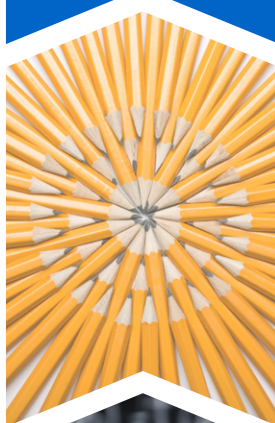
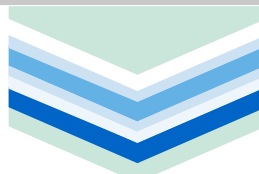


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Redwood High School

Miguel Rodriguez
Principal
mrodriguez@seq.org

1968 Old County Road
Redwood City, CA 94063

Grades: 9-12
Phone: (650) 839-8963
<http://redwoodhs.org>

CDS Code: 41-69062-4135687

Para español, visita:
www.seq.org

Sequoia Union HSD

Sequoia Union High School District • 480 James Avenue Redwood City, CA 94062 • www.seq.org
James Lianides, Superintendent • jlbianides@seq.org • Phone: (650) 369-1411





Principal's Message

Redwood High School, named a Model Continuation High School by the California Department of Education, offers students behind in credits an alternative means of completing high school in a small, welcoming and caring environment. Redwood High School is a thoughtful, reflective, exciting and engaging place. Redwood is a place with gardens, workshops, laboratories, field-research opportunities and an art room. Redwood is a school that offers high academic standards along with high levels of support. This combination creates a bridge between challenging curriculum goals and our students' unique needs, talents and learning styles.

All of our students are credit deficient when they begin our program. The myriad of challenges our students face can be manifested in a variety of learning, behavioral, social and/or emotional issues that have impacted their school success. Redwood is the place able to meet many of their needs by providing academic and counseling support, a flexible learning environment, understanding educators and other comprehensive services. Teachers provide differentiated instruction to focus on the individual needs of students. Students feel welcomed, supported and cared for by all Redwood staff.

Students are offered a variety of pathways to success. These include academic support, small class sizes, counseling support, work experience, English language learner (ELL) support, Cyber High, JobTrain, REAL (Redwood Environmental Academy and Leadership), job training, and several other opportunities to continue their education beyond earning their high-school diploma. Due to temporary facilities challenges, students are supported in their efforts to meet their educational goals through an off-site adult school diploma or GED program. Students are also supported to consider passing the GED or California High School Proficiency Examination (CHSPE) if they so choose an alternative pathway that better meets their needs or goals. The staff is culturally diverse and includes Chicano/Latino, African-American and Caucasian professionals.

In addition, we have made a commitment to experiential, "hands-on" education at Redwood that is exemplified with our exemplar Redwood Environmental Academy and Leadership (REAL) in partnership with Stanford University. This unique academy provides students an excellent education in each of the basic subjects required for graduation through the lens of environmental science and stewardship. We received one of the first Stanford University Improving K-12 Education initiative grants through a collaborative effort with the Department of Ecology, the School of Education and the Jasper Ridge Biological Preserve. Students in REAL also participate in Quiet Time, a transcendental meditation program aimed to deal with stress, increase focus and energy.

The next few years are full of exciting changes. During the 2014-15 school year, district staff engaged in examining, redesigning and creating new school programs to be phased in over four school years: 2015-16, 2016-17, 2017-18 and 2018-2019. The Redwood Task Force created board-approved guiding principles. These principles will be integrated into new programs, approaches and initiatives over several years. For the 2015-16 students, for the first time, they had a default six-period school day; the state minimum three-hour school day was essentially doubled. However, we can still be flexible to meet the needs of students and familial obligations. Additionally, the bell schedule was changed to include a later start time, longer instructional periods, and a built-in daily advisory to support short- and long-term student educational goals. Adult school satellite classes and a JobTrain class were designed as pilot programs during the 2015-16 school year to create other pathways for student success. Additionally, and quite possibly the most ambitious of the initiatives is the architectural redesign of the school.

The multimillion-dollar construction project is scheduled to take place during an 18-month time period. The new school facilities are scheduled to be ready for the start of the third quarter (January) of the 2017-18 school year. Significant elements of the new facilities include a multipurpose room, student union, upgraded food services and classrooms designed for culinary arts, industrial arts, digital entertainment arts, health careers and the REAL program.

Finally, the school community has established the Redwood High Promise Education Foundation. The foundation's aim is to secure the necessary resources to carry out the ambitiously created initiatives to best meet the needs of our students. Students will be empowered to thrive in high school, excel in postsecondary educational opportunities, and create positive change in this dynamic community.

In community spirit,

Miguel Rodríguez

Principal

Parental Involvement

During the first parent-student meeting with the Redwood principal, parents are informed about all aspects of the program and complete a volunteer form indicating their availability and interests. Parents are invited to participate in the shared decision-making process with the staff. Parents are actively involved in the orientation and are invited to participate in the School Site Council. Redwood has an active English Learner Advisory Committee (ELAC), and parents are invited to participate in the monthly meetings. ELAC meetings are conducted in Spanish and English. Parents are warmly encouraged to participate in fall back-to-school night and spring open house. Bilingual site parent liaison Ms. Lucero Renteria may be contacted for parent empowerment and involvement opportunities. She may be reached at (650) 298-8876, extension 77313.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



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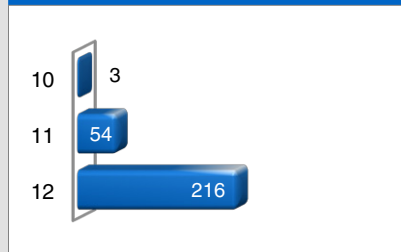
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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade



About Redwood High School

During the 2014-15 school year, Redwood High School and district staff began a multiple-year transformation process. Through the Redwood Task Forces—a group of board members, district and school staff—engaged in a process to re-design the school's programs. The aim of this process of continuous growth was to create a school program that best served the needs of our students: to help them earn their high-school diploma and be prepared for meaningful educational and work opportunities in the 21st century.

During the 2015-16 school year, the first phase of initiatives were planned for implementation: a six-period default school day for all students with flexibility, a new bell schedule with later start time, a daily advisory period, the addition of Adult School satellite diploma and GED program, and a partnership with JobTrain to offer a digital arts class on-site.

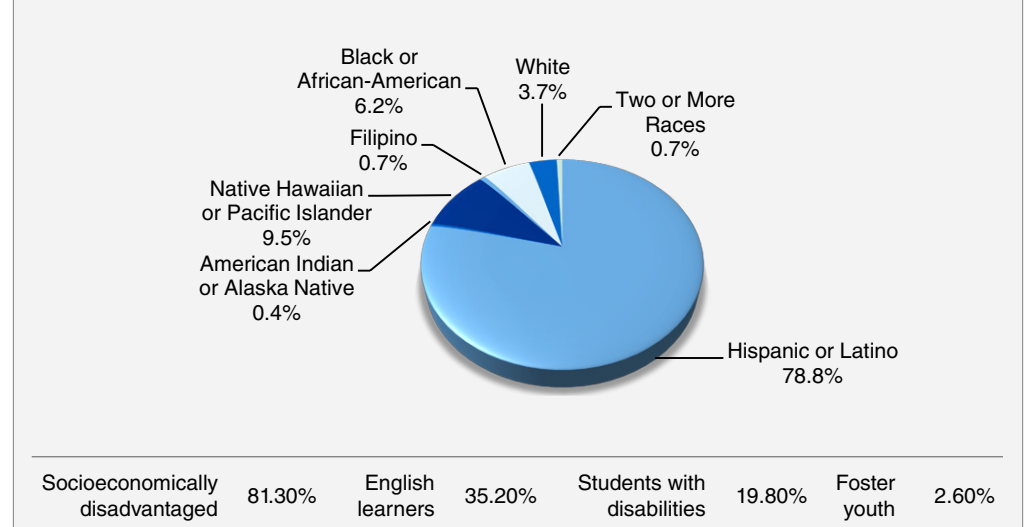
During the 2016-17 school year, the Redwood Implementation Task Force (RITF)—school leadership team and district staff including the superintendent—will engage in continuing, completing and implementing the redesigned programs for the remaining 2017-18 and 2018-19 school years. A whole-school facilities redesign leads the significant changes. Due to a smaller projected enrollment of approximately 250 students the RITF will examine maximizing the facilities to continue serving the at-promise student population. These continuing education programs may include independent studies, adult school and other community partnerships aimed to better serve the most high-need students in the Sequoia Union High School District.

Enrollment by Student Group

The total enrollment at the school was 273 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year

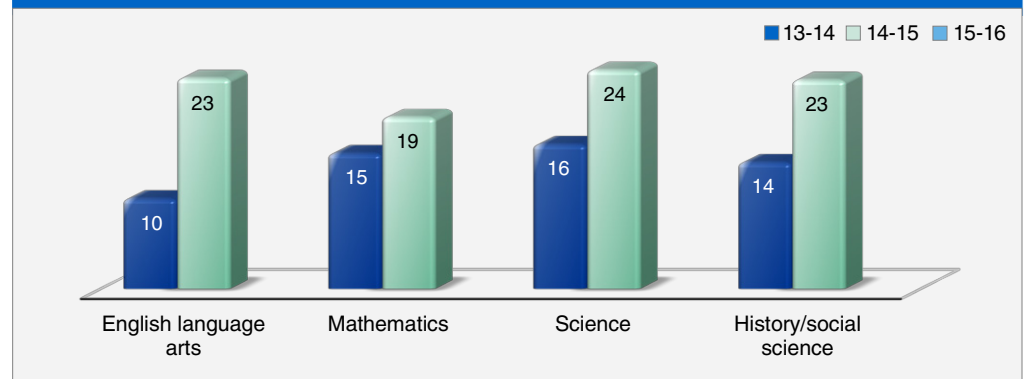


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2013-14			2014-15			2015-16		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	36	1		10	8		◆	◆	◆
Mathematics	10	1		6	4		◆	◆	◆
Science	8	1		1	4		◆	◆	◆
History/social science	17	5		5	10		◆	◆	◆

◆ Class Size information is not available at this time.



Professional Development

All teachers participate in the districtwide professional development (PD) days before and during the school year. The focus of the pre-school PD days was to build a community of healing, while the September PD day focused on the development of equity cards and best practices to know the students in order to best support their learning.

The third day of professional development in January will be site-based and driven. The focus will be to further develop as a community school and implement Restorative Justice practices while developing the staff's trauma-informed approaches to best serve our students.

Ongoing staff meetings are dedicated to instructional and professional development. A minimum of two staff meetings per month cover Common Core implementation, interdisciplinary collaboration time and student engagement.

Instructional focus for the year includes:

- Student engagement, culturally relevant teaching practices, Direct Interactive Instruction, interdisciplinary projects, etc.
- English language development
- Common Core development

Teachers are supported by district-led resource Teacher Induction Program at Sequoia (TIPS), Peer Assistance and Review (PAR): and a wide range of PD workshops after school. In addition, the Equity Leadership Team consisting of department leads, principal, and head counselor plan and organize each staff meeting to be engaging in addressing the needs of the teachers.

Professional Development Days		Three-Year Data	
	2014-15	2015-16	2016-17
Redwood HS	3 days	3 days	3 days

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Redwood HS	Sequoia UHSD
Program Improvement status	In PI	In PI
First year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of schools currently in Program Improvement		4
Percentage of schools currently in Program Improvement		66.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 9

Four of six standards	❖
Five of six standards	❖
Six of six standards	❖



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Redwood HS			Sequoia UHSD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	❖	❖	❖	64%	61%	60%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	11	9	81.82%	❖
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	9	81.82%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Redwood HS		Sequoia UHSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	4%	4%	63%	61%	44%	48%
Mathematics	1%	0%	42%	45%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	116	104	89.70%	4.30%
Male	61	60	98.40%	0.00%
Female	55	44	80.00%	12.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	93	84	90.30%	1.70%
Native Hawaiian or Pacific Islander	12	10	83.30%	0.00%
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	95	84	88.40%	1.90%
English learners	42	38	90.50%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	117	105	89.70%	0.00%
Male	62	61	98.40%	0.00%
Female	55	44	80.00%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	94	85	90.40%	0.00%
Native Hawaiian or Pacific Islander	12	10	83.30%	0.00%
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	96	85	88.50%	0.00%
English learners	42	38	90.50%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Types of Services Funded

Teenage Parenting Program: child development, parenting classes, pregnancy and childbirth classes; instructional aide; bilingual resource support for English-language learners and their families; Network for Teaching Entrepreneurship (NFTE) business program; Redwood Environmental Academy of Leadership (REAL) environmental-education program. Quiet Time transcendental meditation program for student in the REAL program, with a plan of going schoolwide in the near future.

"Redwood High students are simply amazing human beings; they are a true testimony of the power of the human spirit to overcome adversity."



Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission		2014-15 and 2015-16 School Years
		Redwood HS
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16		0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15		0.00%

Career Technical Education Programs

The career technical education (CTE) approved courses for Redwood High are:

Child Development

- This course is designed to provide information about child development, to develop parenting skills and to prepare students for a career working with children. This course is for students enrolled in the Teen Parent Program at Redwood High School. This class is based on CTE Model Curriculum Standards, Industry Sector: Education, Child Development and Family Services; Career Pathway: Child Development.

Work Experience Education

- General Work Experience Education provides paid or unpaid on-the-job experiences for secondary school students through training agreements with employers. The purpose is to provide students with opportunities for applying the basic skills of reading, writing and computation through a combination of supervised employment in any occupational field and related classroom instruction.

Further questions about CTE offerings at Redwood High School, please call CTE advisor Diane McDonald at (650) 298-8876, extension 77342.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2015-16 Participation
		Redwood HS
Number of pupils participating in CTE		0
Percentage of pupils who completed a CTE program and earned a high school diploma		0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0.00%



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsggrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Redwood HS	Sequoia UHSD	California
All students	51.35%	84.37%	85.66%
Black or African-American	91.67%	89.33%	76.88%
American Indian or Alaska Native	❖	128.57%	74.87%
Asian	33.33%	108.94%	92.78%
Filipino	❖	106.06%	96.80%
Hispanic or Latino	46.76%	68.01%	84.49%
Native Hawaiian or Pacific Islander	52.94%	113.11%	84.88%
White	55.56%	99.47%	87.23%
Two or more races	250.00%	117.00%	91.36%
Socioeconomically disadvantaged	52.22%	66.67%	76.61%
English learners	36.30%	42.74%	50.90%
Students with disabilities	71.43%	63.28%	68.38%
Foster youth	❖	❖	❖

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Redwood HS	*	*	*	*	*	*
Sequoia UHSD	87.68%	86.01%	85.95%	5.60%	6.50%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

* Alternative Schools Accountability Model (ASAM) participating schools that are not direct funded charter (DFC) schools and not County Office of Education administered receive the districtwide rate.



Advanced Placement Courses

No information is available for Redwood High School regarding Advanced Placement (AP) courses offered.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Redwood HS			
	13-14	14-15	15-16
Suspension rates	20.0%	15.9%	21.2%
Expulsion rates	0.2%	0.6%	0.7%
Sequoia UHSD			
	13-14	14-15	15-16
Suspension rates	4.5%	2.9%	4.8%
Expulsion rates	0.1%	0.2%	0.3%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/28/2016

Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was in September 2016. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	<i>The American Experience</i> , Pearson	2004
English language arts	<i>Milestones</i> , Heinle Cengage Learning	2009
English language arts	<i>Prentice Hall Literature</i> , Prentice Hall	2008
Mathematics	<i>Algebra 1: Concepts and Skills</i> , Prentice Hall	2008
Science	<i>Biology</i> , Prentice Hall	2004
History/social science	<i>American Government</i> , Prentice Hall	2005
History/social science	<i>World Cultures: A Global Mosaic</i> , Prentice Hall	2006
History/social science	<i>Modern World History: Patterns of Interaction</i> , McDougal Littell	2006
History/social science	<i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell	2004

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

School Mission Statement

Our mission as a continuation high school is to provide high-quality teaching and learning experiences for Sequoia Union High School Districts who need our program's focus, flexibility and smaller learning environment.

Redwood High School is a thoughtful, reflective, exciting and engaging place where students reclaim their futures. Students receive the meaningful and engaging instruction that they deserve and need. Redwood High School affords students the opportunity to engage through the community garden, career and life-skills workshops, a small learning community, and electives that engage them in nontraditional ways. The school provides a smaller learning environment, high academic standards and high levels of student support in order for students to feel respected and embraced. The result is reinvigorated students with unique needs, talents and learning styles. They are once again willing to take risks, responsibility and ownership of their futures.





*"Our students are our greatest resource:
They are a consistent source of empowerment and hope!"*

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			8/28/2016
Date of the most recent completion of the inspection form			9/28/2016

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Safety

Redwood has a school safety plan that is reviewed annually. It includes a comprehensive disaster plan that is updated every year. Redwood regularly holds intruder, fire and earthquake drills as part of its safety plan. Disaster preparedness supplies are stored in each classroom, and plans for communication during a disaster are in place. Faculty and staff review safety policy and procedures at the beginning of each school year, and written documentation regarding safety policy and procedure are in the staff handbook. Redwood has two full-time campus aides for security purposes. All visitors are required to check in at the main office and wear visitor nametags. During student and parent orientations, all students are informed about school safety, and all students and parents sign a Code of Conduct and a Peace Compact, as well as other related safety documents.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2017.



School Facilities

As a result of community support in the form of the passage of Measure A on the June 2014 ballot, Redwood High School has the wonderful opportunity for major upgrades to its facilities to continue to meet the needs of the students it serves. These upgrades include a multipurpose/gym, food services, four specially designed classrooms for the SLCs, centralized administrative building and a bridge to better connect the main campus with the community garden. During the spring semester of 2015, Redwood High School began the formal process of designing and constructing new facilities to support the new school program recommended by the Redwood Task Force. Construction began in the spring of 2016 and is now slated to be completed by November 2017. A move from the temporary housing to the permanent facilities is scheduled to take place during the winter vacation in order to take advantage of the facilities and begin the planned programs for the third quarter of the school year.

The district's staff maintains our grounds and facilities with impeccable attention to detail. The district maintenance staff is always responsive and proactive in keeping our facility in top shape. There is safe parking provided for staff and school visitors. If students drive to school, they must park on the street in front of the school. The campus and parking lot are well supervised by two full-time campus security aides to keep nonstudents off campus and to ensure the safety of students and staff. The district gardening staff keeps the grounds clean and attractive. Service is provided midweek for a quick cleanup, and then on Friday for full maintenance.

All school buildings are in good repair and maintained on a regular basis. All restrooms are cleaned daily.

Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	2.0
Average number of students per academic counselor	100
Support Staff	
FTE	
Social/behavioral counselor	0.0
Career development counselor	0.8
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.2
Social worker	0.5
Nurse	0.6
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.4

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Sequoia UHSD	Redwood HS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	591	19	18	17
Without a full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Redwood HS		
Teachers		14-15	15-16	16-17
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers		2015-16 School Year	
	Percentage of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Redwood HS	100.00%	0.00%	
All schools in district	99.89%	0.11%	
High-poverty schools in district	99.80%	0.20%	
Low-poverty schools in district	100.00%	0.00%	



"Redwood is a school that offers high academic standards along with high levels of support."

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Sequoia UHSD	Similar Sized District
Beginning teacher salary	\$56,878	\$46,184
Midrange teacher salary	\$86,665	\$75,179
Highest teacher salary	\$105,286	\$96,169
Average high school principal salary	\$152,664	\$137,939
Superintendent salary	\$229,117	\$217,637
Teacher salaries: percentage of budget	34%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Redwood HS	\$258	\$143,185
Sequoia UHSD	\$7,115	\$111,606
California	\$5,677	\$77,824
School and district: percentage difference	-96.4%	+28.3%
School and California: percentage difference	-95.5%	+84.0%



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$290
Expenditures per pupil from restricted sources	\$32
Expenditures per pupil from unrestricted sources	\$258
Annual average teacher salary	\$143,185

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.





Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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