we are meeting specific goals regarding student needs. Additional time will need to be allocated to the Community Liaison to gather and present parent feedback to staff, and to gather additional information about what parents would like presentations on				
Emerging	Recruit parents to volunteer and participate in College and Career workshops and field trips.	Principal Counselor Site Council/ELAC	Field trip sign-in/rosters	2013-2014 school year and ongoing
Updated:	Recruit parents to volunteer and participate in College and Career workshops and field trips.	Principal, BRT [ELAC Chair], Community Liaison, Guidance Associate	Sign-ins, rosters, plan of workshops offered	2015-16, ongoing
Updated Rationale: We did not pursue parents joining field trips, we may want to invite parents to join in the future. We do want to get parents on campus more to present about potential job and career opportunities in areas in which they are experts. Community Liaison				

to invite parents to participate in college field trips and consider presenting at Redwood.

Growth Area 4: Incorporate Board Approved Guiding Principles and Next Steps

	Action Steps	Person(s) Responsible	Communication of Evidence	Timeline and Resources
New Action	Sequoia Adult School satellite classes implemented on RHS campus	Redwood Implementation Task Force	Classes on RHS campus	FA 2015
New Action	Selecting Small Learning Communities	Redwood Implementation Task Force	Design of new facilities to house Small Learning Communities	Spring '15
New Action	Developing and completing the building master plan for RHS architectural redesign	Redwood Implementation Task Force, Building Committee	Approval from state of CA	Spring '16
New Action	Update Parent Handbook	Principal, ELAC, Student Life and School Culture Committee, SSC	Updated Parent Handbook	FA '16 and then updated version FA '17