

2020–21 Every Student Succeeds Act

Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union High School District	Bonnie Hanson Assistant Superintendent, Ed Services	bhanson@seq.org (650)369-1411 ext. 22323

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Redwood High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

The Sequoia Union High School District is located in the Silicon Valley, one of the most intellectually dynamic and innovation-driven regions in California. The District serves communities representing the entire socioeconomic spectrum, including Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos and Woodside. In addition to Redwood, our continuation high school, The Sequoia district has four comprehensive high schools, a dependent charter high school and one small school serving 9th through 12th graders. The District's ethnic/racial composition is: 41.6% Latino; 37.6% White; 8.7% Asian; 2.6% African-American; 2.2% Pacific Islander; 4.5% Two or More Races; and 2.8% Other. 14.1% of the District's students are English Learners, 32.3% qualify for free and reduced lunch, and 12.6% are Special Ed. These District demographics do not mirror the demographics of Redwood.

As a continuation school, students enrolled at Redwood are not on track for graduation and/or need a smaller learning environment to be successful. Redwood demographics include 94% students of color and 92% free/reduced lunch, numbers highly disparate from the averages for the District and local area. Alternative students present with repeated school failure and have experienced lack of success in larger, traditional school environments. State assessment data provides a baseline for student achievement but due to the age and grade students arrive, it is difficult to find a performance measure that will indicate actual academic growth. Often students need more time to graduate and not allowing students who graduate during their fifth year to contribute to graduation rates skews the

data and does not acknowledge student and school success. College and career indicators that easily address students who are successful in a traditional school setting are not appropriate measures for students in alternative programs and the new indicators proposed for DASS schools must be finalized at the county and state level to ensure equitable access for Redwood students.

The District has supported Redwood in the development of its CSI plan, providing data for decision making, funding extra staff, providing staff development in data identified growth areas, co-hosting community input meetings, surveying staff, students and families, and the supporting of aligning Redwood's School Plan and WASC with the CSI. LCAP goals have also reinforced the work being done at Redwood.

Redwood High School was initially identified as qualifying for ESSA/CSI support due to high suspension rates and low college and career readiness for the 2018-2019 school year, as indicated on the state dashboard. For the 2019-2020 school year, Redwood moved the dashboard indicator to yellow for suspension rates with a 17.7% reduction in suspensions, but again qualified due to low graduation and college and career readiness rates. In response to the dashboard from 2018-2019, Redwood has created a program that offers student support throughout the day, uses restorative practices that enable students to learn from their mistakes and get back to their classroom, and provided a foundational CTE program that currently supports two CTE pathways for students but is still a work in progress as identified by the state dashboard.

The Redwood CSI plan is used as the school's WASC action plan and is updated and approved each year by the School Site Council and the Sequoia Union High School Board of Trustees. In addition, the data is presented to the site ELAC, Redwood students through advisory classes, and focus groups that include both internal and community representation. Feedback from all groups is collected and used to inform and develop the Redwood WASC ongoing self-study which informs the SPSA/CSI plan. The Redwood SPSA/CSI plan is aligned with SUHSD Local Control and Accountability Plan.

As part of the ongoing self-study work, a school wide needs assessment was conducted and the following data was used to identify the SPSA/CSI goals:

- Percentage of students eligible for free/reduced lunch
- School enrollment by ethnicity
- School enrollment by language proficiency
- Graduation rate
- State approved assessments
- Yearly attendance percentages
- Yearly suspension rates
- Dashboard indicators
- Site based qualitative and quantitative data

Inequities:

As a small alternative program for SUHSD students, Redwood is generally well supported. This includes the complete renovation of the facilities, which opened to students at the beginning of the 2018/2019 school year. However, the needs assessment identified several areas that were unable to be met through the site budget. These needs are now supported by the District and through the CSI grant. Specifically, targeted support for students through individual, group or class support was not covered in the magnitude necessary to prepare students for academic success, and therefore, graduation. As well, although the new facility supports a variety of CTE pathways, systemic issues often prevented students from fully participating in a full two year CTE pathway due to core subject areas needed for graduation and/or not enough time available to complete the two year pathway. Staffing to support necessary outreach for bridging CTE programs was also not available but now is. Great headway has been made through the use of restorative justice practices schoolwide, continued training and support that focuses on equity and trauma informed practices that are specific to our highly capable, yet disenfranchised students is ongoing as the needs of Redwood students fluctuates and their success is determined by our ability to meet and address those changing needs.

Dashboard Indicators:

Suspension Rate

Assessment and Response

Redwood originally qualified for CSI due to high suspension rates. In 2018, the suspension rate was 26.9%. A new administrative team was brought to Redwood in August of 2018 and an in depth analysis was conducted on the suspension data to identify who and why students were being suspended. Specifically, young men of color were identified as being suspended at a very high rate.

The administration worked with both students and staff to develop restorative justice practices that allowed students to stay on campus and return to classes with the focus on education and not removal from school. In 2019, the suspension rate was reduced to 9.2%, moving the dashboard indicator to yellow and closely aligning with District averages.

Critical to this work was bringing an equity coach onboard to train and support all staff, focusing on approaching situations through an equity, trauma informed lens to address and identify disruptive and inappropriate classroom behaviors and responses. Reduced infractions resulted from this coaching and change in approach, which focused on both student and staff response and reflection. Uncertified data from spring 2020 indicates that the Redwood suspension rate further declined to 7.26%, with acknowledgment that the spring session was held through distance learning. If there was a dashboard indicator for this year, this reduction in suspension rate would have kept the dashboard indicator at yellow.

Continued financial support for equity coaching is supported through CSI funding.

Research-Based Practices:

National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405–432.

Porter, A. (2007). Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part I and Research Reveals Power of Restorative Approach, Part II, International Institute of Restorative Practices

College and Career Readiness

Assessment and Response

Redwood qualified for having 0% of students prepared and or maintained under the College and Career indicator on the state dashboard for both 2018 and 2019. As a DASS school (Dashboard Alternative School Status) Redwood may use measurements that can be more accessible to alternative students yet some are not available to Redwood at this time, such as the completion of a state or federal job training program.

The needs assessments conducted illustrated numerous factors that contribute to the low number, most notably that some DASS College/Career readiness performance measures, such as the Workforce Readiness Certificate Program Completion, have yet to be released through our county or the CDE. This certification would very much apply to Redwood students, as many of the potential components of this certificate are already available to students at this time through Redwood Schoolwide Learner Outcomes (SLO's), such as critical thinking and problem solving, communication skills, and collaboration skills.

The Career Technical Education Pathway Completion has been the focus for Redwood and is still highly supported through the District as evidenced by the new facility and by the additional FTE given to support an extra CTE staff member. During the 2018-19 school year, Redwood created three pathways for students including Building and Construction trades, Hospitality, Tourism, and Recreation trades and Arts, Media and Entertainment. The inherent difficulty in obtaining pathway completion has been for students to obtain the 300 hours necessary to complete a pathway. Students often do not spend two years at Redwood as evidenced through anecdotal evidence on student 'stay' rate. This rate is calculated by counting the time between student enrollment and completion of time spent at Redwood. Departure from Redwood was counted for any reason, including graduation, transfers, and or moving to another school. The average time calculated was less than 15 months - not enough time to complete the two year, 300 hour requirement. Redwood is working with the District to get a standardized report of stay rate on an ongoing basis, which may inform changes to Redwood programming.

This year, the Redwood master schedule was modified to allow for block periods for the CTE courses, so students who stay in the course for the year will have the ability to complete a pathway. Redwood is looking to integrate the Pre-Apprenticeship Certification into our courses to meet the DASS College and Career indicator and has already begun working on this through the Building and Construction pathway currently offered.

Financial support for Redwood to meet the requirements for the College and Career indicator is currently being provided through the District and not supported through SPSA/CSI funding. The District supports include an additional FTE, coaching and support from the District CTE coordinator, and increased site budget for this use.

Research-Based Practices:

What Works Clearinghouse Intervention Report, Career Academies (Rep.). (2015). Retrieved May 7, 2018, from What Works Clearinghouse.

<http://www.naceweb.org/uploadedfiles/pages/knowledge/articles/career-readiness-fact-sheet.pdf>

Graduation Rate

Assessment and Response

Redwood had a decline in graduation rate for the past two years which was in part due to the previous WASC recommendation to develop and maintain expectations for earned credits in similar courses to better assess proficiency and validate earned credits. Prior practice had faculty distribute credits independently, resulting in disparate distribution of credits for students. Independent distribution of credits by teachers was eliminated in 2018 and all courses now earn equal credit. The effect of this new practice on credit accrual resulted in a loss of more than 10 credits per student per year, lowering but stabilizing total credits earned. Although the removal of this practice was warranted and necessary in order to establish a strong educational foundation for Redwood students, the impact resulted in students needing more time to complete credits towards graduation.

Historically, there had also not been a minimum credit requirement for students to enroll at Redwood. Students had been referred by school counselors based on the need for credit recovery. As students may enter during their junior or senior year, the lack of a minimum entry requirement led many to enter far below the credits possible to obtain a diploma within the time left for students before the end of their fourth year. Often, it also did not allow students who were on track with credits any room for error, as in a failed class. Redwood has responded by requesting a minimum credit entry for students this year. As credits are earned during each of six grading periods, the number of credits required also increases with the time of student entry. CSI funding has supported the work of our intervention counselor to work with schools and families to more appropriately refer potential students to Redwood.

As many Redwood students present with extended disengagement and repeated school failure, it also requires the extra responsibility of teaching and coaching students on how to be a successful student, as well as supporting them to acquire grade level

standards. Through support from the District with additional FTE, the teacher to student ratio has been reduced to 22-1. This allows for more personalized instruction for students. CSI funding allowed for additional support classes to be included for students to better meet individual needs, including a reading class through CSI funding. Redwood also has an onsite instructional coach, who supports faculty members in delivering a strong, consistent, standards based curriculum, focused on the needs of our diverse student population. Support classes for students and onsite instructional coaching for faculty will strengthen student achievement, and provide more students with the opportunity to obtain the credits needed for a high school diploma.

Research-Based Practices:

Preventing Dropout in Secondary Schools (NCEE 2017-4028).

Improving Adolescent Literacy: Effective Classroom and Intervention Practices (NCEE 2008-4027)

Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services; 2009.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Because Redwood's CSI plan is also built into its WASC and School Plans, progress on CSI initiatives is measured by a great deal of data and information. In the Sequoia Union High School District's striving for continuous improvement, the following information is used to measure progress at Redwood in particular and the district as a whole: California State Dashboard Site Reports by whole and subgroups for ELA Academic Performance, Math Academic Performance, College/Career, Graduation Rates, Suspension Rates; enrollment by primary language; EL reclassification rate; free and reduced lunch; internal comprehensive assessments in math and ELA; ELPAC results; A-G eligibility; average daily attendance; expulsion rates; chronic absenteeism percentages; Title I; and report card analysis of Ds and Fs. Additional input is gathered from stakeholders through student and parent advisories; ELAC; DLAC: site community engagement nights; annual surveys for parents, staff and students; and student focus groups. Input garnered from stakeholders is about not only the District's academic program, but student safety, mental health, and school environment.

The success of the CSI initiatives is measured by the data and input that informed their choice. If the measures that were noted as areas for improvement by data and input result in better results in both categories, the measure is working. If the evidence based measures chosen do not result in improved student outcomes, this becomes evident in the study of these annual measures.

As a partner with Redwood, the District not only provides financial and facility supports, but just as importantly professional development for staff and families. The Parent Project; the district math initiative; the mental health initiative; mentor teachers for new teachers and veterans improving practice; coaches for administrators and a robust professional development department are some of the ways this support for continuous improvement is provided.

