

Redwood High School

1001 W. Main
Visalia, CA 93291
(559) 730-7701

Dan Leppek, Principal
Angela Sanchez, Assistant Principal
Mary Whitfield, Assistant Principal
Maggie Meling, WASC Site Coordinator

Visalia Unified School District

Dr. Linda Gonzales, Superintendent

Visalia Unified Board of Education

Russ Bassett, President
Rick Wehmueller, Clerk
Nina Clancy
Chuck Lindahl
Lynn S. Meyer
Louis Montion
Milt Morrison

Preface

Redwood High School began the accreditation process in the spring of 1998. An overview of the entire process was given to the entire staff by the WASC coordinator. Focus groups were formed which included members from each department, students, parents, and classified staff. An inservice day in March provided time for the first focus group activity, a review of the progress made on the major recommendations from the 1993 accreditation report, *Pursuing Excellence*. The spring months also included separate parent and student meetings to write the questionnaires which were distributed to those stakeholders in May 1998. Individual departments spent the spring and part of the summer developing courses of study aligned to course content, course standards and/or state frameworks, ESLRs, and activities or evidences of student work. These courses of study aligned to the ESLRs were written for each course on the master schedule.

Focus groups began meeting in October 1998 on a weekly basis to discuss the WASC criteria and questions. Focus groups met each Tuesday, and department meetings were held each Thursday to ensure focus group members had access to the information necessary to address each question. The exchange of information between the departments and focus group meetings proved invaluable.

Focus group chairpersons wrote at least two drafts of the focus reports. Members of each focus group were given the drafts to read and revise. Collegial days and an inservice day in November were used to accomplish the revisions. All staff members were provided with the third draft of the five focus group reports for review by departments members in November. The WASC parent committee members were mailed the five reports for their review. Parents returned their comments and suggestions to the school site coordinator. Students met for three hours to read the reports and suggest revisions to the site coordinator.

The WASC Leadership Team which included all focus group chairpersons, the principal, both assistant principals, and the site coordinator reviewed each focus report and made final revisions in December. Using the focus reports as the core of the self-study, the WASC Leadership Team developed the schoolwide action plan from the areas of growth and concerns in each report. All staff members, WASC parent committee members, and student committee members were given the schoolwide action plan for review on December 11, 1998. Departments met on December 15th to formulate their written responses to the plan. Parents and students returned their

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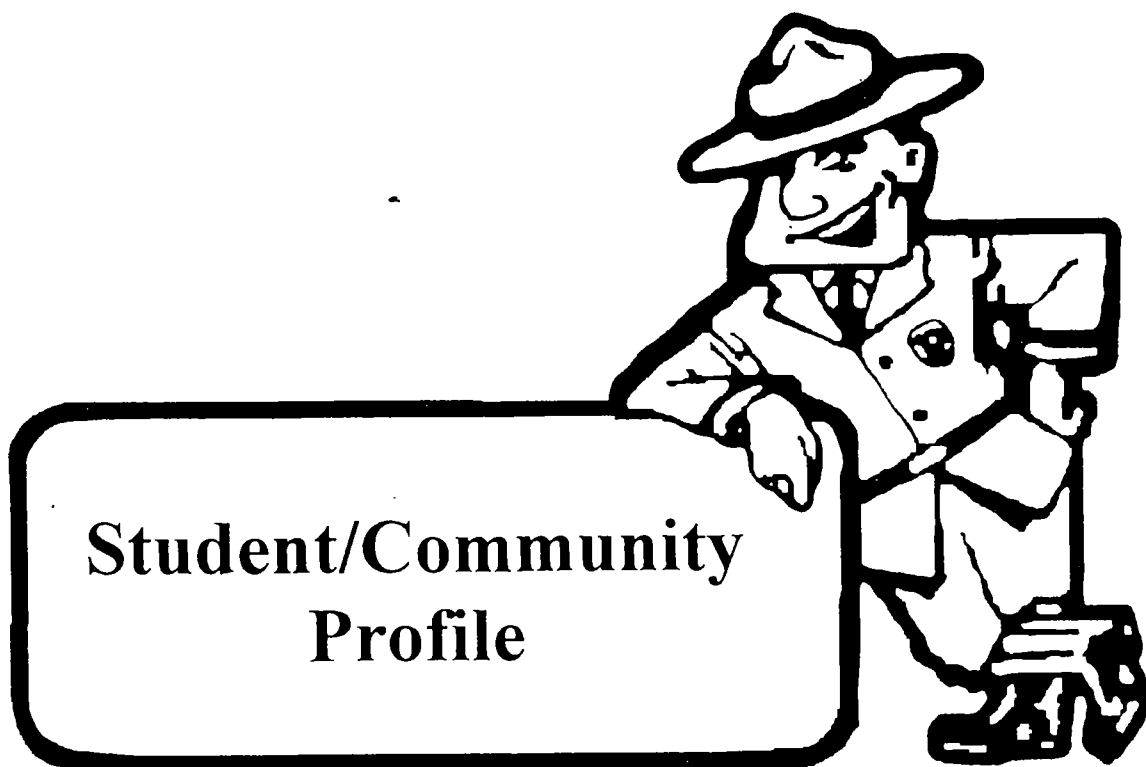
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School and Community Profile

Redwood High School, established in 1910, is Visalia's oldest high school. Originally known as Visalia Union High School, the school was renamed Redwood in 1954 when a second high school was opened. It is currently one of three traditional, comprehensive high schools in the Visalia Unified School District. Redwood draws its students mainly from the northern, northwestern, and southwestern sections of the city.

Visalia has tripled in size in the last 25 years and will approach the 100,000 population mark before the year 2000. Located in the prime agricultural area of Tulare County, Visalia is by far the largest city between Fresno and Bakersfield. While agriculture continues to be very important, primary sources of employment are also generated by retail merchandising, service industries, light industry, utilities and government services. The Visalia Unified School District is one of the single largest employers in the city.

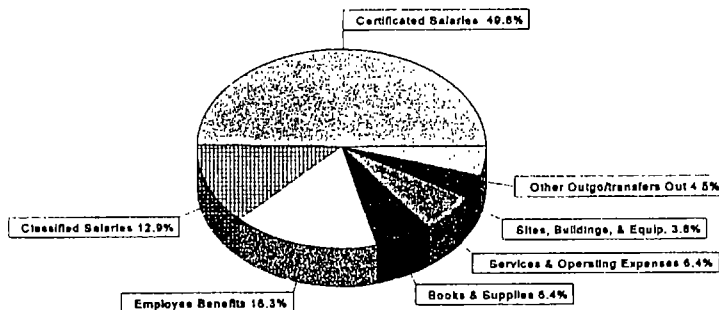
Visalia offers continuing education in the form of vocational/technical training and academic pursuits. Besides, specific training sites, such as schools of cosmetology or schools of medical assistance, Visalia has two major career training possibilities in San Joaquin Valley College and Golden State Business College. Further, a fine community college, College of the Sequoias, is located in Visalia and offers both vocational and academic opportunities for Redwood students, including those who wish to transfer to four-year institutions. The vast majority of Redwood graduates have the chance to gain further skills beyond high school graduation. To this end, Redwood High School works to prepare all students to reach their goals, whether those goals include direct entry to the work force or entry into post-high school education and training.



District Budgeted Expenses

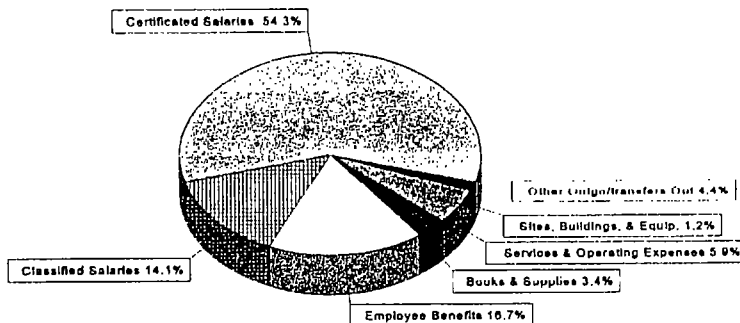
Like many school districts in California, VUSD has had to make major financial adjustments over the past several years while experiencing a period of growth in student population. A comparison of the 1997/98 general fund estimated

VUSD 1997/98 General Fund Estimated Actual Expenses



Total Expenses = \$131,242,947

VUSD 1998/99 General Fund Budgeted Expenses



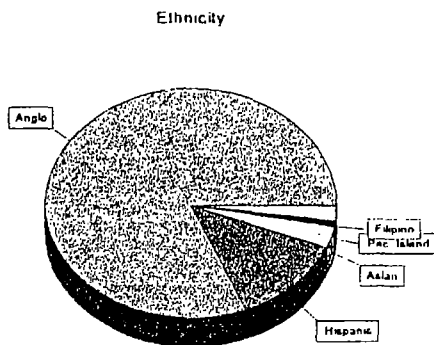
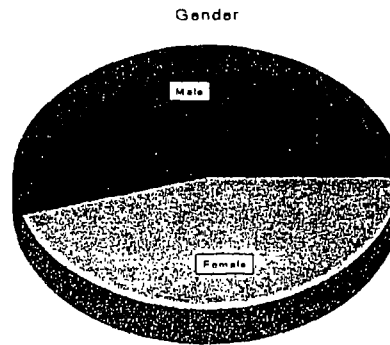
Total Expenses = \$118,008,907

actual expenses and the 1998/99 general fund budgeted expenses shows a 13 million dollar

decrease in total expenses. Budget decreases are also shown for sites, buildings and equipment; books and supplies; and services and operating expenses. An increase is shown in employee salaries and benefits.

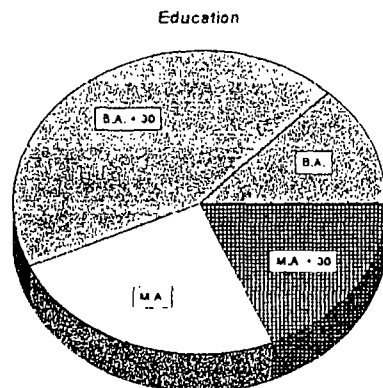
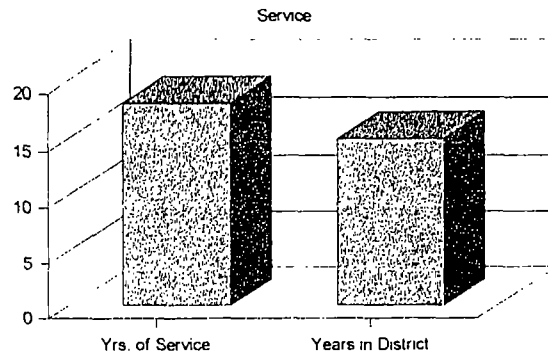
Staff Profile

The certificated staff at Redwood High School consists of 56 males and 46 females for a total of 102.



The ethnic distribution of staff by percentage is as follows: 81% Anglo, 13% Hispanic, 3% Asian, 1% Filipino, and 2% Pacific Islander.

The certificated staff has 18 years of service in education on the average, with 15 years of service in the district.

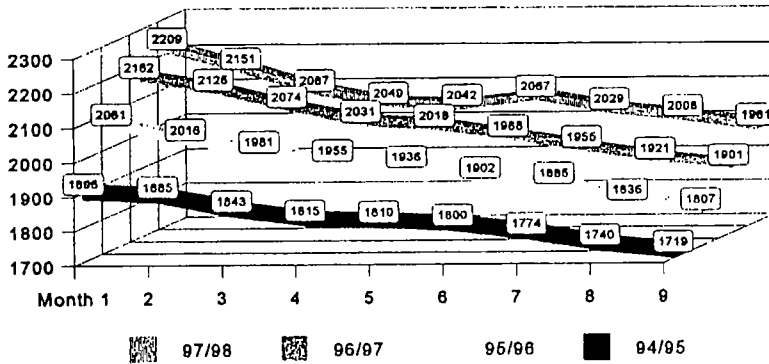


Of the certificated staff, 13 members hold bachelor's degrees only, 48 hold bachelor's degrees plus 30 units, 21 hold master's degrees, and 20 hold master's degrees plus 30 units.

The classified staff is comprised of 3 groundsmen, 6 custodians (1 day and 5 night), 2 gym custodians (1 day and 1 night), 1 counseling secretary, 1 counseling aide, 1 attendance secretary, 3 attendance technicians, 1 six hour community aide, 2 instructional dean-assistant principal secretaries, 1 principal/school secretary, 1 teacher secretary (printing, duplicating), 1 library assistant, 1 finance secretary, 3 special education aides, 2 sign language interpreters, and 3 campus supervisors.

Enrollment:

Enrollment Comparisons

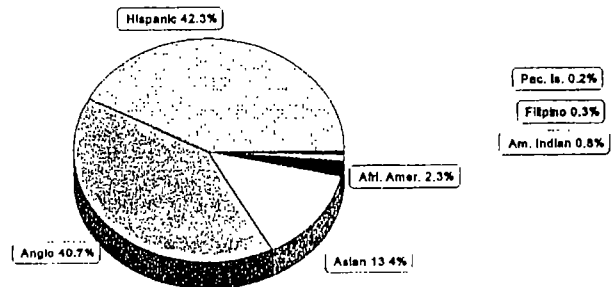


Over the past four years there has been an increase of 50 to 175 students at the start of each school year. Overall, the enrollment has increased by nearly 100 students each year. In June 1998, Redwood had an end of the year enrollment of 1,981 students. There was approximately a 9% decrease in enrollment from August to June.

decrease in enrollment from August to June.

Our student body has an ethnic distribution that is 42.3% Hispanic, 40.7% Anglo, 13.4% Asian, 2.3% African-American, and 1.3% Pacific Islander, Filipino, or American Indian.

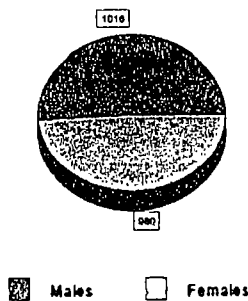
Ethnic Distribution



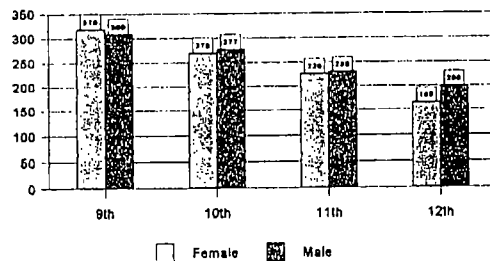
Our student population is 49% female and 51% male.

There were, in June 1998, 628 ninth graders, 547 tenth graders, 456 eleventh graders, and 365 twelfth graders.

Student Distribution

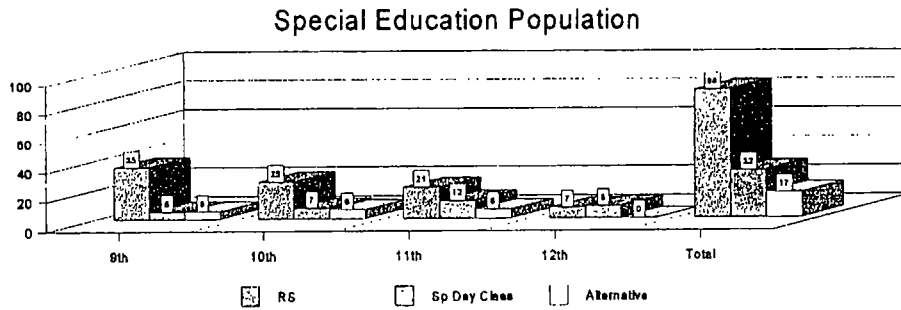


Student Distribution as of June 1998

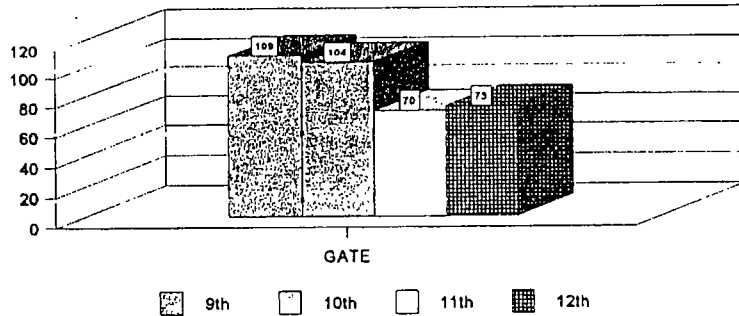


Special Needs Populations

Approximately 7% of our students attend special education classes. These include resource specialist classes, special day class or an alternative.



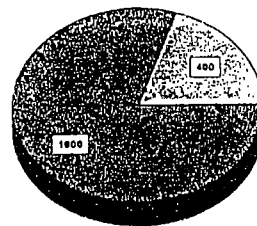
GATE Population



Nearly 17% of the school population is identified as Gifted and Talented and may participate in the honors and advanced placement courses offered.

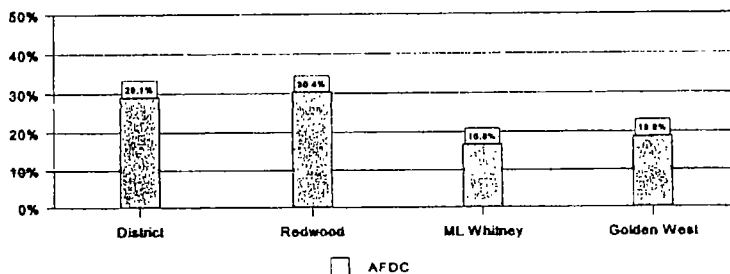
Our LEP students account for 26% of our total school population, a 6.4% increase from the data shown on the 1996/97 High School Performance Report..

Limited English Speakers



Our AFDC students represent 30.4% of the school, a percentage which is substantially higher than Visalia's

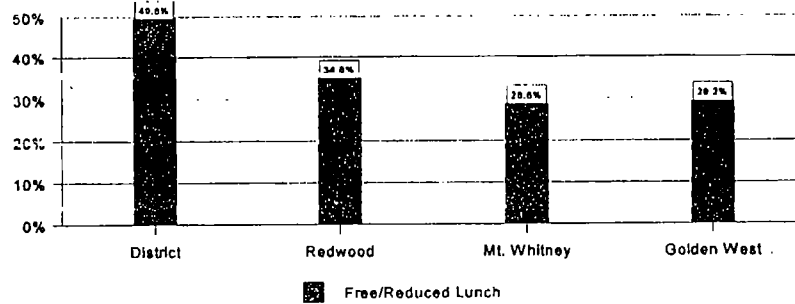
AFDC Counts



other comprehensive high schools and slightly higher than the average for all schools in the District.

Students qualifying to receive free or reduced lunch represent 34.8 % of the school population, the largest percentage among the District's comprehensive high schools.

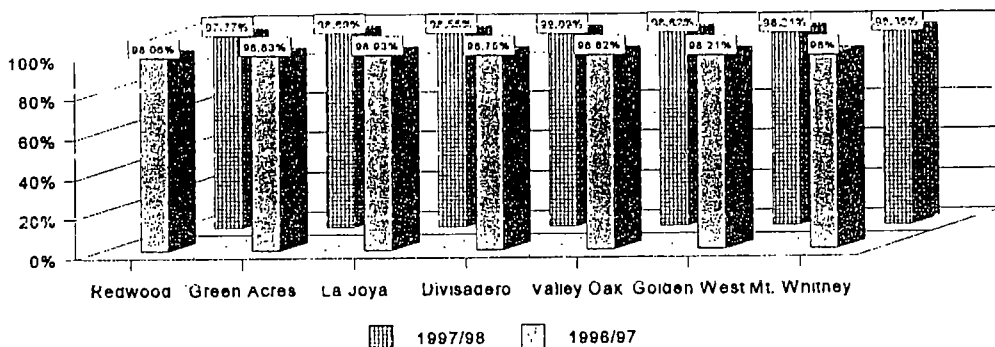
Free/Reduced Lunch Counts



Attendance Patterns

Redwood High School's rate of attendance is comparable to the other schools in the District. Over the past two years, our actual attendance rate has been 95.4% and our attendance rate with excused absences has been 97.9%.

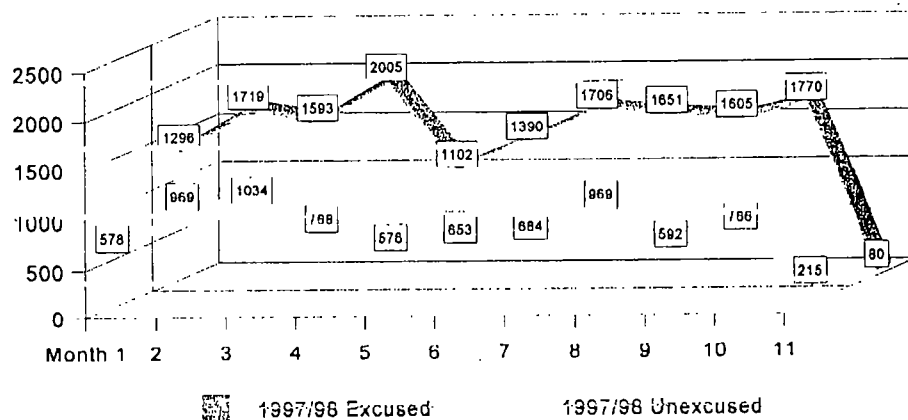
PerCent Attendance w/ Excused



Attendance Patterns

Peak periods for non-approved absences were the months of November and April.

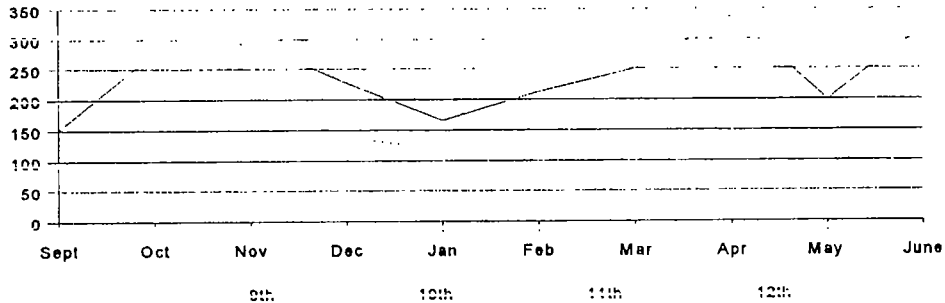
Non approved absences include truancies.



unexcused absences, and warranted absences as well as suspensions. Separating out suspension data within the non-approved absences will give a clearer picture of attendance data.

1997/98 Non-approved Absences

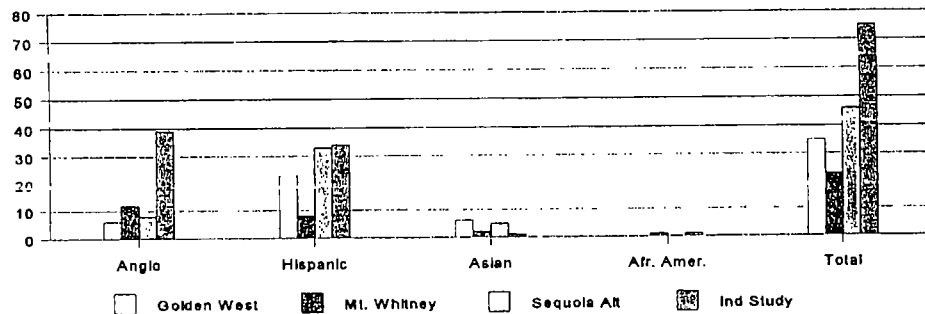
Ninth and tenth grade students had the largest number of non-approved absences in 1997-98.



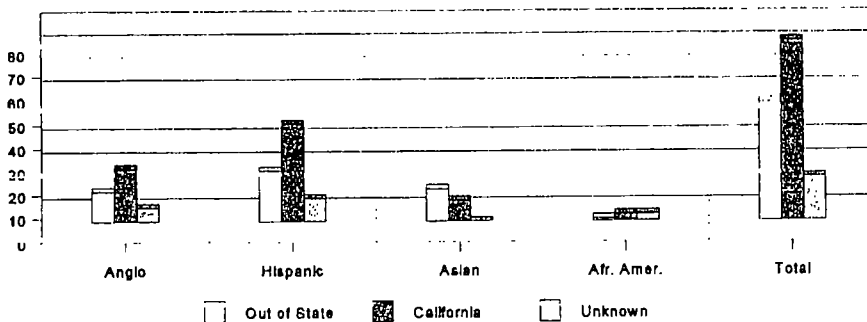
Student Transfers

Of the approximately 500 students who transferred from Redwood High School in 1997/98 forty per cent entered alternative education programs which included continuation high school, independent study, YEM/TAPP, community school, or drug rehabilitation alternative programs.

To Other Area Schools

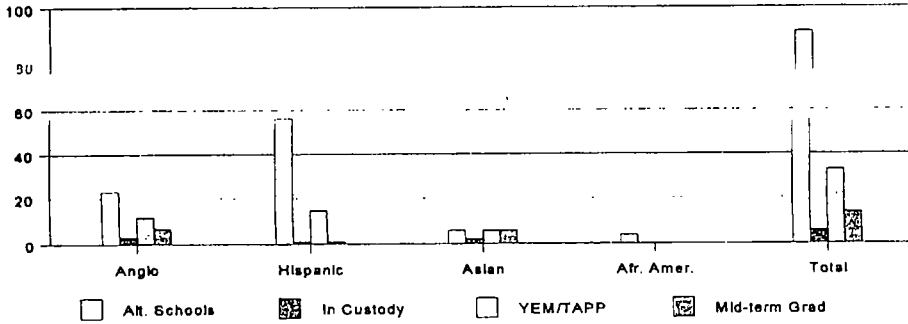


To Other Communities



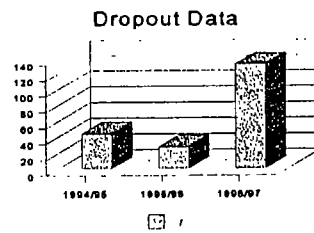
Approximately 40% of the transfer students left the state, relocated in California or entered Visalia's other comprehensive high schools. Hispanic students had the highest number of transfers.

To Other Programs



Redwood High School's collection of dropout data for 1996/97 was improved by a new computer reporting system. The information represents CBEDS

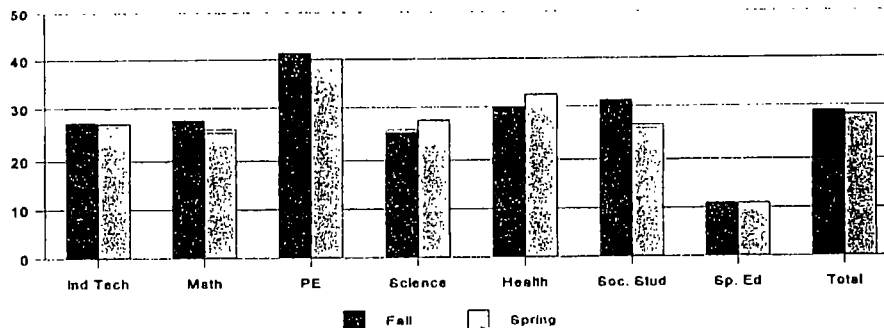
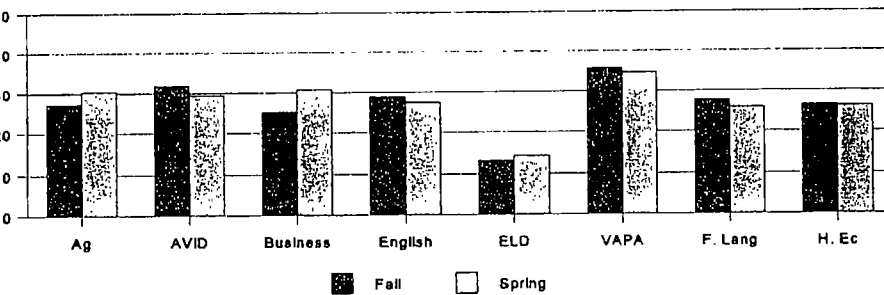
data reported in October 1997 and collected from April 1996 to April 1997. Using the CBEDS definition, 133 students were reported as dropouts. This figure represents 9th to 12th grade students of Redwood High School and those Redwood students who had been attending alternative schools other than the continuation school. Redwood's 1996 fall enrollment including alternative program students was 2,343, reflecting approximately a 6% dropout rate.



Student/Staff Ratios

Our average class size is 31 students per teacher. The majority of departments meet that average or fall below it. Averages for departments are based on the number of semester grades given for a course, divided by the number of sections taught of that course. Department chair planning periods and Tulare County Occupational-Vocational Education (TCOVE) courses are not included in the department averages.

Student/Staff Ratios-1997/98

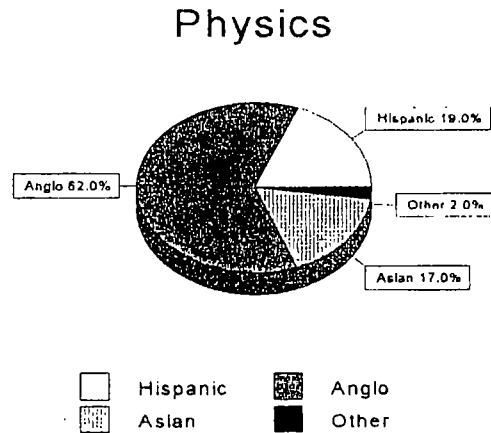
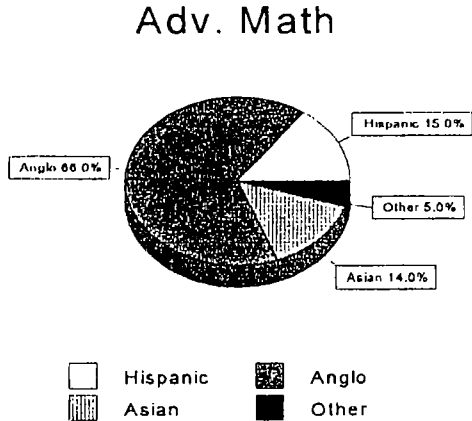
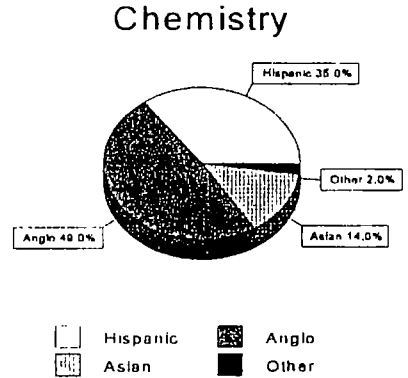
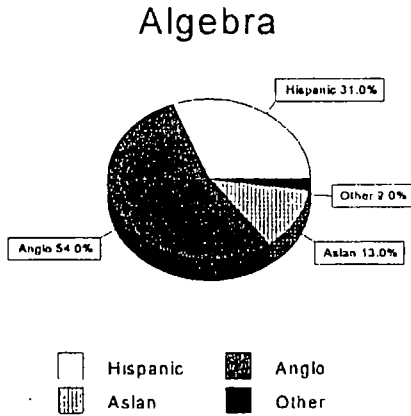


Student Ratios In Selected High School Courses

The 1997 CBEDS enrollment shows our ethnic representation in algebra and chemistry is close to the ethnic distribution for the school. Hispanics are the only group under-

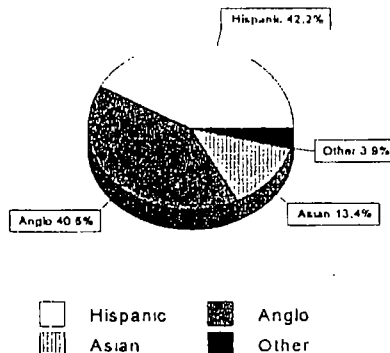
represented in algebra and chemistry but new graduation requirements for the class of 2001

will alter these figures. There is a significant decrease in Hispanic students continuing to the fourth year math and science classes while



Anglo student participation increases and Asian participation is maintained.

Ethnic Distribution

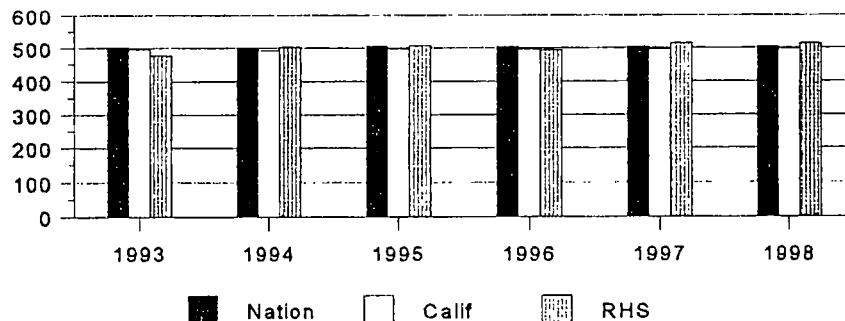


Student Performance - Standardized Testing

Over the past six years, Redwood students have continued to perform at or above state and national norms on the college entrance standardized tests, the SAT and ACT. Our 1997/98 average SAT verbal score was 514, nine points above the national average and seventeen points above the state average. Our average SAT math score was 520, eight points above the national average and four points above the state average.

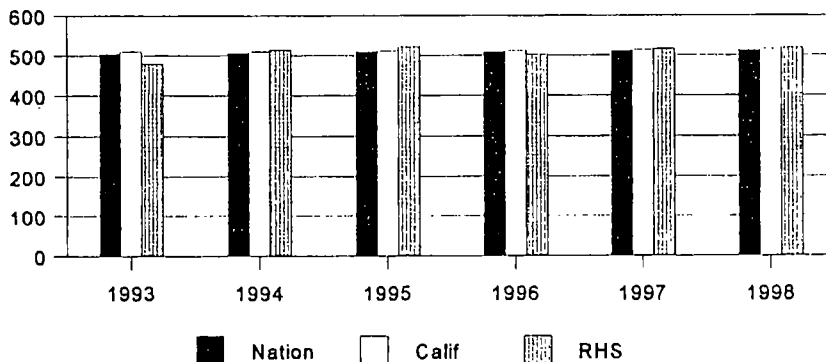
SAT - Verbal

Redwood High School



| | | | | | | |
|--------|-----|-----|-----|-----|-----|-----|
| Nation | 503 | 502 | 507 | 505 | 505 | 506 |
| Calif | 485 | 493 | 497 | 496 | 496 | 497 |
| RHS | 478 | 504 | 508 | 494 | 518 | 514 |

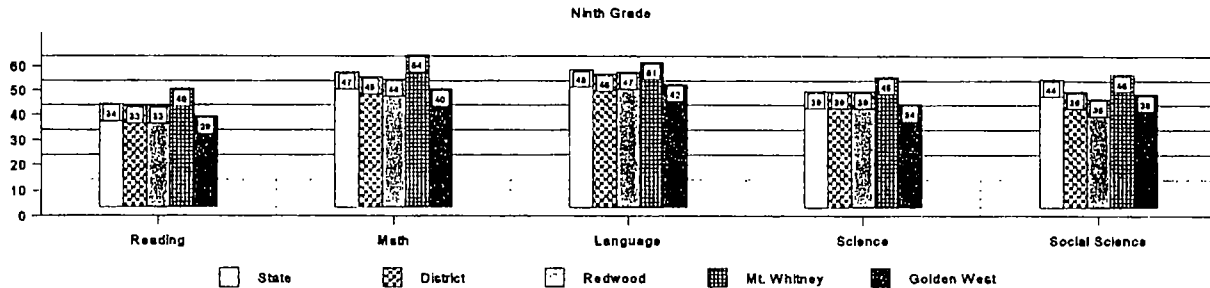
SAT - Math



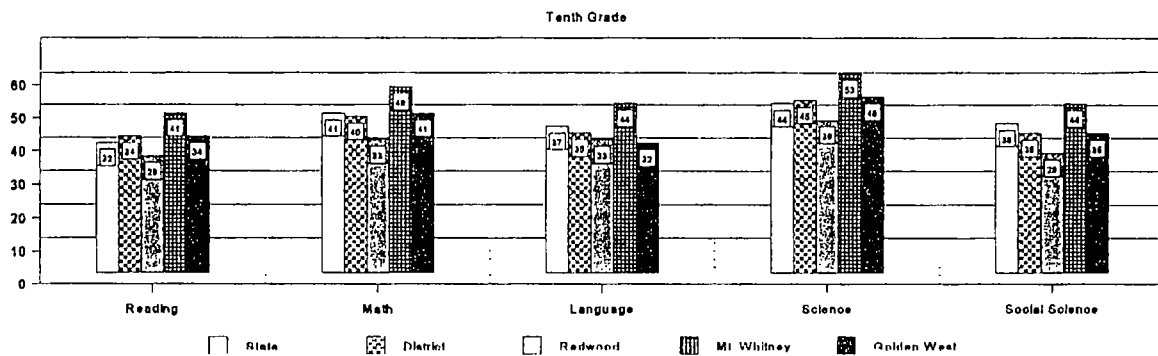
| | | | | | | |
|--------|-----|-----|-----|-----|-----|-----|
| Nation | 504 | 505 | 508 | 508 | 511 | 512 |
| Calif | 510 | 508 | 511 | 511 | 514 | 516 |
| RHS | 479 | 514 | 522 | 502 | 517 | 520 |

Our 1997/98 SAT9 scores, part of California's STAR program for assessment, meet or exceed the state and district percentages in most subject areas tested. Scores show 33% of our students are above the 50th NPR in reading, 44% were above it in math,

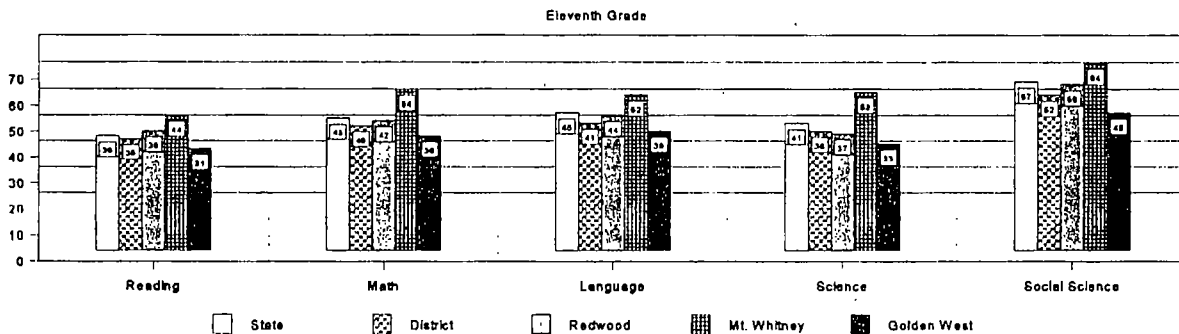
SAT9 1997/98



47% were above it in language, 39% were above it in science, and 36% were above



it in social science. Tenth grade students show a decrease in scores across the areas tested, a trend found throughout Tulare and Fresno county schools. A comparison



study of schools in the San Joaquin Valley is present in the appendix. 1997/98 was the first year the SAT9 test was administered.

Average ACT Scores

The ACT scores in English, math, reading, and science revealed similar results to the SAT.

| | English | | | Math | | | Reading | | | Science | | |
|---------|---------|-------|-------|------|-------|-------|---------|-------|-------|---------|-------|-------|
| | RHS | State | Natl. | RHS | State | Natl. | RHS | State | Natl. | RHS | State | Natl. |
| 1993/94 | 20.3 | 20.4 | 20.3 | 20.8 | 21.3 | 20.2 | 21.0 | 21.4 | 21.2 | 20.3 | 20.9 | 20.9 |
| 1994/95 | 23.3 | 19.9 | 20.2 | 23.7 | 21.1 | 20.2 | 23.3 | 21.1 | 21.3 | 22.6 | 20.8 | 21.0 |
| 1995/96 | 19.4 | 20.1 | 20.3 | 21.3 | 21.2 | 20.2 | 20.4 | 21.2 | 21.3 | 19.8 | 20.9 | 21.1 |
| 1996/97 | 21.2 | 20.1 | 20.3 | 22.8 | 21.6 | 20.6 | 22.0 | 21.1 | 21.3 | 21.2 | 20.8 | 21.1 |
| 1997/98 | 21.9 | 20.2 | 20.4 | 23.9 | 21.8 | 20.8 | 23.0 | 21.3 | 21.4 | 21.9 | 20.8 | 21.1 |

| Number of Redwood Students Tested | | | | |
|-----------------------------------|---------|---------|---------|---------|
| 1993/94 | 1994/95 | 1995/96 | 1996/97 | 1997/98 |
| 32 | 32 | 35 | 37 | 39 |

In reviewing the summary information in the table, it should be noted that average ACT scores reflect those higher order thinking skills required to do successful work during the freshman year of college. The data includes scores from students who completed the recommended core college preparatory curriculum and students who had not completed the core. The table provides a reflection of the capabilities of Redwood's college-bound ACT-tested students compared to the State and Nation.

1996/97 Summary (Data from Internet Posting on 8/19/98)

| | State | County | District | GWHS | MWHS | RHS |
|---|-------|--------|----------|------|-------|-------|
| <u>Students Staying in School/4 yr. Completion- % or rate</u> | 87.0 | 81.6 | 79.4 | 77.7 | 79.4 | 77.1 |
| 2 year Growth | 4.1 | -2.2 | -6.8 | -6.4 | -12.8 | -12.3 |
| State Rank | --- | --- | --- | 9 | 10 | 8 |
| <u>School to work/ Voc Ed. Students-% or rate</u> | 35.9 | 60.3 | 50.0 | 52.8 | 53.6 | 46.5 |
| 2 year Growth | -2.2 | 0.3 | 1.8 | -1.1 | -4.2 | 14.9 |
| State Rank | --- | --- | --- | 74 | 75 | 64 |
| <u>College Bound/ UC/CSU Completion-% or rate</u> | 35.4 | 31.1 | 35.9 | 35.0 | 37.5 | 44.4 |
| 2 year Growth | 3.3 | 4.4 | 4.7 | 3.9 | -1.2 | 13.5 |
| State Rank | --- | --- | --- | 45 | 52 | 67 |
| <u>SAT/ACT-% or rate</u> | 20.6 | 12.2 | 18.8 | 22.1 | 21.6 | 24.8 |
| 2 year Growth | 0.6 | -0.8 | 0.5 | 0.4 | -1.5 | 2.2 |
| State Rank | --- | --- | --- | 57 | 55 | 64 |
| <u>AP/IB-% or rate</u> | 13.0 | 7.4 | 8.9 | 10.6 | 7.4 | 12.1 |
| 2 year Growth | 1.7 | 3.0 | 5.5 | 9.0 | 0.9 | 8.2 |
| State Rank | --- | --- | --- | 61 | 47 | 65 |
| <u>UC Attendance-% or rate</u> | 7.3 | 2.7 | 4.4 | 4.2 | 5.4 | 4.6 |
| 2 year Growth | 0.4 | -0.6 | -0.1 | -0.1 | 0.3 | -0.4 |
| State Rank | --- | --- | --- | 38 | 51 | 42 |
| <u>CSU Attendance-% or rate</u> | 9.4 | 5.7 | 6.5 | 7.6 | 8.9 | 3.9 |
| 2 year Growth | 1.3 | 0.8 | 1.5 | 1.3 | 3.5 | 0.3 |
| State Rank | --- | --- | --- | 32 | 44 | 10 |
| <u>Community College Attendance-% or rate</u> | 34.8 | 40.3 | 49.2 | 47.0 | 50.0 | 54.2 |
| 2 year Growth | 0.3 | -0.4 | 0.8 | 5.2 | -4.4 | -0.8 |
| State Rank | --- | --- | --- | 82 | 89 | 95 |
| <u>Total Public Attendance-% or rate</u> | 51.5 | 48.7 | 60.1 | 58.7 | 64.3 | 62.7 |
| 2 year Growth | 2.1 | -0.2 | 2.2 | 6.3 | -0.6 | -0.9 |
| State Rank | --- | --- | --- | 61 | 77 | 72 |
| <u>Private College Attendance Not Reported To State</u> | n/n | n/a | n/a | n/a | n/a | n/a |
| Dropouts-# | n/a | n/a | n/a | 111 | 111 | 133 |
| Grads-#(95-96) | n/a | n/a | n/a | 383 | 392 | 306 |
| LEP-% | 15.8 | 14.1 | 14.2 | 15.9 | 7.0 | 19.8 |
| AFDC-% | 15.2 | 19.9 | 18.6 | 15.4 | 12.9 | 24.4 |
| F/R Meal-% | 30.2 | 31.7 | 29.7 | 28.2 | 27.6 | 33.2 |

Student Performance - Standardized Testing

A comparison of the last two years of Advanced Placement scores show an increase in the number of students taking the exams and the number of advanced placement courses offered. The majority of students taking the tests continue to receive a score of three or above allowing them to earn college credit.

Advanced Placement Test Scores

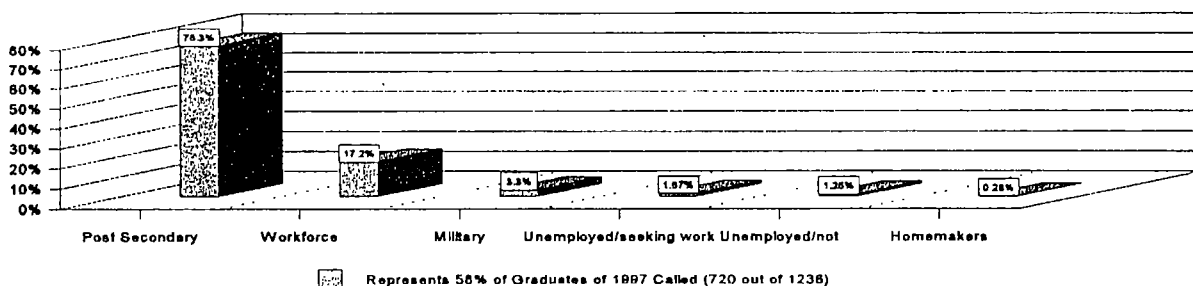
| | U.S. History | | Biology | | Eng. Lit | | Eng. Lang/comp | | French | | Civics | | Calculus | | Span. Lang | | Statistics | |
|-------|--------------|------|---------|------|----------|------|----------------|------|--------|------|--------|------|----------|------|------------|------|------------|------|
| | 97/8 | 96/7 | 97/8 | 96/7 | 97/8 | 96/7 | 97/8 | 96/7 | 97/8 | 96/7 | 97/8 | 96/7 | 97/8 | 96/7 | 97/8 | 96/7 | 97/8 | 96/7 |
| 5 | | 3 | 5 | 8 | 2 | 2 | 1 | 1 | | | | | | | 4 | 6 | 1 | |
| 4 | | 3 | 7 | 11 | 11 | 10 | | 1 | | | 1 | 1 | 6 | | 8 | 8 | 3 | |
| 3 | 7 | 11 | 17 | 13 | 22 | 18 | | 1 | | 1 | 3 | 5 | 1 | 10 | 5 | 3 | | |
| 2 | 9 | 13 | 7 | 7 | 9 | 7 | 1 | 1 | 5 | | 6 | 1 | 3 | 6 | 5 | 5 | 3 | |
| 1 | 4 | 41 | 4 | 2 | 1 | | | | | | 1 | | 1 | 5 | 1 | 1 | 3 | |
| Total | 20 | 31 | 40 | 41 | 45 | 37 | 2 | 4 | 5 | 1 | 9 | 5 | 15 | 12 | 28 | 25 | 13 | |

Post-secondary Participation

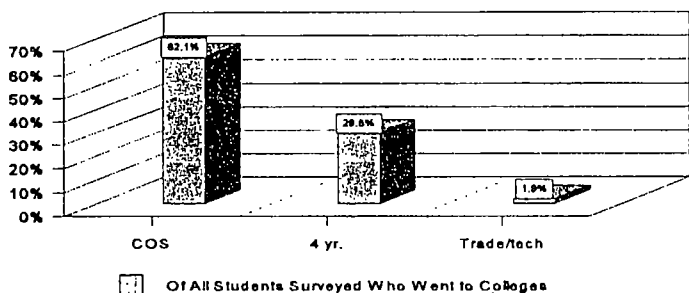
Our 1996/97 graduating class had 28.4% enter four year colleges and universities; 63.2% enter community colleges or technical schools; 2% enter the military; and 17% enter the workforce. The remaining 1.9% were unemployed. The District's total graduating class of 1996/97 had 76.3% continue their education after high school by attending community college, four year colleges or other post-secondary institutions. The ethnic distribution of students for the District attending University of California or California State University campuses was 70.1% Anglo, 27.5% Hispanic, 6.5% Asian, and 2.62% other ethnic groups. This break down by ethnicity was not available for our individual school site. It should be noted that the graduate survey information does not include private college or university attendance.

High School Performance Report Data

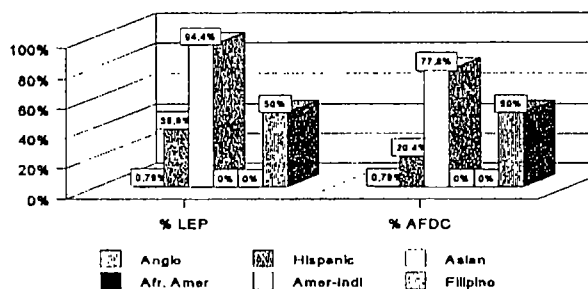
District Graduate Telephone Survey



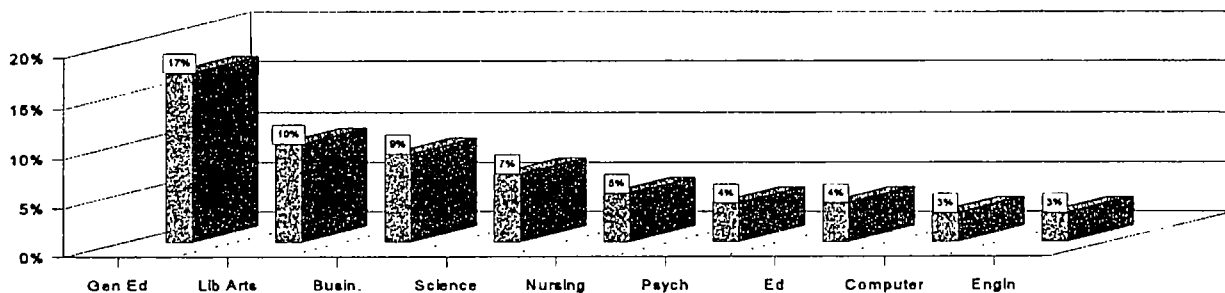
Post-secondary School Directions



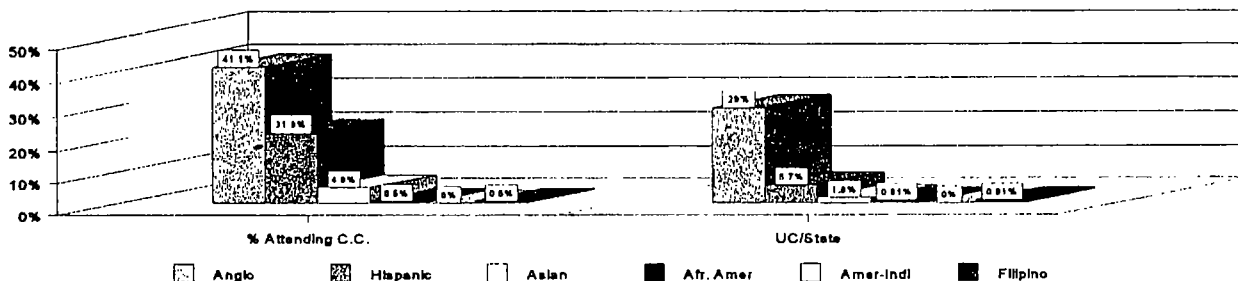
LEP/AFDC as a % of Each Ethnic Group



Top Ten Chosen Majors/Post-secondary Schools



Ethnic Breakdown For Post-Secondary



Student Performance - Grades

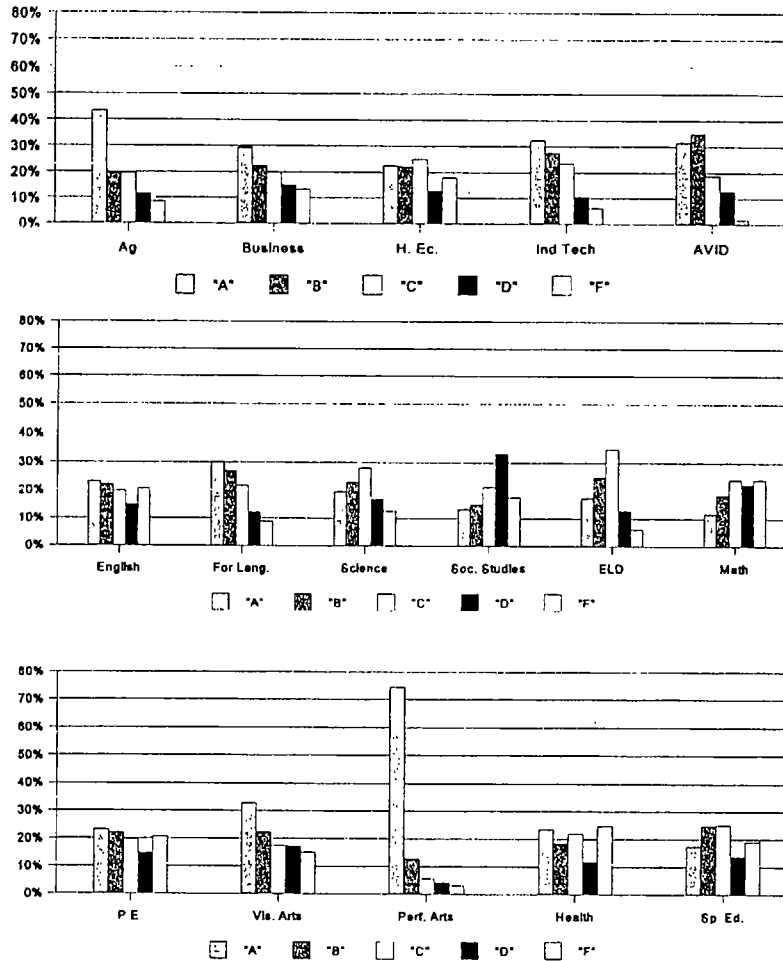
The number of students earning failing grades is highest in the ninth and tenth grades. Hispanic students in these two grade levels have the highest number of failing grades. By the eleventh and twelfth grades the number of students failing more than one course has decreased significantly.

The distribution of grades throughout the departments of our school reveals higher numbers of passing grades are earned in the elective and vocational programs. Academic areas show higher numbers of D and F grades earned by students, especially in social studies and math.

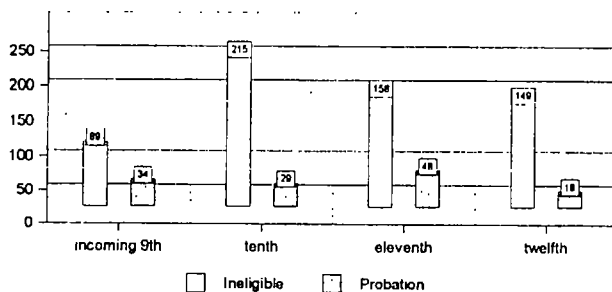
Grades are also utilized to determine eligibility for extracurricular activities. Tenth grade students had

1997/1998

Grade Distribution/Spring Semester



Grade Eligibility For Extracurricular



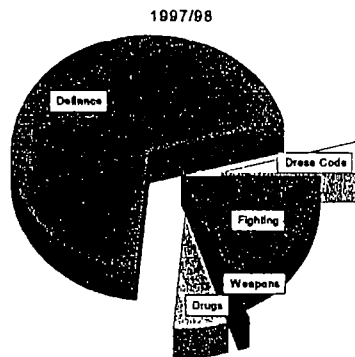
the highest number of ineligible students, a result of their performance in the ninth grade.

Suspensions

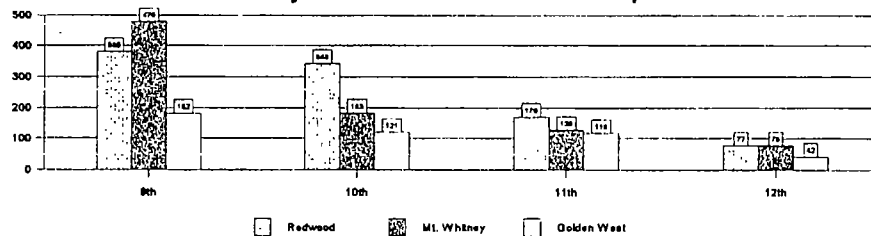
In 1996/97 VUSD implemented and enforced a new dress code creating an increase in suspensions at the start of the school year. In general, suspensions at Redwood increased from the 1996/97 school year to the 1997/98 school year. The ninth and tenth grade students have much higher suspension rates than the eleventh and twelfth grade students.

Hispanics are suspended more often than other ethnic groups at Redwood and in the District as a whole. The most frequent reasons for suspension are defiance and fighting. In comparison to the other two comprehensive high schools, Redwood has a higher number of suspensions for defiance and fighting, but a lower number of suspensions for weapons and drugs.

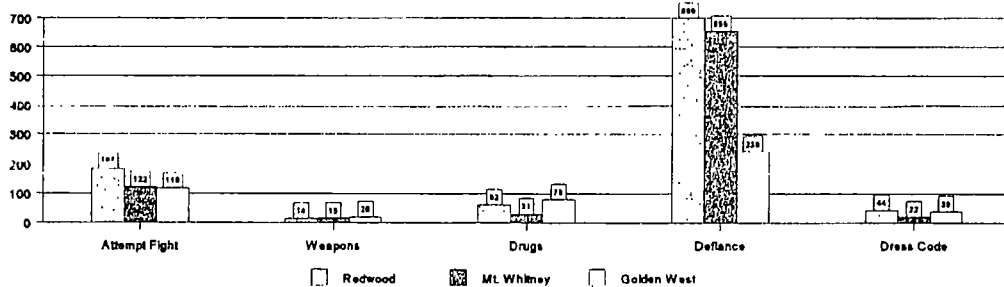
Reasons For Suspension-Redwood

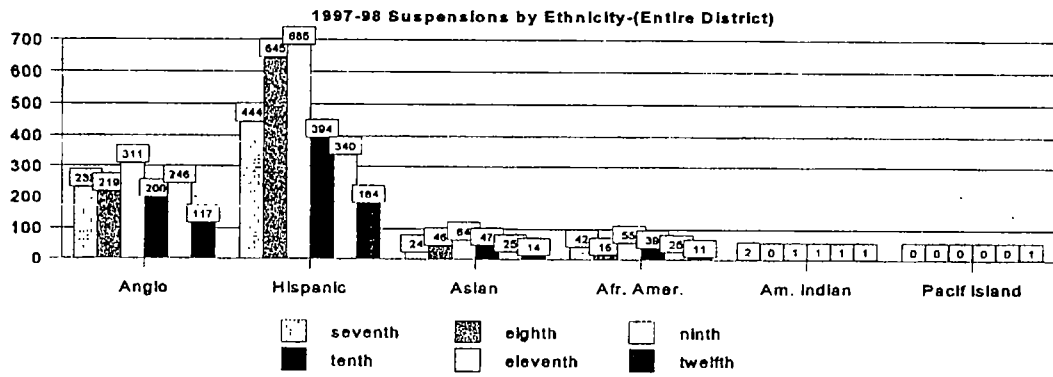
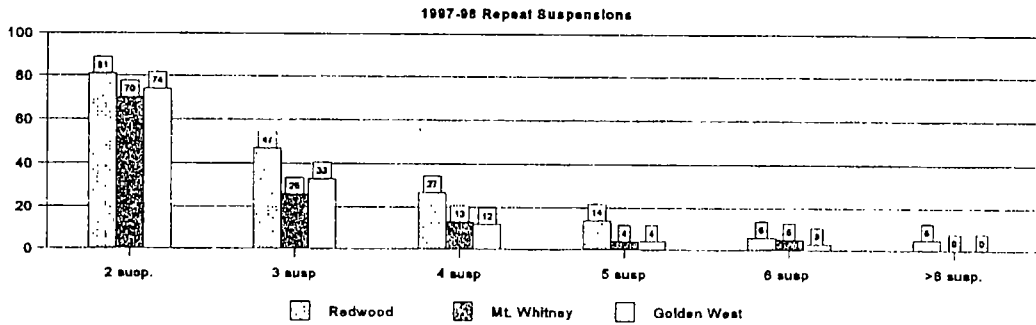


Summary of In-school/out-school Suspensions



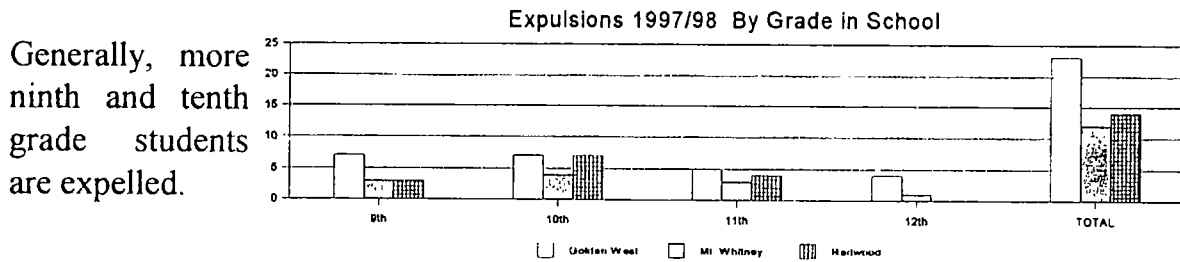
Reasons for Suspensions





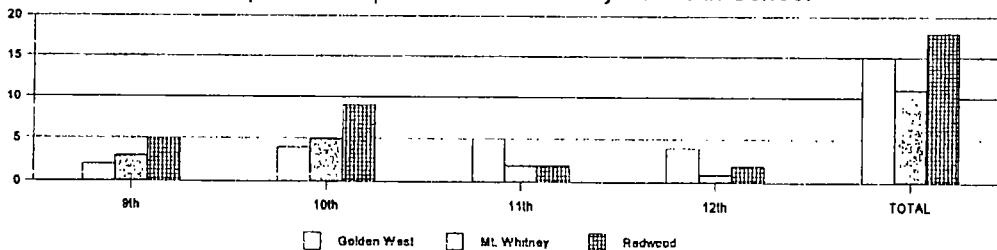
Expulsions

Redwood's expulsion totals have been consistent over the last four years with an increase in 1997/98. The total number of expulsions and suspended expulsions for 1997/98 was similar to the other two comprehensive high schools.



Generally, more ninth and tenth grade students are expelled.

Suspended Expulsions 1997/98 By Grade in School



School Surveys

Student and parent committees convened in March 1998 to develop questionnaires for assessing the performance of Redwood High School. The student questionnaire was administered to all 2nd period students present on May 15, 1998. Approximately 84% of the student body responded with 1,657 surveys returned. Parent surveys were sent home with students and returned by students. Approximately 50% of the parents responded with a total of 1,080 surveys returned.

The student committee met in September 1998 to analyze the survey results. The students felt it was important to note the high percentages of agreement or satisfaction with teacher involvement and interest in students, teacher expectations, the use of challenging learning activities, and teacher assistance when students ask for help. Counseling or staff help in selecting courses and the student's knowledge of school facilities such as the library and career center also gained a positive response. The student committee also noted that student opinion was split (close to 50% agreed and 50% disagreed) on the use of modern technology in the classroom, the necessity of a full six-period schedule for students, the fairness of the discipline system, and the preparation given for standardized testing. Split opinions were also noted on notification issues such as the students' progress in academics and testing dates and scholarship applications. The most negative response concerned the bathroom facilities. The student committee noted that high percentages felt theft was a problem at the school. Individual elective and academic departments of the school were rated favorably by the students. The student committee noted that many students do not participate in elective programs according to the questionnaire results. Survey results separated by males and females show no significant differences in the opinions of those groups. Results separated by ethnicity reveal that similar opinions are held by the various ethnic groups on campus. African-Americans, representing only 4% of the school population, responded more negatively than other groups on some questions. Overall, 76% of the student population was happy to be at Redwood High School and felt it was a good school. Only 15% responded negatively to that question and 8% had no opinion on it.

The parent committee also met in September 1998 to analyze the results of the parent survey. The parent committee felt that overall the 50 questions show a positive response to Redwood High School. Most questions received a 50% or higher percentage of agreement from the parents. The committee noted that the survey does reveal that a large percentage of parents have no contact with the school and this lack

of contact increases as the students progress through high school. High numbers of parents agree that they are aware of conferences and school functions. Fewer parents agree about their knowledge of grade check forms for students or the tardy system. Parents were split in their response concerning timely parent notification of a student's disciplinary problems. The survey results were also separated by ethnicity and the parent's level of education. The results were not significantly different from the composite results. The parent committee did note that African-Americans, reflecting 48 total responses, were more negative on some questions than any other ethnic group. Approximately 85% of the parents responding to the survey were glad their students attended Redwood and felt it was a good school.



Response to Previous Recommendations
Major Recommendations

The Committee recommends:

- #1 That the Board, in collaboration with site administration, faculty, parents, and student representatives, develop a district philosophy with goals and objectives reflecting the changing student population, fiscal constraints, and issues of restructuring and ensure that all parties have input and commitment. (School Report, Chapter V, pp. 3, 7; WASC Criterion: Organization; CDE Criterion: Improvement Processes-paragraphs 1, 3, 4)**

There has been a variety of processes and policies established, both at the district level and at the site level to deal with district philosophy and goals. The processes described here address the development of goals and objectives, fiscal constraints, and restructuring efforts.

The District, through the Instructional Services Division, has developed broad based instructional standards for students. These are known as the "List of Agreements". They describe what every student should be able to know, understand, and do in order to be a successful graduate of the Visalia Unified School District. The List of Agreements form the foundation by which the majority of the goals and objectives of the sites and the District are developed.

These agreements were developed with full inclusion of the Visalia community, including parents, teachers, students, business people, and district and site administrations. The development process started on November 30, 1993, with community meetings, district office meetings, and school site meetings. A final review of the end product was adopted by the Visalia Unified School Board on March 8, 1994.

The District List of Agreements has also been the basis for the formulation of Redwood's Expected Schoolwide Learning Results. In the 1995/96 school year, the Redwood staff developed site ESLRs using the District agreements as the guide. Staff inservice time was used to discuss the content and wording of each ESLR. Department chairs led discussions within these settings to finalize the ESLRs and discuss their application to the department's courses. Each classroom displays a poster of the final product. On March 29, 1996, during a staff inservice, the staff reviewed the ESLRs making no significant changes. The Redwood PTA and School Site Council also

reviewed the ESLRs and made no changes. Copies were printed for display in the classrooms, for staff handbooks, and for instructors' grade books. In addition, one ESLR was printed as part of the daily bulletin announcements for the 1996-1998 school years.

When the accreditation team first came to Redwood High School in 1993, the entire school district was going through major fiscal difficulties. The State had declared Visalia an AB 1200 school district in 1993. As a result of the difficulties, the District put several fiscal policies in place that allowed a greater connection with district goals and the finances needed to drive those goals. A fiscal policy committee was formed to review funding for staffing ratios, campus supervision, cafeteria workers, and secretarial needs. The School Board, upon receiving specific action plans by the variety of divisions, provided funding to drive the action plans. An example of this is the assessment program to connect to the list of agreements. The Instructional Services Division reviews the program needs of the District and sites as part of the development of facilities needed for the next few years. The School Board approved bond measures for a June 1997 special election and the June 1998 general election. Both measures failed.

The School Board adopted high school reform as a major goal for the 1995-96 school year. This goal produced both district and site discussions to identify student needs and the necessary elements that a high school has to have to meet student needs. Awareness and information were the first priorities in an effort to get a picture of what a high school should look like. The School Board held meetings as part of its efforts to open communications on high school reform. The adoption of high school reform as a goal for the School Board was designed to provide a clearer direction for restructuring efforts. In response to the research on restructuring, each high school site participated in a variety of events and activities over the last three years. A clearly stated vision has been developed at high school sites based on student needs and beliefs held concerning secondary education. The depth of participation in school decision-making processes has been expanded through the implementation and active engagement of school site councils, bilingual advisory teams, parent advisory groups, staff leadership teams, and department chairs. Staff development funds have been used to send staff to subject matter projects and the Challenge Standards Project. Staff inservice days have been used to share the data learned from these areas. Funds have also been used to make possible summer workshops where departments can meet to define course standards and articulate the standards from grade level to grade level. The industrial technology department and the business department at each high school

have established a scope and sequence of courses for specific career pathways. The school sites have extensively modified the math and science programs to reflect issues raised by the Office of Civil Rights. The English Language Development course outcomes and sequencing of course content for language acquisition have been expanded with the assistance of the District. The Bilingual Advisory component of the school site plan provided the opportunity for teachers to visit schools that were implementing successful ELD programs and review materials available for sheltered instruction and ELD students.

Each high school held discussions during the 1996/97 school year to investigate restructuring time through block scheduling. The Redwood staff formed a block scheduling committee to conduct research on the types of schedules. The staff also visited several school sites using block schedules to investigate the advantages and disadvantages and discover teaching strategies being used for longer blocks of time. In 1997/98, one Visalia high school converted to a block schedule using 95 minute blocks. The Redwood staff continued discussions and research on techniques for teaching within a longer period. Inservice funds were used to allow teachers to attend seminars, workshops and presentations to expand their knowledge of the different types of learning situations in the classroom. In January 1998, the Visalia high school using a block schedule reported to all high school staffs about its experience. Discussions reflected the use of a variety of teaching strategies for block scheduling. In May 1998, all the high schools voted on the use of a block schedule for the 1998/99 school year. Because the block schedule selected would not allow for a planning period each day, the teaching contract required a 75% consensus in order to waive that part of the contract. Each high school failed to reach a 75% consensus. A traditional schedule will be used at all the high schools in 1998/99. Although a schedule change was not selected, all staffs felt the investigation was worthwhile and yielded valuable discussions about ideas to improve student success, the learning process, and teaching strategies.

In addition to high school reform as a goal, the School Board and Instructional Services Division developed a comprehensive assessment system. This system is designed to identify the successes of students by grade level and also by ethnicity and gender. The multiple assessment design committee includes school site personnel as well as district administration in the development and implementation process. The design committee for high school produced and piloted tests for the 9th - 11th grades in writing and mathematics during the spring of 1998. The goal of the assessment design is to connect student successes and needs to directions for reform and

restructuring as well as for development of site and district goals.

The Instructional Services Division has also published its action plans as they relate to School Board goals. This allows sites the opportunity to see the direction of the District as programs are developed. The action plans which are sent to the school sites and reviewed by the department chairs of each high school site are available for review.

At the site level, the School Site Council site plan process is coordinated with the District Instructional Services Division. A three year site plan is prepared by each School Site Council and reviewed for progress toward its goals each year. Site goals for improvement are outlined in the site plan which is used by the Staff Leadership Team to formulate staff inservice goals. For example, Redwood's 1995 site plan identified improvement in 9th grade achievement as one major goal. The site plan is also reviewed by the District Instructional Services Division before being presented to the School Board. It is the general philosophy that the site plan be connected to the needs of students and the goals of both the site and the district. All School Site Council plans and the process for development are available for review.

#2 That the school administration and staff analyze student performance data and use that data in the implementation of an instructional improvement process. (School Report, chapter V, pp. 3-5; conference with Math, English, ESL, staff; WASC Criterion: Organization; CDE Criteria: The Improvement Processes-paragraph 2, 3, The Culture of the School-paragraphs 3, 4)

Beginning in March of 1995, the Redwood staff has been provided with data collected about Redwood High School students. Site Council, Staff Leadership Team, departments and staff have studied data included in the list below.

1. Attendance
2. Suspensions
3. GPA
4. D/F grades
5. Grades by ethnicity
6. Free/Reduced lunch program
7. Staff-Pupil ratio
8. Terra Nova test results (changed to SAT 9 in 1998)

9. SAT scores and AP test results
10. SASI computer system provides all student data for each counselor to improve scheduling.
11. BSM, SOLOM, and IRI data for placement of LEP students

Within committees, departments, or as an entire staff, the relevant data has been used to identify student needs and implement improvements. A primary goal identified from the data was a need to address improvement for 9th grade students. School Site Council selected this need as its primary goal in the 1995 school site plan. As a result, the Staff Leadership Team has worked to provide a different freshmen orientation for both parents and students. New formats for orientation were implemented in 1995, 1996, and 1997. A revision of the orientation format was made in the fall of 1998. Staff members and the student body officers conducted a orientation two days before the start of school. Incoming students were given workshops in such topics as study skills, school activities, and discipline. A campus tour was also conducted. In the evening a parent orientation was held and attended by over 300 parents. The site administrative team was reorganized in 1997 to better address the needs of freshmen students. Each dean position was retitled Instructional Dean and given approximately 175 freshmen students to schedule, counsel, and discipline. The goal was to provide a more personalized environment for the freshmen student as the transition from junior high is made. The English Language Development department has been redesigned using four criterion for advancement. These include the BSM, SOLOM, IRI reading inventory test, and a writing sample. Movement within the ELD courses and into Redwood's regular curriculum is dependent on these four criterion. Sheltered instruction classes have also been added to social science, English, and science departments to address the needs of these students. Access to the TerraNova or current SAT-9 data has been made available to each department to identify students needing additional assistance.

In the fall of 1997, the English and math departments reviewed the Terra Nova test data with the principal. The data provided information on Redwood's current 10th, 11th, and 12th grade students. The data for the incoming 9th grade was not available. The English and math departments received the names and scores for all students in grades 10th - 12th who scored at or below 50%. Departments discussed strategies for improving student performance. New teachers and teachers of 9th grade students across the curriculum were given an inservice in the fall of 1997 and 1998 on study skills and Cornell notetaking as one method of helping students to focus on the lessons being taught. The AVID (Advancement Via Individual Determination) program has expanded to four periods with the largest enrollment from the freshmen class. The

math department implemented a math assist course in the fall of 1997 as one strategy to improve freshmen performance. A Freshmen Core Curriculum course was implemented in the fall of 1996 for freshmen reading 3.5 years below grade level. The FCC teacher uses strategies to improve the student's reading level as well as handle the 9th grade core literature. The English department also received funding for the summers of 1997 and 1998 to review the curriculum in the 9th and 10th grade courses. Course standards and skills were reviewed and course guidelines were written.

#3 That the school administration and faculty develop and implement a process for interdepartmental cooperation to identify and integrate common curriculum in order to assist students in understanding the connections between disciplines. (School Report, Chapter V, p. 6; Chapter VI, pp. 2, 10, 16; staff interviews; CDE Criterion: Improvement Processes-paragraph 6)

Interdepartmental/interdisciplinary curriculum is a common topic of conversation at Redwood High School. Interest by members of the staff has promoted some limited partnerships, but there are still logistical difficulties standing between staff interest and implementation on a large scale. One difficulty is matching teachers in common preparation periods to promote easier dialogue and the exchange of ideas imperative to the development of curriculum. There is also the problem of insufficient materials to accommodate the scheduling of units. At present, many resources or texts are shared between teachers. The development of the District's List of Agreements and Redwood's ESLRs has provided a basis for common standards and competencies among all disciplines. The investigation of block scheduling alternatives beginning in 1995 provided more discussion of collegial time as part of the school schedule. The District High School Curriculum Meetings also encourage cooperation between departments of the three comprehensive high schools.

Even with these difficulties, there have been improvements made in the development of interdepartmental cooperation. Beginning in the fall of 1992, departments began to communicate curriculum objectives and share information. Planning period presentations by departments were set up to demonstrate their current activities and goals to all staff members. Informal meetings between personnel in English and social studies departments were held. Such discussions have led to a shift in the courses at the junior level to align with the social studies content. Beginning in 1998, American literature will be taught in the fall semester to provide coordination with U.S. history. Also, an \$8,000.00 grant was awarded to a team composed of Terese Lane, Mike Tinnin, Margaret Moss, and Dan Leppek for two multimedia teacher workstations.

This language arts and social studies interdisciplinary project will use CD-ROMS, visual presentations, and videoconferencing for shared units. The project will begin in the fall of 1998.

In 1994, Redwood implemented the Phoenix Project. The Phoenix Project scheduled students and teachers together in a cluster of math, science, history, and English classes. The Project provided experiences for these staff members in cross-curricular planning. Teachers had a common planning period. Class periods could be adjusted to accommodate the need for more time in one discipline and less time in another on selected days. Teachers worked toward common goals in curriculum and behavior for the students. Rooms were assigned in close proximity to facilitate interaction. A counselor was connected to the program. Although the project provided invaluable experience in interdisciplinary planning, the recruitment of students for the Project proved to be a problem. Many students and parents were attracted to the project for the wrong reasons. Teachers in the Project tried several different methods of recruitment but, in the end, realized that parents and students would simply hear what they wanted to hear. As a result, they were not prepared for the rigors of the program and became unsuccessful despite efforts to motivate and change them. In addition, students had the traditional program as an escape, making it difficult to maintain enrollment. The Project ended in 1996 at the request of the teachers working in it.

Inservice presentations have also been directed to interdepartmental coordination. In the 1994-95 school year, one inservice was devoted to interdepartmental curriculum. In the afternoon all teachers of freshmen met together, all teachers of sophomores met together, as did the teachers of juniors and the teachers of seniors. Discussions centered on the skills addressed at each level and an awareness of what each discipline demanded of students in that level. In the fall of 1997, the English department provided an inservice on the Schaffer essay writing technique to all interested departments. Social studies and math department members also participated. As a result, the social studies department has adopted the use of the Schaffer essay writing technique for fall 1998.

Some individual teachers work to develop interdepartmental cooperation. While individual efforts are being made, it is an area that has yet to be organized as the following list reveals. English classes have several areas which overlap instruction in other departments. Art classes have illustrated poems written in English classes, and instruction in art movements and motifs is a part of the AP world literature course. The sophomore and junior English classes read novels which relate to historical information from World War I and World War II. The social studies and English

departments share materials on these units. The sophomore English course also reads Julius Caesar during the fall semester to coincide with Roman history in the world history/cultures course. Some history teachers use Modern Language Association (MLA) research format which is also used in the English department. Spanish classes do Cultural Participation & Research (CPR) in which students research projects from history and complete reading assignments which fortify work done in English. The math department implemented Courses 1, 2, and 3 which use science computers and lab reports as well as written answers for solutions of problems. Teachers from different departments, along with administration and parents, have established curriculum guidelines for ESL courses. The school musical involves interdepartmental cooperation between choir, band, drama, art and business departments.

There is also interdepartmental cooperation that allows students to meet graduation requirements in other departments. Ag science is taken in lieu of life science. Ag biology can be used to meet the biology requirement. It will be taught with an emphasis on agriculture. Metal I and Wood I can be taken in lieu of a fine art.

#4: That the school administration and teachers expand and incorporate those instructional methodologies which stress active student participation and critical thinking. (School Report, Chapter V, p. 11; conferences with administration, teachers, student committee, Student Ad Hoc committee; WASC Criterion: Instructional practices-paragraphs 2-5; CDE Criterion: Improvement Processes-paragraphs 3-6)

Redwood High School has strived to create a positive learning environment. There is, through inservices, a recognition of the variety of student learning styles and multiple intelligences by all staff. Additional inservices have provided an emphasis and awareness by all staff of *Second To None*, the District's List of Agreements, Redwood's ESLRs, and subject frameworks. Activities have focused on active student participation. In 1995 and 1996, all staff members visited other schools in the San Joaquin Valley to gather information on new strategies. Research on block schedules also provided information on active student learning. New teachers specifically and any teacher in general are enrolled in Ron Howerton's Clinical Teaching workshop that incorporates new teaching methodologies to encourage critical thinking. Redwood is also a member of the California League of High Schools, and several faculty members have attended CLHS conferences which stress critical thinking.

Departments have been involved in subject-matter projects and the development of activities that stress student participation and critical thinking. Teachers have attended

the Foreign Language subject matter project training which includes COCI and CWCA (oral and writing) training and have shared methods which stress active student participation in formal department meetings and informal discussions. The English department has members trained in the California Literature Project and San Joaquin Writing Project. The mathematics framework alignment project and the implementation of CPM math, a program based on interactive math instruction, was the focus of the math department. Business, science, and social studies departments have aligned courses to meet current state frameworks or conducted revision of course outlines. Approximately 12 staff members have completed or are involved in SDAIE and CLAD training. Teachers have also participated in the California Association of Bilingual Education. Conferences presented by the California School Leadership Association have been attended by staff members during the last five years.

Courses in science, English, consumer education, mathematics, business, music, agriculture and industrial technology provide for exhibition of student work and/or competitive events. Cooperative learning, peer coaching, and building integrated activities and lessons are strategies incorporated by all of the departments to increase student participation and critical thinking. The Library Media teacher provides instruction for the Big Six Skills for Information, a problem solving research tool.

#5 That the site administration and staff develop and implement a procedure to reduce the number of truant and “unscheduled” students. (School Report, Chapter VII, p. 6)

Regarding unscheduled students, the District developed a policy which was reviewed by the Visalia Unified School Board. The policy states that students will take six periods. Any student requesting fewer than 6 periods must have the request reviewed by a counselor. All requests for unscheduled periods (screened by a counselor) are referred to the principal for disposition. Any student with an unscheduled class must, when on campus, be in a designated location. Each request for unscheduled classes is reviewed each semester. Only in extreme, “unique” situations will students be allowed to have an unscheduled class during periods two through five. It is the philosophy of the District that even though students have sufficient units, they may still benefit from taking classes offered. In the spring of 1998, counselors scheduled each student in a conference setting allowing students to discuss schedules with their individual counselor providing for an explanation of this policy when needed.

Other programs and procedures were developed to help reduce the number of truants

as well as unscheduled students. Two additional positions have been added for campus supervision. The In-School Suspension (ISS) program has been established. The main parking lot is closed for the four periods before lunch. Golf carts and walkie-talkies have been provided to deans and campus supervisors for faster communication. An auto-dialer (Robo-dean) helps with attendance and reducing truanancies. One new position has been added to the attendance staff. The SASI computer system provides more accurate reporting of attendance and clearer attendance reports as well as a more accurate scheduling process. AVID (Advancement Via Individual Determination), a program to support student success, promotes attendance. After-school detention and Saturday school are used for attendance infractions. The District established Packwood School where all "retained" 8th graders attend. These students would be 9th graders and would potentially add to the number of truants if they attended Redwood. An additional half-day dean was added in 1997. Additional campus supervisors were also added and supported by the District. Redwood's level of supervision is above that of the other two high schools. In 1997, the Redwood administration was reorganized into halls dividing the students differently in an attempt to provide more personal attention to freshmen and better scheduling procedures for all grades. In 1997, random campus sweeps were conducted to reduce the tardy problems. The method improved the situation.

#6 That the school administration conduct outreach activities to increase participation of its multi cultural parent community through groups such as School Site Council, PTA, booster organizations, as well as other avenues of communication in order to address the challenges of the community's changing demographics. (School Report, Chapter IX, p. 3; conference with Parent/Community Committee; CDE Criterion: Culture of the School-paragraph 6; conference with staff)

Increasing accessibility and participation for parents of diverse cultural backgrounds has been addressed through many activities and continues to be a focus for Redwood High School. Communication with parents is an essential part of achieving this goal. In 1994, neighborhood meetings were conducted in Hispanic, Hmong, and English-speaking communities. Parents of all cultural backgrounds have been recruited for participation on School Site Council. The "Robo-dean," the automatic attendance phone system, calls home in several languages to ensure that parents understand the attendance procedures. Interpreters are available at many school functions, including Open House, Back-to-School night, AVID parent meetings, and 8th and 9th grade parent orientation meetings. Bilingual or multilingual personnel are present in counseling and attendance offices, the main office, and the library to help answer questions for all

parents.

The PTA newsletter is sent home quarterly to all parents. Administration and staff members are making an effort to send materials home in at least Spanish and other languages as often as possible. A Bilingual Advisory committee was formed in 1995 to review scope and sequence and competencies for students in ESL/SDAIE classes.

In addition, specific courses and campus clubs have developed the participation of parents of all cultural backgrounds. The Redwood FBLA (Future Business Leaders of America) conducted community service seminars aimed at reaching a broad cultural audience. FBLA has strong Southeast Asian participation and a visit to a Southeast Asian church resulted in a reciprocal campus tour. MEChA, the Southeast Asian Club, Black Student Union, and a junior chapter of the Tulare County League of Mexican American Women have been active student groups on campus. Athletic, band and choir booster clubs include parents of diverse backgrounds. The Mexican-American alumni group has offered its members as mentors for students who may need extra assistance. Under-represented students are receiving support through AVID, Educational Talent Search and UC and CSU Outreach programs. AVID and the Redwood MEChA club provide college visitation trips for interested students. AVID conducts evening parent meetings once or twice each year to provide AVID parents with information on the AVID program, college entrance requirements, and financial planning for college. The Spanish for Spanish speakers course frequently has members of the Hispanic community as guest speakers. Associate Student Body (ASB) has instituted appointive offices, including a commissioner of diversity, in order to include more students of diverse backgrounds in student government. ASB officers organize a cultural awareness week and assembly. From 1994 - 1998, ASB has organized a youth summit using a cross section of 100 Redwood students. Volunteers from the community serve as facilitators as students work in small groups to investigate causes of and solutions to various ethnic and social friction on campus. In the fall of 1996, Glen Drake organized a Wellness Conference on Redwood's campus to attract the participation of Redwood's multicultural parent community in workshops on health, college, and a variety of topics.

The staff has also been involved in training which will develop its understanding of all groups and encourage participation from the diverse groups on Redwood's campus. One inservice focused on different cultural backgrounds providing staff with information on perspectives within the cultures. Increased sheltered instruction courses are offered within the departments. Currently, sheltered instruction is provided in courses in the English, social studies, science, and math departments. The

ESL department has added ELD 4. Migrant tutoring is provided on campus. Staff members have received or are currently enrolled in training for sheltered or bilingual credentials. SDAI and CLAD training has also been taken. Glen Drake, a Redwood counselor and the Healthy Start Planning Coordinator, conducted a needs assessment of Redwood parents and community members in conjunction with a Healthy Start planning grant from the State of California. The needs assessment was completed in 1997. A parent community forum was held for Southeast Asian and Spanish speaking parents, providing opportunities for discussion in a group setting.

#7 That the site administration, district administration, initiate a program to purchase up-to-date textbooks aligned with current frameworks to allow student learning to be contemporary and relevant. (Conferences with staff, Resource Committee)

The process for textbook purchases includes a framework adoption calendar which has been adopted by the School Board. Textbook purchases are now in alignment with that calendar. Over the last six years, mathematics, business, foreign language, social science, health and English have been involved in textbook purchases.

The funding for textbooks has been addressed. State funding for textbooks is provided to the sites per enrollment. This amount was recognized by the district as being insufficient to fund high school texts. The issue was reviewed at the School Board level which resulted in an augmentation for high school texts. The augmentation was given, even under the constraint of major funding cutbacks across the district. The district supplemented the state funding with an additional \$80,000 total in 1994 for all four high schools. From this money, Redwood received approximately \$25,000 in additional funding for each of the last three years. In the 1998 school year, Redwood received approximately \$60,000. This is still not enough to cover the cost of the textbooks needed, but it is a significant improvement from the situation at the time of the original accreditation visit.

The order of priorities set for site needs has also been a concern. The criteria now being utilized are replacement of lost and damaged books, additional books required to keep pace with the growth in enrollment, program alignment with the framework, and age of texts.

Response to Previous Recommendations
Process Committee

The Committee recommends:

- #1. That the Board, in collaboration with site administration, faculty, parents, and student representatives develop a district philosophy; with goals and objectives reflecting the changing student population, fiscal constraints, and issues of restructuring and ensure that all parties have input and commitment. (School Report, Chapter V, pp. 3, 7; WASC Criterion: Organization; CDE Criterion: Improvement Processes-paragraphs 1, 3, 4; conference; interviews)**

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #1.

- #2 That the school administration and staff analyze student performance data and use that data in the implementation of an instructional improvement process. (School Report, Chapter V, pp. 3-5; conference with Math, English ESL, staff: WASC Criterion: Organization; CDE Criteria: The Improvement Processes-paragraph 2, 3, Culture of the School-paragraphs 3, 4; conference, observation)**

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #2.

- #3 That the school administration and faculty develop and implement a process for interdepartmental cooperation to identify and integrate common curriculum in order to assist students in understanding the connections between disciplines. (School Report, Chapter V, p. 6; Chapter VI, pp. 2, 10, 16, staff interviews; CDE Criterion: Improvement Processes-paragraph 6; conference; observation)**

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #3.

- #4 That the school administration and faculty study the need for more school-wide time to allow for discussion of common educational philosophy and practices that will lead to revised curriculum and improved instructional techniques. (School Report, Chapter V, p. 7; conferences with Process Committee; CDE Criterion: Improvement Processes-paragraphs 3, 5; conference; observation)**

In 1996/97, staff inservice days were increased to four per year to allow for discussion of school improvement. Redwood's staff has spent the past three years in discussion of block scheduling. Collegial time in a block schedule setting was also a focus of research and discussion. Inservice was also spent on visitations to schools implementing block schedules and collegial time periods for staff. In January 1998, the three comprehensive high schools combined for an inservice to discuss the advantages and disadvantages of block scheduling. One of the high schools had piloted a block schedule in the 1997/98 school year, and staff members reported their experiences. Portions of other inservice days were used by departments to discuss current concerns. In the fall of 1997, the English department invited Jane Schaffer to speak on essay writing to staff members from English, social science, math, and science. English department members from middle schools also attended. Redwood has also implemented period by period staff meetings in order to give individuals more time for discussion of current issues. These meetings were held on a need basis and scheduled by the administration. In 1998, the School Board supported the use of a schedule which increased student daily minutes in order to cover a twice monthly collegial period. Agendas are set by the administration with input from the staff. In the spring of 1997, Redwood's English department initiated articulation meetings with the middle school English departments to discuss placement criteria for incoming freshmen and exchange student work to acquaint all teachers with the demands of English courses in middle school and high school. Articulation committees have been requested by site personnel for several years. District administration has been unable to implement these committees as of this date.

Articles from professional magazines have been distributed by the principals. Jan Parker, principal from 1994 to 1996, distributed articles and held discussion groups for interested staff members. Dan Leppek, the current principal, distributes articles and data to the staff for review and discussion in department settings or in staff meetings. Mr. Leppek writes a school newsletter to communicate Redwood's current focus and upcoming events.

#5 That the school administration and staff implement strategies to increase student involvement in the instructional improvement process. (School Report, Chapter V, p. 7; conference with Student Committees, Process Committee; CDE Criterion: Improvement Processes-paragraph 6; conference)

Student representation is present on several site and district committees which are involved in the instructional process. Redwood's School Site Council has two student

representatives. The students are selected from the elected Associate Student Body officers. In 1998, the ASB members applied for the positions on School Site Council and were interviewed by ASB and staff representatives. The District GATE Advisory Committee monitors GATE classes and is composed of students, parents, teachers, and a district administrator. Student representation is also present on the district's Food Services Committee and the School Board. A 1994 Family Wellness conference planned by Glen Drake, a Redwood counselor, used student volunteers to organize and participate in the informational sessions on health, education, and parenting issues. Family Math Night for Courses 1, 2, and 3 attracts about 100 participants involving students and their parents in math activities. The Healthy Start needs assessment conducted in 1997 included over 1700 written surveys of students and approximately 300 written surveys from parents and staff members. The Healthy Start Coordinator conducted student interviews, and over fifty students underwent two inservices by the Healthy Start consultant to conduct additional interviews with peers. The AP Statistics class was involved in reviewing and summarizing much of the students' needs assessment. Students are involved in a variety of school committees including the vision and mission statement committee, School Site Council, and the Visalia Unified School Board through a student representative. Input from students on block scheduling was given indirectly through their informal comments made to staff. The District coordinated annual Youth Forums on educational issues of concern to students in the spring of 1997 and the spring of 1998. The Forums were held on all three high school campuses with students from each school planning the events. Participants were divided into groups of ten students with one adult leader, a community member, and one student facilitator. Students directed the meetings and the adult listened and recorded ideas. In 1998, 120 students attended Redwood's Youth Forum. Issues discussed included teen pregnancy, high school curriculum, violence and drugs or alcohol, campus pride and diversity, and community service project.

#6 That site administration and staff mutually develop and implement proactive strategies to compensate for the reduction in support services to the students. (School Report, Chapter V, p. 7; CDE Criterion: School Culture-paragraph 5; conference, observation; interviews)

The reduction in support services for students has resulted in a restructuring of the administrative and counseling positions. An Instructional Dean format has isolated the freshmen students to the care of the Instructional Deans and reduced the number of students per counselor. In addition, a district dress code restricting hats and certain types of dress has improved school climate, decreasing some types of infractions.

School information has been provided in multilingual translations to improve communication with parents and avoid misunderstandings. Additional campus supervisors have been hired including two full-time supervisors and one part-time supervisor. Additional office support staff has been added which includes two technicians in attendance, one secretary in counseling, and one secretary in administration. Loss of Chapter One funds required AVID to be funded through a district source which was accomplished. Library aides were reduced which forced the library to close the upstairs seating area. Students may retrieve books from upstairs but are unable to sit upstairs unless under supervision by a staff member. Instructional aides were reduced. Most departments have been unable to find an alternative and have absorbed the loss. Alternative aides have been developed in other areas. AVID uses tutors from the local community college as well as Redwood's seniors. The LEP program has funded several high school tutorial positions which operate within the ELD courses. Americorp and CSET have funded positions for tutors during the school day and after school. The Healthy Start planning grant set three goals for student/family support in the 1997/98 grant application. The goals included increasing students' and families' access to physical and mental health services in the community; providing students and families with tutorial and support services to improve their future education and career opportunities; providing students and families with assistance to help them resolve conflicts, increase tolerance and reduce domestic violence to create safer school, homes and neighborhoods. Although the grant was not funded in 1998, Redwood High School and its feeder schools have been targeted by a multi-agency collaborative to provide violence intervention by identifying children who are at risk and linking them with mentors, advocates, and/or case managers in the community. Migrant tutorial support is provided through a certificated teacher who supervises the Migrant Tutor program. Assist classes have been developed in math and are in development in science. Restart classes are another option being developed to address students who are failing at the end of the first quarter.

#7 That the school administration and teachers expand and incorporate those instructional methodologies which stress active student participation and critical thinking. (School Report, Chapter V, p. 11; conferences with administration, teachers, student committee, Student Ad Hoc committee; Instructional practices-paragraphs 2-5; CDE Criterion: Improvement Processes-paragraphs 3-6; observations; interviews)

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #4.

Response to Previous Recommendations
Program Committee

The Committee recommends:

- #1 That administration, students and staff develop and implement a plan to increase participation of under-represented parent and community groups (School Report Chapter VI, p. 2; CDE Criterion: Equal Access)**

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #6.

- #2 That administration and staff find ways to increase the proportion of Hispanic students, especially Hispanic girls, who complete UC entrance requirements to ensure these students have access to university training. (School Report Chapter XII, pp. 1, 9; CDE Criterion: Equal Access)**

An increase in the graduation requirements which include courses for college entrance has addressed this recommendation. Graduation requirements now include Algebra I and biology for all students. A math assist course was implemented in 1997/98 to help all students achieve the Algebra I requirement. Conceptual physics will be added to replace physical science and earth science. AVID was instituted four years ago to help the under-represented student achieve college entrance. AVID currently has four sections and conducts college visitations as well as using guest speakers in the program. Tutoring by local college students or Redwood seniors is provided in the AVID program as well as the ELD program. Academic departments have added sheltered instruction for ELD students to assist them in college preparation.

College entrance information is accessible to all students from many sources. UC Santa Cruz Early Outreach selects students from recommendations by the middle school. Redwood's counseling department continues to assist with transcript evaluations for the Early Outreach program which had approximately 40 seniors in 1998. Cal State Educational Talent Search is another program conducted on Redwood's campus. UCAPP, the University of California recruitment activity, takes place in the fall each year. Juniors and seniors are selected by the counseling department if their GPA matches UC admission eligibility. Students take their transcript and it is reviewed by a UC admissions official to help the students understand their eligibility for UC admission. Pipeline, a program conducted by Tom Clifford, presents Saturday workshops designed to expose under-represented, minority

students to college courses and settings. It is available and advertised on Redwood's campus. College Night which provides college information to all Visalia students included several presentations in Spanish for parents and students. California State University at Fresno holds an annual Chicano Youth Conference attended by 50 - 80 Redwood students, predominately females.

Courses and campus activities provide encouragement for all students. Migrant education provides an on-site program during 5th period and an after school tutorial program. These programs are increasing the progress for all migrant students. The Redwood library has purchased specific material designed to motivate, educate, and be of interest to Hispanic girls. The Career Center Technician, Patsy Nuckols, provides college and career speakers. The campus clubs, MEChA and TCLMAW, encourage student goal setting and achievement through guest speakers, college visitations, and as connections to college outreach programs. The Spanish for Spanish speakers course uses Spanish professionals as guest speakers to motivate students. The 1997 Healthy Start Planning Grant contained a plan for an after school tutorial program using parents and teachers. Although the Grant was not funded, the planning for a tutorial program may be utilized at a later date.

#3 That the Administration and staff develop and implement written school-wide policies and departmental plans to ensure students are developing and using skills of thinking, learning, listening, speaking, writing, reading, and calculating throughout their high school experience. (School Report, Chapter VI, pp. 8, 9; CDE Criterion: Integrated Skills-paragraph 1)

Redwood's staff developed Expected Schoolwide Learning Results in 1995/96. The staff analyzed courses for evidence of ESLRs. ESLRs are published daily in the bulletin to promote student and staff awareness. Through staff inservices, departments have worked to align curriculum with the state department frameworks and ESLRs. During the summer of 1996, English department members aligned curriculum for the 9th and 10th grades English courses. All departments have written course outlines for each class taught in the department. By the spring of 1998, all course outlines included lists of the course standards, course content, student activities, and ESLRs addressed. These outlines were published for department members for their use and as information for new teachers. Course outlines for all departments were compiled in a binder as a reference for administrators.

In addition, some of the lower level and skills classes have been eliminated. Sheltered instruction and assistance classes have been added to assist all students in achieving

the graduation requirements. Math has eliminated Math 1, and the class of 2001 is required to pass Algebra I for graduation. The class of 2004 will be required to pass geometry. Science has eliminated earth, physical, and life sciences, and the class of 2004 will be required to complete biology and conceptual physics or chemistry to graduate. The elimination of lower level classes combined with the addition of sheltered and assistance classes increases the challenge for all students to develop and use the range of skills needed.

All departments employ strategies to promote the skills identified in this recommendation. The English department has a method of evaluation for the advancement of students to a more advanced level. Science, foreign language, and English departments have developed standardized exams for some units of study. All departments are aware of the skills tested in standardized tests such as Stanford 9, Golden State Exam, and the district's multiple assessment. These test formats and content encourage the skills and standards addressed. Math, English, and foreign language department members have participated in subject area projects which address teaching the skills addressed. Portfolios and/or collection of student work have been adopted as an assessment tool by several courses including English, agriculture, journalism, business, math, and others. Writing assignments have been added across the curriculum: math requires written explanation of problems and solutions; art requires research and writing on artists; social science is adopting the same essay terminology and writing technique as English. The library has adopted the Big 6 Informational Skills (gathering, locating, organizing, paraphrasing, quoting, and documenting materials) which is reviewed in the freshmen English curriculum and posted in the library. Research and inservice on block scheduling highlighted strategies which promote the skills of thinking, learning, listening, speaking, writing, reading, and calculating.

#4 That the administration and staff ensure that students at the lower and average levels of achievement are able to move into more demanding curriculum. (School Report, Chapter 6 pp. 5, 8; Master Schedule; WASC Criterion: Student Support Services; CDE Criterion: Integrated Skills-paragraph 2)

Much of the progress made on this recommendation has been addressed in the response given above since it was relevant to that recommendation also. Increased graduation requirements in math and science, additional assistance and sheltered classes in U.S. history, world history, health science, Math A & B, Algebra I, English I, composition

and grammar, and biology have been mentioned in the previous response. Introduction classes in biology and Spanish help students prepare for the college preparatory level of those classes. In addition, the School Site Council identified improvement in achievement for lower and average freshmen as its 1995 goal. Staff inservice designed by the Leadership Team has focused on this goal from 1995 to the present. Staff development funds have been used to send staff to subject matter projects and the Challenge Standards Project. Staff inservice days have been used to share the data learned from these areas. Funds have also been used to make possible summer workshops where departments can meet to define course standards and articulate the standards from grade level to grade level. Extensive modification has been made in math and science programs to reflect issues surrounding the Office of Civil Rights. The English Language Development course outcomes and sequencing of course content for language acquisition has been expanded. The Bilingual Advisory component of the school site plan provided the opportunity for teachers to visit schools that were implementing successful programs and review materials available for sheltered instruction and ELD students. The availability of data from schoolwide assessment tools has allowed departments to identify specific students needing advancement. The research of block scheduling and teaching strategies within the block was another method used to address this goal. Although the block schedule was not adopted, the investigation of alternate schedules and teaching strategies has been valuable.

Programs which target the mid-range and lower-range student are AVID, Freshmen Core Curriculum, and the migrant program. AVID began in 1993 with two classes and increased to four classes by 1997. The AVID program supports the mid-range student through tutorials, writing instruction, note taking instruction, organizational skills, and motivational speakers. The Freshmen Core Curriculum assists students reading 3.5 years below grade level in reading and writing by presenting the English core curriculum in a smaller class size and through different teaching techniques. In 1996, the migrant program acquired a certificated teacher as its instructor and coordinator. Within the City of Visalia, the VUSD sponsors three tutorial centers. The Tulare County Library in downtown Visalia has one of these tutorial centers. Since 1994, twelve staff members have been trained in SDAIE, CLAD, and BCLAD programs. Americorps has provided tutors for after school sessions and as aides in some classroom situations, such as Freshmen Core Curriculum. The foreign language and English departments have established a process for moving students to a more advanced level. Teacher recommendation is also used to advance students at the end of a semester in all departments. Parent requests for advancement of students are usually honored. A parent/counselor conference is held when such requests are made,

and teacher input is requested. Students may also use summer school to advance themselves in a given subject area. The Spanish literature test is given in summer school to allow students to qualify for a more advanced course. A summer enrichment program of work and education (JTPA) is available through Private Industry Council, PIC, and coordinated by Jose Palomo, an Instructional Dean at Redwood. The program helps to build skills in English and math for part of the day and provides students with paid work experience for the remainder of the day. Sixty students participated in the program in the summer of 1998. Enrollment is expected to increase to 100 students in the next year

#5 That the administration and staff develop a systematic plan for involving students of diverse ethnic backgrounds in more student activities to assist those students in experiencing an enriched educational experience. (School Report, Chapter VI, p. 15; WASC Criterion: Co-Curricular; CDE Criterion: Special Needs-paragraphs 1, 2, 3)

In 1994, the Associated Student Body officers instituted appointive offices, including a commissioner of diversity in order to include more students of diverse backgrounds in student government. The commissioner of diversity meets with groups of students from all backgrounds to help design activities for all students. A result of these discussions is the annual cultural awareness week and assembly which features cultural music, food and dancing. The cultural assembly is one of the most popular assemblies of the year. Beginning in 1994, Redwood's ASB has organized a youth summit using a cross section of 100 Redwood students to investigate causes of and solutions to various ethnic and social friction on campus. In addition, the various clubs on campus offer all students an opportunity to participate and plan activities for the school. MEChA, Spanish club, and TCLMAW promote activities during Cinco de Mayo week. The Hispanic clubs, the Black Student Union and Southeast Asian clubs participate in homecoming activities and club days organized by the Interclub Council Commissioner.

#6 That the site administration and staff develop and implement a procedure to reduce the number of truant and "unscheduled" students. (School Report, Chapter VII, p. 6)

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #5.

#7 That the site administration implement a definitive curriculum

presentation regarding family life education in accordance with course outlines and state law. (conferences with staff; course outlines; CDE Criteria: Instructional Practices, Science)

In 1995 , the District adopted Reducing the Risk as the family life education program. The program concentrates on three major concepts: abstaining from sexual activity or refusing unprotected sexual intercourse as responsible alternatives; correct information about pregnancy, protection and sexually transmitted disease; and effective communication skills about abstinence and refusal skills related to unprotected sexual intercourse. The program was selected by a committee of teachers, health educators, and community members. The district's Family Life Committee also reviewed the material and approved its use.

#8 That the site administration, district administration, initiate a program to purchase up-to-date textbooks aligned with current frameworks to allow student learning to be contemporary and relevant. (conferences with staff, Resource Committee)

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #7.

#9 That the administration and staff study the feasibility of implementing a more comprehensive program for "at risk" students to ensure these students have access to quality education and experience a broad-based and balanced curriculum (Chapter VI pp. 5, 6, 8, 16; WASC Criterion: Student Support Services, CDE Criteria: Student Paths-paragraphs 2 and 5; Special Needs-paragraph 4)

There have been several improvements made to address this recommendation. Many of these improvements are designed to provide early identification and support for the "at risk" student so that failure might be prevented. The improvement in distribution of data from standardized tests, attendance records, suspension records and other areas has made the identification of "at risk" students easier. The implementation of a new computer system, SASI, has improved the collection of information on students and the ability to make it more available to school personnel. Students who have a disability are now referred under section 504 of the American Disabilities Act for additional services from our staff. Beginning in 1998, students who are at risk can now be referred to a new violence intervention program for community agency support. As previously mentioned, the assistance and introductory classes used in

math, science, and foreign language have addressed the support for the "at risk" student. Administrative restructuring which allows freshmen to be cared for by only one administrator is also an attempt to prevent students from failing. In vocational education, especially business and agriculture and industrial education, career pathways have been developed as a means of reaching students and making the curriculum more relevant to the world of work. The science department is developing a pathway in medical science. The learning opportunity program was eliminated, and students were placed in alternative courses or programs. The Freshmen Core Curriculum specifically addresses the 9th grade "at risk" student in the areas of reading and writing improvement. A Peer Communications course was developed in 1996/97 which provides students with instruction in peer counseling and conflict/resolution training. Conflict/Resolution training is also provided in the health science course taught to 9th grade students. In 1997, the instructors for driver's education and geography courses were given funding to develop a goal setting and study skills curriculum. This new curriculum was implemented in the fall of 1998 in 9th grade driver's education and geography courses. All new staff members are given an inservice on study skills and goal setting for students along with instruction on Cornell notetaking as a means of helping students succeed. As previously mentioned, motivational and/or informational activities such as the Youth Summit conference, the Chicano Youth conference, and MEChA college visitations are available to all students, and "at risk" students are encouraged to attend. A Redwood staff member acts as an adviser for the SSTARs program, a club designed to involve "at risk" students. A summer enrichment program of work and education is available through Private Industry Council, PIC, taught by an RHS English teacher and coordinated by an Instructional Dean at Redwood. The program helps to build skills in English and math for part of the day and provides students with paid work experience for the remainder of the day. Sixty students participated in the program in the summer of 1998. Enrollment is expected to increase to 100 students in the next year. The Healthy Start Planning grant completed in 1997 provides for tutorial and support services which will enable families to improve their educational and career opportunities. Assistance in resolving conflict and reducing domestic violence to create safer schools and neighborhoods with more tolerance for diversity is also part of the grant. In the spring of 1998, the Healthy Start grant was not funded. In its place, the Redwood staff will be working closely with efforts by a number of community agencies to provide parents with support services. These efforts are coordinated by the Visalia School District's Violence Intervention Coordinator, Glen Drake. Services will include mentors, advocates, case managers, parenting classes and additional counseling services for students to reduce violence at school and at home.

Response to Previous Recommendations
Resource Committee

The Committee recommends:

- #1 That the district administration develop a plan to address the modernization needs of the Sierra Vista facility. (School Report, chapter VII, p. 8; observation; conferences with parent committee and staff)**

The district administration established the summer of 1998 as planning for the modernization of Sierra Vista and the summer of 1999 for the construction phase. However, the state reconstruction grant money for this project must be matched by the District. The passage of a school bond was essential to acquire the matching funds. A school bond was placed on the ballot in June of 1997 and June of 1998. Both bond measures failed to secure the needed 66% approval. As a result, the modernization of Sierra Vista will be delayed.

- #2 That the site administration, staff and school librarian utilize existing space of the library facility to provide storage space for audio-visual needs to accommodate new incoming equipment or that equipment not in use. (School Report, Chapter VII, p. 6)**

The audio-visual storage facility in the library has been relocated. The space has been converted to the career center and work experience office. Audio-visual equipment is now stored within individual departments and in the library listening and viewing room.

- #3 That the site administration, district administration initiate a program to purchase up-to-date textbooks aligned with current frameworks to allow student learning to be contemporary and relevant. (conferences with Resource Committee and staff)**

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #7.

- #4 That school and district administration jointly develop a comprehensive and ongoing program for the utilization of Chapter I funds. (conferences with Resource Committee, staff members; observation of classroom)**

Chapter I funds were withdrawn in 1994, a year after this WASC recommendation was written. Redwood High School no longer receives Chapter I funding.

Response to Previous Recommendations
Student Committee

The Visiting Committee Recommends:

- #1 That the student leadership continue to assume responsibility for activities which increase the participation of students from various ethnic backgrounds in co-curricular programs. (School Report, Chapter VI, p. 5; conferences with Student Committees; WASC Criterion: Co-Curricular)**

In 1994, the Associated Student Body officers instituted appointive offices, including a commissioner of diversity in order to include more students of diverse backgrounds in student government. The commissioner of diversity meets with groups of students from all backgrounds to help design activities for all students. A result of these discussions is the annual cultural awareness week and assembly which features cultural music, food and dancing. The cultural assembly is one of the most popular assemblies of the year. Beginning in 1994, Redwood's ASB has organized a youth summit using a cross section of 100 Redwood students to investigate causes of and solutions to various ethnic and social friction on campus. The various clubs on campus offer all students an opportunity to participate and plan activities for the school. MEChA, Spanish club, and TCLMAW promote activities during Cinco de Mayo week. The Hispanic clubs, the Black Student Union and Southeast Asian clubs participate in homecoming activities and club days organized by the Interclub Council Commissioner.

Response to Previous Recommendations
Parent Committee

The Committee recommends:

- #1 That administration and staff develop methods to ensure that parents receive information that is accurate, clear and timely in order to effectively involve them in selection of student paths. (School Report, Chapter IX, p. __; conference with Parent/Community Committee, Student Committee; CDE Criterion: Students' Paths through High School)**

Redwood High School has several methods to ensure that parents receive information about the curricular paths students may select. Entering freshmen receive orientation to the scheduling of classes through an evening orientation on the Redwood campus during March. Spanish and Southeast Asian interpreters are provided for parents requesting them. Members of the Redwood counseling staff also conduct orientation about the registration materials at each of the middle schools. A revised student/parent handbook and list of courses are provided to all middle school students. Middle school students are registered for courses through a counseling staff visit to their middle school. Parent signatures are required on the registration forms. The registration information reaches the middle school parents via the students. Redwood's ninth through eleventh grade students receive annual orientation through a counseling visit in their English classes. Again registration material and a course handbook are provided for each student to take home. Parent signatures are required on all registration materials. Counselors are available to handle parent requests and questions. The counseling staff recognized that registration information is dependent on the student communicating with the parent. In order to personally counsel each student, the staff implemented a new scheduling process in the spring of 1998. For each student in grades nine through eleven, an individual conference was held. At that time, the counselor spent the time necessary explaining to the student the program he or she selected as well as the postsecondary preparation needed. Students were scheduled each period of the day for two weeks in order to accomplish this process. Counselors were better able to determine if students had communicated with their parents. Parents are always able to make appointments with counselors to discuss any scheduling concerns. Two evening events are held for parents. One is held in the spring before registration for fall courses. Another parent night is held before school starts to orient parents, especially parents of 9th graders. In 1998, over 300 parents attended and received workshops on goal setting, study skills, four year plans, and discipline. In addition to the efforts of the counseling staff, Redwood instituted an AVID program four years ago. Parents are supplied with information about college, graduation requirements, and college financial aid. AVID parent nights, conducted

twice a year, help to inform parents about scheduling and student paths.

Other forms of communication to parents include the school newspaper, Gigantea, and the daily bulletin. Both publications are available to the parents on a subscription basis and can be purchased at the freshmen orientation in August. The PTA also mails a newsletter to all parents at least four times a year. Important dates concerning scheduling, College Night, and on-campus events are publicized in the newsletter.

- #2 That the school administration conduct outreach activities to increase participation of its multicultural parent community groups such as School Site Council, PTA, booster organizations, as well as other avenues of communication in order to address the challenges of the community's changing demographics. (School Report, Chapter IX, p. 3; conference with Parent/Community Committee; CDE Criterion: Culture of the School-paragraph 6; conference with staff)**

The response for the above recommendation may be found under the section labeled Major Recommendations as recommendation #6.

- #3 That the district administration, site administration, and parents continue their efforts to ensure student safety when using the Giddings Street crossing between the main campus and the Sierra Vista site. (conference with Parent Committee, observation of the passing time)**

The Giddings Street pedestrian bridge was the result of a grant from the federal government and was completed in 1996. The bridge ensures the safety of students and the continuous flow of traffic on Giddings Street.

- #4 That the school administration develop methods to ensure that future parent committees involve and include a cross section of all ethnic groups of the school population. (School Report, Chapter IX, p. 4; conference with Parent Committee; WASC Criterion: Student Support Services; CDE Criterion: Special Services Needs-paragraph 5)**

Parents representing a cross section of Redwood's ethnic groups are encouraged to participate in parent committees. Parent Booster Clubs for athletics, music, and cheerleading are representative of the school's population. The PTA newsletter is sent to each parent and advertises ways in which parents can serve the school. The School Site Council makes an effort to find parents of all backgrounds by working from recommendations of PTA members and Booster Clubs.

Response to Previous Recommendations
AGRICULTURE

The Committee recommends:

- #1 That the administration, department and agriculture students develop and implement a strategy to promote student achievements and program opportunities throughout the campus to build student esteem and encourage student participation. (School Report, Chapter X, p. 9; conference with Agriculture instructors and students; CDE-C-VE Criterion: Program Promotion)**

The agriculture students and staff developed a "Program of Work" during each summer's planning meeting which details a plan to implement various activities throughout the school year. Included in that plan are activities which encourage participation from students. Students are motivated to attend as a result of a point value being assigned per activity, by providing a meal or by providing some type of entertainment at the activity. In addition, a free lunch is offered to students in all agriculture classes to allow them to meet other students in agriculture. Fund raising activities are held which result in extra credit point values in class and monetary rewards for students who participate. Over 100 agriculture students entered projects at the Tulare County Fair, including animal and mechanics projects. These projects serve to highlight Redwood FFA's achievements to a wide portion of the public. The agriculture department's students participate in several community service activities which allow students to interact with the public. In the 1997/98 school year, students participated in Trick-Or-Treat Lane and Target's Senior Citizen Day. To showcase achievements of specific students, the trophies, plaques, and awards received by them are displayed in the front office after each activity.

- #2 That the department and agriculture advisory committee investigate and promote a variety of "non-traditional" projects that make opportunities to apply occupational skills available to more students. (School Report, Chapter X, pp. 6, 11; conferences with Agriculture teachers; observation of students and facilities; CDE C-VE Criterion: Practical Application of Occupational Skills)**

The agriculture department has a variety of "traditional" projects such as swine, sheep, dairy, beef, as well as farm and ranch work experience. New "non-traditional" projects

currently occurring, include the following:

| | |
|--|-------------------|
| Pygmy Goats | Auctioneering |
| Exotic Birds: Cockatiels, Pigeons, Diamond Doves | Aquaculture |
| Landscape Design, Yard Maintenance | Small Animal Care |
| Market Rabbits | Horsemanship |

There are other “non-traditional” projects being encouraged at the present time, including:

| | |
|---|-------------------------|
| Floral Design and Work Experience | Small Home Gardens |
| Vermiculture | Irrigation Experiments |
| Recreation as a project: fishing, packing, etc. | AgriScience Experiments |
| Beneficial Insects | |

#3 That the department and counselors establish contact with the agriculture staff of College of the Sequoias to begin articulation talks/procedures to increase the number of students who pursue technical preparation and advanced education. (School Report, Chapter X, pp. 5, 8; conference with agriculture staff and process committee; CDE C-VE Criterion: Career Guidance)

The agriculture department staff has taken steps to form an articulation agreement with the College of Sequoias, Reedley Community College, West Hills Community College and Bakersfield Community College. Each college has established an inservice day to meet with the high school vocational agriculture department to compare course outlines. The college and the high school courses are compared, and if they are similar enough, an agreement will be developed to allow the high school student credit in that particular class. If there are some similarities, but not total agreement, the college will establish a “bridge” class, giving the high school students credit for those portions of the curriculum which are met. This “bridge” class would not replace the regular college class but would allow the high school student transferable credit for the amount of work achieved. These articulation agreements will be made between the college and the high school and will be reviewed annually. At the present time, we will be articulating with the College of the Sequoias on the following classes:

| | |
|------------------------------------|----------------------|
| Agriculture Mechanics Core class | Plant Science |
| Advanced Ag. Welding Construction | Animal Science |
| Basic Core of Ag. Science I and II | Agriculture Business |
| Floral Design | Agriculture Biology |

- #4 That the department work with teachers in Science, Math, English, and History/Social Studies to identify common areas of the curriculum, share instructional strategies, and develop integrated learning activities to provide connections between learning and application. (School Report, Chapter X, p. 4; conference with Agriculture teachers, other staff “program”; CDE Criteria: Integrated Skills; Instructional Practices)**

The agriculture department has made an effort to work with other departments in the following ways. Using similar formats to the English departments, some agriculture courses use a portfolio system and report writing such as the Lincoln Arc Welding reports. The agriculture portfolio requires examples of work from all content areas in which the student participates. Historical information on animal domestication and California agriculture development is included in the curriculum as well as mapping skills. The agriculture science course uses the same “biological concepts” as traditional science courses. Body systems are presented through the shared use of science media. Introduction to biology students have worked on ornamental horticulture projects.

Response to Previous Recommendations
BUSINESS

The Committee recommends:

- #1 That the department work with the counselors and Career Technician to recruit more students into a sequence of business courses in order to fully meet the needs of students selecting business as a college major or preparing to enter the work force. (School Report, Chapter X, pp. 20, 25; conference with department; interviews with classroom teachers; WASC Criterion: Student Services; CDE Criterion, Career-Vocational Education: Program Promotion, 8.1, 8.2, 8.3)**

One of our business department staff members was appointed School-to-Career Coordinator in 1995. This person works closely with the career center technician, counselors, and all teachers. His responsibilities include the dissemination of school-to-career materials generated by federal, state, and local agencies, overseeing job shadowing programs, creating partnerships with the private sector, and recruiting for the local community college Tech Prep Program.

The department has expanded and updated course offerings to include a variety of technology related classes. Classes include the use of Microsoft Windows 95, Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft Power Point, Microsoft Works, WordPerfect, Adobe Photoshop, and Print Shop. The department currently has three labs with a total of 75 student computers with 486 or Pentium processors. Internet access will be available in all our labs by the fall semester of 1998. Department staff members continue to stress the importance of punctuality and proper behavior in and out of the workplace.

- #2 That the department and ESL staff coordinate the teaching of keyboarding and/or basic computer applications in the ESL area to increase the number of ESL students mainstreamed into advanced business courses. (School Report, chapter X, pp. 8, 18, 74; conference; CDE Criterion, Career-Vocational Education: Curriculum and Instruction, 1.13, 1.14)**

In 1993, the ESL keyboarding class was discontinued as part of the ESL program cuts. The teacher of this class has been assigned to the business education program and continues to work with many of our ESL students in classes he currently teaches. ESL

students have been mainstreamed into our department and many are currently enrolled in keyboarding or computer application classes.

- #3 That the department teachers implement the portfolio and project assessment plan into business programs to provide students with tangible evidence of educational success to be used in advanced training, further education, or obtaining employment. (School Report, Chapter X, p. 37, CDE Criteria, Career-Vocational Education: Program Accountability and Planning, Curriculum and Instruction, 9.1)**

Currently the portfolio plan is being utilized by the office coop class and the business graphics class for assessment purposes. The other teachers in our department work closely with the career technician who maintains portfolios for all students in the career center.

- #4 That the department and administration expand the membership of the advisory committee to include more representatives from the business community as well as the local college instructors, parents, and students, so that a wide variety of expertise and information is used in developing curriculum and career paths for students. (School Report, Chapter X, pp. 25, 34; conference; CDE Criterion, Career-Vocational Education: Community, Business and Industry Involvement, 6.1, 6.3, 6.5, 6.7)**

We continue to meet with our advisory committee twice a year. We have added members over the years and have utilized this committee for input in upgrading and restructuring our curriculum to be aligned with the state framework. The current seventeen member advisory committee includes the following businesses: J.C. Penney's, ADGAP, Bank of the West, Frito Lay, McDonalds, Tulare County Auditor, Visalia Police Department, Kaweah National Bank, Bank of Sierra, and Artis, Hare, and Co., Inc., Certified Public Accountants.

- #5 That the department identify and work with faculty from other disciplines to develop integrated learning activities throughout the curriculum to connect students to learning and provide courses which are comprehensive. (School Report, Chapter V, pp. 6, 7; Chapter X, p. 27; conference; CDE Criterion, Career-Vocational Education: Curriculum and Instruction, 1.5, 1.6)**

The department is currently working with the journalism department to establish common strands identified in both departments. Both departments expose students to technology, and there are many areas which overlap. Graphics arts and word processing are common to both departments. Journalists must also deal with the business aspects of publishing. Knowledge of accounting is essential in all areas of commerce. The department feels that a basic computer applications course should be offered as a graduation requirement.

#6 That the administration and department develop a plan for promoting and publicizing the work experience program to increase enrollment and provide more students with a well-planned workplace learning opportunity for which they can earn credit. (School Report, Chapter X, p. 39; conference with Work Experience Coordinator)

The demand for work experience has always outweighed the number of periods we offer at this site. California state guidelines recommend no more than 25 students per period. We are currently offering two periods of 32 students each. Our work experience coordinator is also the site's School-to-Career Coordinator.

#7 That the department review the new Business Education standards, revise course outlines, develop program sequence, and prepare and disseminate a brochure to promote the business path. (conference with Business Education Department; observation of classes; CDE: Career Vocational Education, Curriculum and Instruction, 1.1, 1.2, 1.4, 1.8; Program Promotion 8.3)

In response to the Second to None document, the VUSD's three high school business departments developed and instituted career pathways to align to the State Department of Education's Framework on Business Education. The pathways include marketing, accounting and finance, and computer science and information processing. As a result of this year long project, course outlines were revised to reflect the recommendations of the state framework. Pathway brochures describe our program's scope and sequence. Pathway brochures are located in the evidence collection for Curricular Paths.

Response to Previous Recommendations
ENGLISH

The Committee recommends:

- #1 That the department develop and implement both an extended and recreational reading program to increase students' skill level. (School Report, Chapter X, p. 63; CDE Criterion: Literature; conference with staff; teacher interviews)**

The English department has begun to implement an outside reading requirement for students in the ninth and tenth grade. Students are asked to read books outside of class and give either oral or written reports on the contents of the book. The department is encouraging all students to do more recreational reading. Members of the department who have attended the literature project are helping to craft a list of books that students might be interested in reading for outside reading. Additionally, teachers will be able to recommend books on which students have given favorable reports. In the 1998-99 school year, outside reading requirements were extended to the eleventh and twelfth grades.

The District has begun to pull the staffs of the three comprehensive high schools together for a coordinated list of extended reading. The core list of reading is also going through an update. However, the process has been slow because substitutes were not available to release teachers to do the work.

- #2 That the site administration and department increase the use of computers and technology within the department to facilitate student learning. (School Report, Chapter X, p. 65; conference with staff; observation of classroom visits)**

New computers have been installed in the English composition lab in room 40, and journalism has purchased a new printer and computer which are state of the art at the time of purchase. It includes an Internet connection. The computers in the composition lab have been an improvement; however, we have been unable to get an adequate anti-virus program and to stabilize the windows format and keep it secure. With the 1998-99 school year, the lab is being dismantled and computers are being upgraded for location in all English classrooms. New computer software is now available in the department also. We have access to the Timeline program, and one of

the department members has been willing to train other members of the department. We have access to Hyperstudio which is a multimedia presentation program. In the future, there is a possibility that a fully equipped computer lab may be purchased for the communications studies pathway in conjunction with the business department.

On February 1, 1998, the department learned that we had received a grant for an integrated monitor, camera, computer system. Terese Lane, a member of the department, wrote the grant. The department will have the equipment by the beginning of the 1998/99 school year.

Redwood has installed new phone lines with the goal of Internet access to the school. The library, our department's primary research source, has Internet access on four computers and has added SIRS and the card catalogue on CD ROM to five computer stations. The librarian is looking for additional funding to purchase more computer stations. Cable television is available in the library classroom for viewing and taping programs relevant to English courses.

#3 That the site administration along with the department continue to pursue staff development activities and instructional strategies that will enable teachers to more effectively relate to the ethnic and cultural diversity of the student population. (School Report, Chapter X, p. 64; conference with department staff)

The department is a Literature Project affiliated department. One member of the department is a fellow of the California Literature Project, and four others attended a shortened version of the Project workshop during 1994. Department members have taken classes or workshops on cultural diversity, and five members have LDS or CLAD certification. Three more are in the process of obtaining their CLAD certification. The department has also widened its literature choices by including books with characters who reflect the ethnic and cultural diversity of the student population.

#4 That the school and district administration seek additional time for the department to meet with English teachers from the other high schools. (conference with staff; interview with teachers)

On one of the inservice days of the 1996-97 school year, the departments spent the afternoon together discussing a variety of issues related to the teaching of English. A

second inservice day in 1997 allowed for a two hour block of time to articulate with other high school departments. The research and inservice time spent investigating the block scheduling alternative has also allowed for departments to meet. In January 1998, the three English departments spent the afternoon discussing the block schedule which was in use at one of the high schools.

During the 1997-98 school year, the English department chairs worked with their staffs and the district administration to develop an assessment system that would integrate the state mandated tests, the multiple measures elements, and the proficiency tests. This assessment committee sparked much discussion among the members of the high school staffs. A writing assessment test was piloted in the spring of 1998 as a result of the work by this assessment committee. The tests and the process used to administrate and evaluate the test will be continuously reviewed allowing for future articulation with other departments.

Response to Previous Recommendations

ELD

ESL

The Committee recommends:

- #1 That the administration, ESL and content area staff continue to develop articulation and clearly-defined placement and mainstreaming criteria on site, among the high schools and with feeder and receiver schools. (School Report, Chapter X, p. 70; CDE Criterion: Foreign Language Curriculum)**

In the placement of ESL students, four criterion are used for advancement. These include the BSM, SOLOM, IRI reading inventory test, and a writing sample depending on the course of the student. Each middle school is using the same exams for placement of ESL students. Students will only be mainstreamed if they are on grade level in the IRI exam and writing sample.

- #2 That the administration and department develop and implement a longitudinal study of student persistence, academic performance and goal achievement of ESL students. (conferences with ESL faculty; CDE Criterion: ESL Assessment)**

Students' grades are constantly being monitored by the site principal and the department chair of the ESL department. The school is also monitoring students after they graduate from high school and looking at their progress in college and in the employment fields. Redwood has also started the Bilingual Advisory Committee, a group of teachers, administrators, and parents. This group is working on ways to help ESL students succeed at Redwood. The ESL department chair worked during the summer of 1998 on home visits to strengthen communication between the school and home, especially for incoming freshmen.

- #3 That the administration, counselors, and department develop a comprehensive process for mainstreaming ESL students into the regular curriculum. (conference with ESL faculty; interviews with Math teachers)**

Students must score at grade level on four objective tests before they are mainstreamed into Redwood's English classes. Only when students are able to read and write on grade level will they be placed in regular college preparatory classes. The criteria for the exams have been established by teachers, counselors, and the compensatory

assessment team. Students are also offered a wide variety of sheltered or SDAIE classes in history, math, science, and English.

#4 That the administration, staff, and department work cooperatively to increase the participation of ESL students in campus activities. (School Report, Chapter X, p. 77; conference with ESL faculty)

The ESL students have set up volleyball tournaments during lunch time. ESL students have also been active in MEChA club, Southeast Asian club, and have participated in the homecoming activities. ESL students are also active in the athletic programs at Redwood. Many students have participated in cross country, soccer, and girls' basketball.

Response to Previous Recommendations
VISUAL AND PERFORMING ARTS
Fine Arts

The Committee recommends:

- #1 That the district administration develop and implement a plan to address the facility needs of the department. (School Report, pp. 90, 96; conference; observation with department)**

VAPA was allotted one more classroom for art in 1997-98. More storage and tables were provided for the new classroom. Drama was given a larger theater style room to rehearse plays. It included a small stage, stage lights, and more storage for props and costumes. A telephone was also installed. In the music rooms, an already inadequate storage space for instruments and equipment was depleted when two of the storage rooms were converted into restrooms. Acoustics have not been improved in the very loud and live band room. The existing decibel level is at a dangerously high level. The quality of rehearsals are also compromised with the larger groups because they have trouble hearing themselves as well as other sections of the band. Estimates for the cost of acoustical improvements in this room have not been pursued because the construction of a fourth high school presented the strong possibility that Redwood High School would be moved to the new site. Improvement of the current band room would then not be necessary. However, the failure of bond measures in June 1997 and June 1998 made the possibility of moving to the new site less likely. Plans for improving the band room's acoustics remain to be decided at this time.

- #2 That the department review the course offerings in drama to insure that they align with the state frameworks. (School Report p. 101, State Fine Arts Frameworks; conference with department)**

Drama is now aligned with the state frameworks. Linda Adams, the drama instructor, attended TCAP in the summer of 1997. The drama courses include theater history as well as the strands of aesthetics, criticism, cultural heritage, and performance. The production drama class combines second and third year drama students.

- #3 That the department work with faculty from academic disciplines to develop integrated learning activities. (School Report, p. 103; conference with Fine Arts staff; CDE Criteria Visual and Performing Arts)**

Drama has had the business department make posters and programs for its plays. The art department students are involved in painting scenery backdrops and publicity art. Math, music, and English department members support attendance at the drama productions. All classrooms help publicize the productions by posting advertisements. The agriculture department has built stairs for the stage. Music and art are often used in literature projects for English. Art movements are connected to literary movements in literature courses at the junior and senior levels.

#4 That the site administration collaboratively work with the department chairman to develop a budget based on curriculum needs as well as enrollment. (School Report, Appendix Chapter XII, p. 8; conference)

The department chairman works with the administration to develop the budget. Each subject area within VAPA is given a budget to manage. For example, art has a budget which is separate from drama and music. Art textbooks were purchased in 1997. Although the same budget requests have been maintained, the amount provided has not met the demands of an increasing enrollment in VAPA courses. New budget needs have developed in the fall of 1998 due to a Tulare County Grand Jury ruling on student fees.

Response to Previous Recommendations
FOREIGN LANGUAGE

The Committee recommends:

- #1 That the site administration and department devise and implement a plan to provide staff development, and textbooks materials which encourage communication-based instruction in all foreign language classes. (School Report, Chapter X, pp. 109-111; department conference; teacher interview; observation; CDE Criterion: Foreign Language Curriculum and Support)**

Several members of the department have received information/training in communication-based instruction and theory. Our German teacher, Sandra Heller, and our French teacher, Judy Wener, are members of the Central Valley Foreign Language Association (CVFLA) and have participated in the Foreign Language Project. Bonnie Karlea attended an Advanced Placement workshop at Stanford University in 1996 as well as being a member of CVFLA. Marie Magill, Angelica M. Jimenez, Dennis Watkins and Bonnie Karlea were given release time in the spring of 1996 to rewrite final exams for Spanish I and II. In 1997, Dennis Watkins attended a workshop focusing on teaching foreign language in a block schedule. Our three newest Spanish teachers, Maria Montemayor, Xavier Pina, and Maria Renteria are graduates of CSUF's Teacher Credentialing Program, under the leadership and training of CBI expert, Dr. Ron Freeman. During the 1993-94 school year, textbooks/materials were purchased for all first year foreign language classes. In the next three years, textbooks/materials were purchased for the second, third, and fourth year classes. All current staff were trained in communication-based instruction to match the materials purchased.

- #2 That the district, appropriate site administrators and foreign language teachers assure that middle school and high school foreign language classes are sequential and complementary and that middle school courses are awarded credit transferable to the high school. (School Report, Chapter X, p. 107; teacher interview, CDE Criterion: Foreign Language Support)**

Currently, eighth grade middle school students who are identified as native Spanish speakers are tested in the spring for correct placement in the high school Spanish program. Articulation between the middle and high school teachers is a current need that not been achieved. In the past, Redwood High School students who received a B

or better at the semester have been awarded competency certificates from the College of the Sequoias' 2+2 Articulation Program. The program was terminated in the spring of 1997, but reinstated in the fall of 1998..

- #3 That the administration and department devise and implement a plan to provide first language literacy and cognitive skills development for NEP and LEP students. (School Report, Chapter X, p. 113; department conference; CDE Criterion: Foreign Language Curriculum)**

Until June 1997, a Spanish Literacy class was offered for this very reason. However, as the ELD, English Language Development, department was reorganized this class became unnecessary. However, the foreign language and ELD departments feel a Spanish literacy class may need to be added in the future to insure the development of skills for these students.

- #4 That district and site administration, special education department and foreign language department identify special education students to teachers in a timely manner so that they can provide appropriate instruction. (Department conference; CDE Criterion: _____)**

Judy Werner has had positive results working with one of the special education instructors, David Kavadas. Teachers throughout the school are notified of special education students through a list from the special education department. The list is available during the first month of school.

- #5 That administration and foreign language department devise and implement a plan to provide staff development, textbooks/materials which encourage communication-based instruction in all foreign language classes. (Department conference; CDE Criterion: _____)**

During the 1993-94 school year, textbooks/materials were purchased for all first year foreign language classes. In the next three years, textbooks/materials were purchased for the second, third, and fourth year classes. All current staff were trained in communication-based instruction to match the materials purchased.

- #6 That the administration and department develop and implement a plan to assure proper placement of foreign language students. (Department conference; CDE Criterion: Foreign Language Evaluation)**

Through counselors and teachers' recommendations, students have been placed in proper language classes. During the 1996-97 school year, Marie Magill developed two department forms. One is the Change of Class form used if a teacher feels that the class is too difficult for the student. The second form is the Challenge form used if a student or parent feels the class is too easy for the student. Both forms require the approval and signatures of the current teacher, foreign language department chair, guidance counselor or instructional dean, and parent.

The foreign language department has also developed a flow chart of the sequence for Spanish classes and for Spanish for Spanish speakers classes. The counseling staff has been given this flow chart.

#7 That administration and department develop and implement a plan to provide locked storage for Sierra Vista portable classes and adequate circulation of air in Sierra Vista's main building classrooms. (School Report, Chapter X, p. 107; teacher interview; observation; previous WASC Report)

Three portable classrooms still do not have cabinets of any kind. The circulation of air in the Sierra Vista building has not been improved. The building is scheduled for reconstruction in the summer of 1999; however, the failure of the bond measure makes this prospect unlikely. Finally, the growth of the school and the addition of more foreign language classes and staff have made it necessary for several teachers to move from classroom to classroom each period.

Response to Previous Recommendations
CONSUMER HOME ECONOMICS
Home Economics

- #1 That school administration and department identify all categorical Home Economics Department funding sources and utilize the funds to improve the instructional program. (School Report, pp. x-123, 127; conference with staff; CDE C-VE Criterion: Program Accountability and Planning 9.5)**

The principal holds department chair meetings to inform all departments about budget matters and allotments. A budget handbook is given to each department by the district administration. Budget records from the Redwood High School Finance Office are given to each department on a monthly basis to inform department chairs of the expenditures and balances in each category.

- #2 That the department continue to identify and develop career path clusters for secondary students and to articulate with related programs at the feeder school. (School Report, pp. x-121, 124; conference with staff; CDE C-VE Criterion: Curriculum and Instruction 1.3)**

There is no home economics program at one of the feeder schools. The other feeder school has a limited program. However, contact has not been made with that school. The career pathway in Clothing and Textiles was greatly compromised when the ROP Fashion Merchandising program was discontinued. The career pathway in Foods and Nutrition was greatly compromised with the demise of the ROP Food Services program. It is possible that the ROP Food Services program may be relocated to Redwood High School in the future. That move would greatly enhance the Food and Nutrition career pathway. The certainty of this move has not been determined. There has been limited contact with the College of the Sequoias. Some articulation agreements have been worked out between the high schools and the junior college. High school instructors are members of the COS food service advisory committee.

- #3 That school administration and department discuss how to better meet facility maintenance and repair needs within the current budget. (School Report, pp. x-124; conference with staff; CDE C-VE Criterion: Facilities, Equipment, and Materials 5.3)**

The District has a posted plan for completing repairs on a rotating basis. In 1997, the

roof was repaired but began to leak almost immediately. Indoor ceiling tiles were replaced but soon became rain swollen and discolored. Some tiles collapsed and fell onto new ranges. Leaks cause puddles in the classroom. Garbage cans are often used to collect rainwater. Air conditioning and heating are frequently inoperable or at preset, uncomfortable settings. Cabinets in the sewing room have been repaired. All rooms have been sprayed for cockroaches. Accordion walls still need to be replaced with stationary, sound proof walls. The home economics budget has been increased slightly over the last couple of years, but all equipment repair and replacement comes directly out of that budget.

#4 That the department establish and utilize a CHE program advisory committee to review long and short-range plans and to articulate with their feeder schools. (School Report, pp. x-127; conference with staff; CDE C-VE Criterion: Community, Business, and Industry Involvement 6.1, 6.2)

A site advisory has not been established. In the past, Carl Perkins money was distributed to various vocational education departments. Receiving funding was contingent upon following certain guidelines, one of which was to have a working advisory. At this time, home economics no longer receives these funds and, therefore, the likelihood of establishing an advisory is doubtful.

#5 That the administration and department explore using a community child care center as a laboratory for the child development class. (conference with staff; CDE C-VE Criterion: Practical Application of Occupational Skills 3.1)

The nearest day care center closed within the last two years. Travel time and scheduling make the community child care laboratory unfeasible at the present time. Laboratory work is not currently part of the existing curriculum. Perhaps, if the high schools had adopted block scheduling, this concept could have been revisited as well as a revision of the curriculum. The 1998 vote not to adopt a block schedule has made this possibility unlikely in the near future.

Response to Previous Recommendations
INDUSTRIAL EDUCATION

The Committee recommends:

- #1 That the district vocational education director, site principal and department form subject area advisory committees in order to upgrade the curriculum, teacher knowledge and shop equipment, establish a timeline for the replacement of worn out or outdated equipment. This enhances the school-to-work transition for students. (School Report, pp. 142-144; observation, discussion with staff; WASC Criterion: Curricular Program, staff; CDE Criteria: Curriculum and Instruction, Facilities, Equipment and Materials, Community, Business and Industry Involvement)**

An advisory committee has been established for our TCOVE Automotive Engine Rebuilding class. In addition, each instructor has established community advisory and support personnel within the discipline of his teaching assignment.

- #2 That the district, principal, Career Technician, department and the California Occupational Information Coordinating Committee, work together to better inform the student body of the programs and activities in the department. (School Report, pp. 139, 244; WASC Criterion: Curriculum and Instruction; CDE Criterion: Career Guidance)**

The department meets annually with the counseling staff to inform counselors of the courses and activities of the industrial technology department. Career pathway brochures have been used to help students and their counselors select the classes which best meet each student's career goals. In addition, the department uses an informational and promotional video which is refined and updated frequently. Department members are always present at the Freshmen Orientation Parent Night to answer questions and present pathway information.

Activities of the department are often showcased in the local newspaper and Redwood's newspaper, the *Gigantea*. Local newspaper and television stations have informed the public of our activities.

- #3 That the site administration department work cooperatively to integrate the core skills in Industrial Education classes, thus reinforcing the need for**

these skills in industry. (School Report, pp. 157, 144; conference with teachers; observation of classes; WASC Criterion: Curriculum and Instruction)

The department members have attended several Tech Prep conferences at which curriculum integration was the emphasis. Such conferences assist the department in studying methods which will best achieve this goal through Tech Prep concepts. Instructors have added activities in their current curriculum which will reinforce core skills through applied academics. In the summer of 1997, the industrial technology teachers from the three high schools met to develop pathways in the four areas of industrial education. As a result of these discussions, pathway brochures for Redwood High School were developed in construction, metal and manufacturing, drafting, and automobile mechanics. Pathway brochures are available in the evidence collection for the Curricular Paths report.

#4 That the department, site administration and business community develop and implement a program of community based learning to provide a link between academics, industrial technology and careers. (School Report, Chapter X p. 140; CDE Criteria: Career Vocational Education, Resources)

The information gathered from our community advisors is used in the activities of each class. Curriculum is updated and revised according to the information gathered. Community speakers make presentations in our classrooms when they are available.

#5 That the Administration and department investigate vocational student organizations through which Industrial Education students can compete in skills and leadership activities on local, state, and national levels, re: VICA. (School Report, p. 140; conference with Industrial Education teachers; observation of Industrial Education classes; CDE criteria 2,3)

The department has organized a V.I.C.A. club. Students continue to be involved in skill competitions at the local level. Leadership development is provided within the curriculum of our course content and activities.

Response to Previous Recommendations
MATHEMATICS

The Committee recommends:

- #1 That the department include in the mathematics curriculum the discrete mathematics and estimation strand for balance of content. (School Report, Chapter X, p. 154; CDE Criteria: Mathematics-paragraph 3; Instructional Practices-paragraph 1; Mathematics Framework, p. 84; conference; interviews)**

Discrete graphing is an integral part of the curriculum in Course 1/Algebra I through Course 3/Algebra II. Algebra II, a traditional approach, has also incorporated discrete graphing. Students are taught graphing in a discrete format in Course 1, which is then emphasized throughout Courses 2 and 3. Estimation has been included in Course 1. Students are asked to use estimation in Guess and Check problems and to estimate answers for various questions using a graph.

- #2 That the site administration, department, and business community develop and implement a plan to demonstrate a career “connection” between mathematics and the everyday work world so students can see “why and how” math is important. (School Report, Chapter X, pp. 153, 156, 159; CDE Criterion: Mathematics-paragraph 1; CDE Mathematics Framework-pp. 158, 159; conference; interview)**

Videos are shown in many classes to show the application of mathematics in life and careers. In Course 2, students do basic surveying allowing them to clearly see the application of trigonometry. Students in Course 3 are assigned reports on growth, allowing them to discover one of the many applications of mathematical modeling. In AP Statistics, a new course in 1997, students collect data, perform statistical analysis, and write reports showing what can be deduced from the data.

- #3 That site administration, department, and counseling staff engage in analysis of student outcomes to determine program effectiveness and staff development needs. (CDE Criterion: Mathematics-paragraph 7, 8, 10; CDE Criterion: Mathematics Framework, p. 16, paragraph 2; conference; observation; interviews)**

The department has met many times to discuss results from SAT, Golden State Exam, Advanced Placement, and Terra Nova tests. We have some trouble comparing some of these scores due to the many changes that are taking place in the SAT, Advanced Placement, and standardized tests. We have seen some improvement in SAT scores and in the Golden State Exam. We have increased the number of students taking the Advanced Placement Exam and the Golden State Exam in Algebra and Geometry.

Test results also have provided valuable information to assist the department in planning for the new District goal of placing all freshmen in Course 1/Algebra I. Test results and classroom experience identify some students as entering high school unable to comprehend basic math facts. As a result, the department has formed two introduction level classes, Math A and B, to bring students up to the levels needed for Course 1/Algebra I. Skills level classes, Math I, have been eliminated. The department now offers math assist classes as a supplemental course to provide assistance to any student concurrently enrolled in any math course. Through an articulation discussion with the middle schools, the department has established the recommendation that middle school students who fail Math A would be required to enroll in a math assist class along with their placement in a high school math course.

Since the last WASC review, nine department members have been trained in CPM and one teacher has been trained in AP Statistics. CPM math was selected by the District to help students who were not successful in traditional math approaches. However, in the spring of 1998, the District withdrew its support of CPM in light of parental discontent. New textbooks were to be selected and were to be purchased in the summer of 1998 as the District committed funds to support a new direction in math. However, the new superintendent and the Board of Education decided that the schools would continue to offer a choice of two programs, traditional and CPM.

#4 That the district administration, site administration, and department implement a process to identify special needs students to teachers so they can provide appropriate instruction. (School Report, Chapter X, p. 158; CDE Criterion: Special Needs-paragraphs 1, 2, 4; conference; interviews)

The teachers have lists of sheltered instruction students, migrant students, English Language Development students, and special education students. To address the needs for these students, various classes have been developed in the school and department. AVID courses provide math tutorials on a weekly basis, sheltered instruction classes are provided in several subject areas, and the math assist class is provided. After

school tutoring centers are available in the city and in Redwood's mathematics department through a request to the teacher. Many teachers also offer lunch time assistance and tutorials.

- #5 That the department develop and implement activities for students that require them to communicate in writing their thinking and understanding so as to prepare them for the world of work. (CDE Criterion: Integrated Skills, paragraphs 1, 2, 3; CDE Mathematics Framework-pp. 21, 26, 28; conference; observation; interviews)**

Courses 1, 2, 3, and advanced placement statistics incorporate writing as an integral part of the curriculum. Courses 1, 2, and 3 are given summary or portfolio assignments at the end of each chapter. In Course 2, students are asked to write paragraph proofs, as one of the many forms of proofs. Students are often asked to write explanation of their work, so that someone who was not present could understand what is being done. There are reports assigned in Course 3 and advanced placement statistics.

- #6 That school administration and department discuss how to better meet facility maintenance and repair needs within the current budget. (School Report, Chapter X; conference with staff)**

This has been discussed many times, but as yet it has not been resolved. The District has set the summer of 1999 as the date for reconstruction of Sierra Vista; however, the State funds must be matched by the District. With the failure of the last two District bond measures, funding appears unlikely.

Response to Previous Recommendations
PHYSICAL EDUCATION

The Committee recommends:

- #1 That the administration and department implement instructional strategies characterized by direct instruction, student involvement, skills demonstrations, guided practice, and pre- and post-evaluation to ensure development of students' cognitive and physical skills level. (School Report, Chapter X, pp. 167, 168, 169, 170; CDE Criterion: Physical Education-paragraph 5; Instructional Practices-paragraph 3)**

The physical education curriculum is divided into four major areas of instruction. These include units on team sports, individual and dual sports, rhythms such as square dance and aerobic exercise, and strength/flexibility/conditioning. All units, when possible, require pre-evaluation of individual strengths and weaknesses to maximize the use of Redwood's limited field space and facilities and to cope with the student ratio of 48 to 1 so as to benefit the student in all facets of the teaching process. Skill demonstrations and basic rules are given in each unit where appropriate along with safety guidelines. In individual units such as swimming, students are given guided pre-evaluations to determine their strengths and weaknesses for placement in the water. During the unit the class will go through a set of guided post-evaluations to determine their movement to the next level of proficiency. Direct instruction is given in all four areas of the curriculum. With our student-teacher ratio at 48 to 1, it is very difficult to give direct instruction so that every student benefits both cognitively and physically. At times we try to give smaller classes such as weight training. We have decided the room will hold 30 students and therefore it is much easier to give the instruction deemed necessary and valuable to the class. When smaller classes are given, other classes must pick up the extra 20 students which means that a teacher will have a class of approximately 65 students. The fitness-weight training unit requires pre-evaluation to determine each student's fitness level and post-evaluation to assess improvement. Instruction in exercise physiology is given directly and informally in all units. The use of heart monitors is advantageous to the aerobic walking class along with the fitness unit.

- #2 That the district and site administration install an extension of the fencing around the racquetball courts to limit the loss of equipment and reduce potential safety hazards. (School Report, Chapter X, p. 167)**

The eight racquetball courts have not had an extension of the fencing installed along the creek side. Presently the cyclone fencing extends sixteen feet above the creek bank. This height is not sufficient for the safety and the loss of equipment.

#3 That the administration and department implement a sequence of courses which provide for core and advanced content. (conference with staff; CDE Criterion: Physical Education-paragraphs 2,5)

The Redwood Physical education department faces several challenges in implementing a freshmen core curriculum. One challenge is the number of facilities and practice fields available during each period of instruction. Redwood's location limits access to playing fields during the school day. In addition, the sharing of such facilities with the upkeep of the field for the purpose of athletic events creates limitations. During certain times of the year, we lose access to the field located across Giddings Street because of maintenance, the watering schedule, or the field lining schedule. When the field across Giddings can be used, the students and equipment must be taken over the pedestrian bridge. The field in front of the gym that can be used for classes in soccer, softball, and flag football is shared during certain periods and times of the year with the band. Also maintenance, watering, and field lining for this field restrict its use during certain periods and times of the year. For these reasons, we cannot use these fields on a daily basis without interruptions of a day or more. Class sizes are typically larger than the other high schools in the area. The scheduling of students often produces an unbalanced mix of freshmen to upper classmen and males to females. The result is that the two teachers assigned to the freshmen core may have 25 students one period and 60 the next. This situation leaves the one or two additional teachers to handle all the other grade levels compounding the problem of the use of the school's sports facilities. The choices of classes available to the 10th, 11th, and 12th grade students are limited because of these circumstances. The use of the SASI computer system in 1996 was expected to help the scheduling dilemma. In the fall of 1998, a freshmen core program was offered. However, the inability of the scheduling system to solve the problem of unbalanced grade levels resulted in its discontinuation in the spring semester. Freshmen were placed with the other grade levels and taught the curriculum of team and individual sports as described in the response to recommendation #1 above. Hopefully, the scheduling system will improve in the future, additional teachers will be hired, and the scheduling of maintenance of fields and facilities will be improved to allow the physical education department the opportunity to offer a core program. At some future time, textbooks for the core program will need to be purchased and classroom space for instruction will need to

be provided. Steps to improve the use of the facilities have been taken for the fall of 1998. A master schedule has been made for the use of the fields and facilities. This schedule will be used to help coordinate the use of facilities with the custodians and coaches and the band director. For the fall of 1998, Redwood's principal secured permission from the District's Facility Use Committee to use Sunkist Stadium for physical education classes on a limited basis. Even with these challenges, Redwood's P.E. department is dedicated to offering a sequence of courses and activities which build the skills of students. For example, units in volley-tennis and paddle ball work on hand-eye coordination and naturally progress to the individual sports of tennis, racquetball, and volleyball. Fitness units and the rhythms unit accomplish similar increases in skill levels.

- #4 That the administration and department develop a policy regarding supervision of locker room facilities and classes to increase student safety and reduce teacher liability issues. (School Report, Chapter X, p. 169, 171, 173, 174; conference with staff)**

The teaching staff and a full time custodian are available for supervision of the women's locker room. The office in the women's locker room provides ample visibility to observe students. The men's locker room does not have a full time custodian available. Teachers take positions in the office which will allow them to observe student behavior and ensure safety.

- #5 That the administration and department develop and implement a management policy regarding unscheduled student's disruption of classes trying to utilize the same facilities. (conference with staff; observation of class)**

Redwood has instituted a policy that all students will take a full schedule of classes. In the past three years, this policy has improved the situation. Fewer unscheduled students means fewer disruptions to the physical education classes. Although, there are still some unscheduled students, the problem has improved. We recently have noticed that with more pre-first classes, we have some students wandering around during the day. The majority of these students, few in number so far, are pre-first students. The department has a portable two-way radio which assists in communication with the main office. The department is hopeful that this situation will continue to improve.

Response to Previous Recommendations
SCIENCE

The Committee recommends:

- #1 That the department develop and implement a plan to coordinate the integration of all essential skills between their staff and all other departments, allowing for an integration of learning skills throughout all curriculum. (School Report, Chapter X, pp. 176, 177, 185, 187; CDE Criteria: Integrated Skills-paragraph 6; Science, paragraph 10)**

As a staff, the science department, in the area of integrating essential skills has done a variety of things to try to comply with recommendations. We have met as a department and discussed integration of different curriculum into our science program. We are now including a historical approach to teaching chemistry and biology. In biology, we incorporate history into the development of the cell theory and the development of the microscope. We have added evolution to the biology curriculum and include a historical account of Darwin and Wallace, utilizing a time line to demonstrate the different organisms that developed during certain time periods. Math is incorporated extensively into chemistry and physics. In chemistry, math skills include scientific notation, factor label and a variety of formulas. The math and physics classes have shared information on new software, Vernier Software, that they will be able to share. We have written a grant to purchase this equipment for the two departments. Biology is also using a variety of graphing activities and uses the Hardy-Wienburg Principle and data organization which overlaps into the math curriculum. Probability is discussed and put into practice during the study of genetics.

We also include a variety of writing skills when students write essays or short answer questions on exams. Our health classes require a variety of essays, writing projects, journal writing and writing in the testing process. A new sophomore English text, Ender's Game, is very well coordinated with our genetics and physics curriculum. In addition to writing, art skills are required in some nutrition, cell, and genetics projects. However, full integration of departments is not possible at Redwood because of scheduling problems.

- #2 That the administration and department develop and implement a comprehensive program evaluation process utilizing student performance outcomes so as to better align curriculum objectives as to expectations. (School Report, Chapter X, pp. 176, 182; conference with staff; CDE Criterion: Science; Improvement Process-paragraphs 3,7)**

In biology, the department has rewritten the goals and objectives to better align with current standards and the state framework. We have selected a new textbook that has required all biology teachers to teach to the same objectives and standards. We are currently developing a standardized test that all biology teachers will use to measure performance outcomes. We are also developing a variety of lab activities that will allow us to do authentic assessment as well. All teachers will do certain labs that will give an opportunity to evaluate specific standards. It is our goal to complete similar curriculum standards and evaluation methods for all disciplines in the science department. We have been administering the Golden State Exam which is also a standardized test that provides us with an evaluation of our progress in biology and chemistry. Our advanced placement exam has shown a high level of success in biology. Since implementation of the program in 1996, we have had two groups of students take the AP biology exam. In 1997 and 1998, 78% of the students scored a 3 or higher on the exam. Over the past two years, fifteen students have received a score of 5, the highest possible score.

#3 That the department implement a curriculum segment making students aware of career areas and allow them to discuss career ambition as it relates to the skill of science. (School Report, Chapter X, pp. 177, 179; conference with staff and students; observations in classroom; CDE Criterion: Career Vocational Education)

Almost all of our textbooks include information on a variety of science/health related careers. New books were purchased in biology, chemistry, health and conceptual physics over the last six years. All teachers are utilizing that information in a variety of ways ranging from reading, writing, discussing, guest speakers, and in-class projects. Some teachers are using career word searches, films and also the school Career Fair as career teaching tools. In addition, the advanced biology course, which focuses on anatomy and physiology, includes frequent discussions about medical careers and the relevance of science and math. It is our plan to implement a career pathway for medical sciences ranging from clerical jobs to lab technicians to brain surgeons. In 1996, we have added a Health and Medical Careers Club which has done a variety of community service projects and invited guest speakers to its meetings. However, the club adviser was unable to continue the club in 1998 due to additional responsibilities. We are investigating the possibility of becoming a HOSA affiliate. In addition, we have had the opportunity to attend several "School-to-Career" workshops, and our physics department is continuously discussing opportunities for physics students to attend a variety of engineering workshops and programs. We have made great strides in our focus on science-related careers.

Response to Previous Recommendations
SOCIAL STUDIES

The Committee recommends:

- #1 That the department develop and implement teaching materials and strategies aimed at addressing the needs of students with language barriers, learning disabilities, and cultural differences. (School Report, Chapter X, pp. 194, 198, WASC Criteria: Social Studies: Program Support, Special Needs; CDE Criterion)**

In the last six years, the district has adopted an United States history text, American Voices, which emphasizes minority accomplishments and the role of women in American history. The AP American history text, America Past and Present expands the use of first person accounts of ethnic minority groups.

Several department members have taken training to enhance their instruction for sheltered students. One member has an ESL credential, another has completed forty hours of SDAIE training through the District program, and one member is training for CLAD certification. Other department members have attended inservice sessions with the District's Professional Development Coordinator on strategies dealing with language deficient students. The department has added sheltered instruction classes in world history, U.S. history, driver's education, and geography. A sheltered U.S. history class is being coordinated with a sheltered composition and grammar class to assist language deficient students in both classes.

The special education department has identified learning disability students and ADD students for the department staff. When learning disabilities are identified, materials and aids are requested and special instruction has been given. The District Assessment Specialist has made contact with the department members regarding IEP development and review for students who have been identified as requiring support services. Department members have attended meetings regarding identified students.

Cultural differences are addressed throughout the curriculum of social studies by noting the accomplishments, contributions, and roles in history of culturally diverse groups.

- #2 That the school administration and department collaborate on a staff**

development plan that includes increased inservice for faculty in the areas of sheltered instruction and computer utilization. (School Report, Chapter X, p. 195; conference; Social Studies: classroom, School Resources; Special Needs)

Sheltered instruction is offered in world history/cultures and U.S. history. Consideration is being given to expand our sheltered offerings into drivers' education and geography. Five staff members have been involved in the SDAIE and CLAD programs.

There has been limited computer inservice training. Two department members are taking a class on using digital cameras and computer software in the classroom. The Geography/Drivers' Education courses do utilize a classroom computer and CD ROM to promote individual exploration into those subjects. The department relies on the Redwood library as its research source. The use of library computers for research and Internet access is a part of the department's curriculum. One department member is working with an English department member on a sheltered instruction project utilizing computer and video presentations. The project will begin in the fall of 1998.

Investigations for future expansion of the use of technology include possible connection to the Internet, C-Span, History channel and other cable resources. Inservices on surfing the net, web pages and e-mail are future possibilities. Computer work-stations in each classroom, phone lines, and additional Televisions/VCRs would be dependent on District funding and/or grants.

#3 That the school administration and department plan and implement a staff development program which incorporates instructional methodologies which emphasize active student participation and critical thinking. (conference with administrators, teachers, and students; observation of classes; WASC Criterion, Curricular Program; CDE Criteria, Instructional practices, paragraphs 2, 3, 4, 5; Improvement Processes-paragraphs 3, 4, 5, 6; Social Studies-Program Support-Instructional practices)

Redwood's investigations and visitations relating to block scheduling have included innovative methods for teaching in longer blocks of time which are also applicable to a traditional schedule. Department members have participated in these investigations and visitations. SDAIE and CLAD training also present strategies for cooperative and

collaborative learning from which all students can benefit. One staff inservice day was devoted to cooperative learning strategies. Some department members utilize TCI materials that emphasize critical thinking and active learning. The U.S. history text, Voices, uses point and counterpoint debates to stimulate discussions of issues and active student participation. Two department members have experimented with presenting opposing views to each other's classes. The students were allowed to develop questions for both teachers on the same subject and create their own understanding of conflicting viewpoints. In daily classroom activities, the department members encourage active student participation and critical thinking.

Several department members in their advisory capacity to clubs and competitions promote active student participation. These include Academic Decathlon, History Day for Tulare County, Mock Trial competition, Model U.N. and See How They Run.

#4 That the department review current course outlines and when appropriate align the course outlines with the same frameworks. (conference with department; department course outlines; Social Science Framework)

Every staff member has a syllabus and general course outline description. Course outlines will be revisited in 1998 to update and make necessary changes. In the spring of 1998, the department aligned course standards and content to the state framework and Redwood's ELSRs as preparation for the WASC review in 1999. This activity helped the department's goal of establishing important principles and/or events that every student at Redwood should learn. A rubric needs to be established to assess every student's understanding of history.

Response to Previous Recommendations
SPECIAL EDUCATION

The Committee recommends:

- #1 That the site administration and department review the impact of the reduced day schedule for students in the Learning Opportunity Program to ensure these students have access to quality education, experience a broad-based and balanced curriculum, and are provided an opportunity to earn sufficient units to graduate in four years. (School Report, Chapter X p. 213; WASC Criterion: Student Support Services; CDE Criteria: Student Paths through High School-paragraphs 2, 5; Instructional Practices-paragraph 7; conference with Special Education staff; interviews)**

The Learning Opportunity Program was discontinued at the end of the 1991/92 school year. Special education students are now in special education classes as their IEP recommends and are mainstreamed into regular classes for the remainder of their class schedule.

- #2 That the district administration, site administration, and department secure staff development training and implement into the curriculum a study skills intervention program such as used at the feeder middle school Green Acres. (School Report, Chapter X p. 214; WASC Criterion: Student Support Services; CDE Criteria: Student Paths through High School-paragraphs 2, 5; Instructional Practices-paragraph 7; conference with Special Education staff; interviews)**

During the spring of 1992, an inservice was held for all staff to inform, train, and implement a study skills intervention program. Since that time, mentor teachers have worked with teachers new to Redwood High School to provide the study skills training. Additionally, two department members have taken study skills training since that time. All students are expected to use binders and the school wide calendar system.

- #3 That the district administration, site administration, and department establish a strong link between special needs students and core class teachers, so special education students are served appropriately in the regular program. (WASC Criterion: Student Support Services; CDE**

Criterion: Special Needs-paragraphs 3, 4; conference with Special Education staff; interviews)

Special education teachers collaborate on curriculum with core class teachers in several areas. They provide strategies for special needs students, provide deaf and hard-of-hearing services in regular classrooms, and provide any extra support materials, lap tops, computers, tape decks, etc., as needed. The District provides an Adapted Physical Education teacher who shares curriculum and strategies with the regular physical education teachers. The department provides a list of all special needs students to all teachers of regular classes and provides assistance to any teacher who is in need of help which will appropriately serve their students. The department has a member who sits on all student study team meetings and is able to provide strategies and recommendations for students who have special needs in core classes. The department participates in all staff development projects and all inservice presentations. In the spring of 1998, the special education teachers met with subject area teacher to review course standards and activities for courses taught in the resource and special day classes. Using the subject area course descriptions as the base, course standards and activities were written for special education classes. All standards were also linked to the ESLRs.

- #4 That the district administration, site administration, and department develop and implement a process to review the longitudinal persistence, academic performance, and goal progress of students exited from the program. (WASC Criterion: Student Support Services; CDE Criterion : Special Needs-paragraphs 3, 4; conference with Special Education staff; interviews)**

Students who are exited from the program meet with their counselors. They monitor academic performance, meet with students and call Student Study Team or parent conferences as needed. Particular attention is paid to students who are on the D, F, and I list. As part of the School Site Plan, freshmen are the target group for intervention strategies to encourage success. In the spring of 1998, students received a copy of their transcripts along with their registration materials. The information was valuable in monitoring their progress and goals.

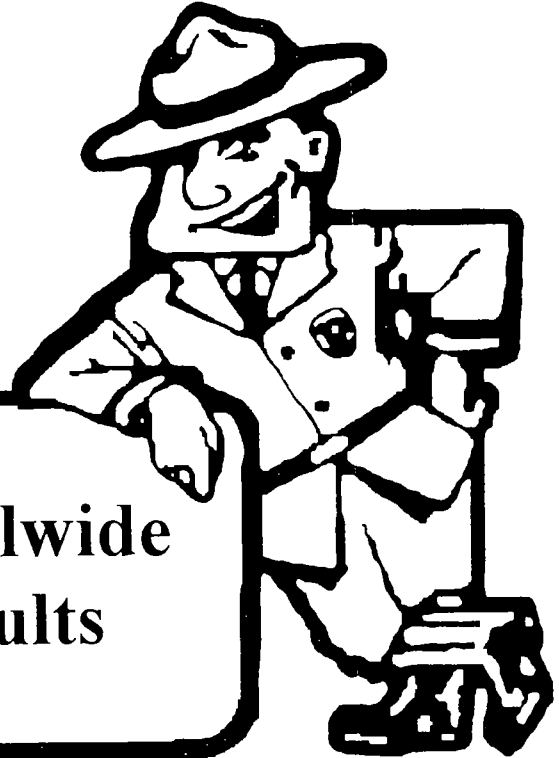
- #5 That the department review, secure staff development and implement in a variety of instructional modes that maximize learning for students with learning disabilities. (observation; conferences, interviews)**

The department reviewed the use of instructional strategies and found weak areas. As a result of this review, members of the department secured training in the following areas:

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|-----------------------------|-------------------------------------|
| Corrective Reading | Effective Teaching workshop |
| ADHD training | Learning Styles training |
| Motivating the Unmotivated | Cooperative Learning inservice |
| Study Skills training | Transition workshop |
| ELD/SDAIE training | 7 Habits of Highly Effective People |
| LEP Goal/Objective training | training |

Department members have observed classrooms, interviewed teachers from Golden West, Tulare Western, Redwood, and Mt. Whitney High Schools, and obtained materials and strategies in the areas of ornamental horticulture/greenhouse management, teen living, vocational education, earth, physical, life, and health sciences, drivers' education/geography, civics/economics, crafts, English, world history, U.S. history, and algebra.

Expected Schoolwide Learning Results



Expected Schoolwide Learning Results Process

Redwood High School, like all of the comprehensive high schools in Visalia, was first introduced to the concept of ESLRs through district direction in the 1993/1994 school year. It was during this year that Redwood staff, students, and parents, along with similar groups from all the other schools, came together to address the question, "What should a student know, value, understand, and do in order to be successful in the community and world upon graduating from high school?" The process to develop the core elements that answered this question was done through a series of community forums, site council meetings, and staff meetings throughout the 1993/94 school year. Seven core elements were finalized in March of 1994 and presented with major discussion to the school board in the summer of that year. The core elements were known as the district's "List of Agreements."

The task to identify indicators of success toward the core elements of the List of Agreements was given to each of the sites during the 1995-96 school year. However, Redwood High School, during this same year, used the district list of agreements as a model to develop its own core elements of "what every student should be able to know, value, do, and understand in order to be successful upon graduating from Redwood High School." From a series of major discussions throughout the school year, Redwood adopted its own "list of agreements" that was renamed as the school's ESLRs. These discussions and decisions involved the school site council, the school site PTA, and the entire school site staff. The general concept among Redwood staff and students was that true ownership in the agreements could only come about if the entire school site community was involved in developing the agreements as they related to Redwood High School and Redwood students. The ESLRs also remain within the guidelines set by the district's List of Agreements.

In addition to developing its own ESLRs, the school site also developed indicators of success or descriptors toward each of the core elements of the document. The descriptors were developed and reviewed by staff and classified personnel during staff inservice days in the 1995/96 school year. The ESLRs were finally adopted in March of 1996.

Once adopted, it was the concern of the staff leadership team and also of school site council that the entire school community have a full understanding of the importance of the ESLRs. In addition to the understanding of what the ESLRs were, there was a

concern the ESLRs be institutionalized into the system. To this end, there were several activities designed to see that the ESLRs were implemented and infused into the curriculum at Redwood High School. In particular, the staff at Redwood High School, through department chair meetings and the staff leadership team, met to design and develop specific tasks that involved identifying activities and class lessons that were in alignments with the ESLRs. They also inventoried the activities that met ESLRs. This was accomplished in part through staff inservice days and summer focus time. In the 1996/97 school year, before any specific WASC Focus on Learning processes, an extensive amount of time was spent by each department discussing the extent to which the ESLRs were being addressed in each course taught at Redwood High School (evidence present through agendas). Student work was discussed with teachers evaluating and rating each course on its success at meeting the ESLRs. The ESLRs have led to discussions of content standards and assessment. Some of the ESLRs are difficult to measure for success and efforts to design assessment tools to measure that success have resulted in a great deal of discussion. There was even a district wide high school inservice that was designed to connect the site work with the district's List of Agreements. The result was a beginning awareness of the degree to which every course and every student activity or assignment prepares our students to meet the ESLRs upon graduation.

Specific efforts have continually been made to keep the ESLRs in front of all of the stakeholders at Redwood High School. For example, the ESLRs have been printed on posters for every classroom. There has also been an "ESLR of the Week" posted in the school bulletin for the 1997/98 school year. The ESLRs are continually brought to the changing PTAs, student governments, and school site councils along with being included in the Parent/Student handbook which is mailed home to all parents. They are also part of the program guide that parents utilize when selecting classes with their students.

The current WASC Focus on Learning process is continuing to bring focus and direction to Redwood High School's ESLRs. Each department has revisited the ESLRs as they connect to standards and content within each course. They are again reviewing courses of study and student work which demonstrate the level at which the ESLRs are being achieved.

**REDWOOD HIGH SCHOOL
EXPECTED SCHOOLWIDE LEARNING RESULTS**

Redwood High School graduates will:

1. Communicate effectively

The student will

- a. listen actively.
- b. use reading, writing, and oral language skills competently.
- c. use technology in a variety of forms as a tool for communication.
- d. express self through a variety of forms such as art, craftsmanship, music, drama, and other languages.

2. Demonstrate effective interpersonal skills

The student will

- a. share and take responsibility in a team setting.
- b. appropriately participate in a variety of social settings.
- c. demonstrate an ability to work cooperatively.
- d. recognize and appreciate uniqueness of each individual, their talents, skills, and abilities through group and class dynamics.

3. Be respectful of self and others

The student will

- a. recognize and appreciate our similarities and differences.
- b. show respect for self, others, and the community.
- c. demonstrate responsibility and accountability in all situations.
- d. promote and participate in a healthy lifestyle.

4. Be a life-long learner

The student will

- a. show a curiosity and desire to explore and analyze the world around them.
- b. become risk takers by appropriately questioning issues and justifying their own opinions or positions.
- c. exhibit the ability to access information in a variety of forms and use that information in new situations.
- d. acquire an appreciation of leisure time through involvement in such activities as the arts, reading, and recreation.
- e. use a variety of technological resources available to promote continuous learning.

5. Be effective problem solvers and decision makers

The student will

- a. be able to identify a particular or given problem, gather the necessary facts and available resources, and organize information in usable manner.
- b. be able to demonstrate the ability to critically evaluate data, solutions, and consequences.
- c. be able to solve problems by analyzing and then applying knowledge to formulate new solutions.

6. Be effective goal setters

The student will

- a. recognize and understand the need for personal goals.
- b. demonstrate the ability to define, establish, and evaluate short-term and long-term goals that are attainable, yet challenging.
- c. analyze and prioritize the sequence necessary to attain their goals.
- d. monitor progress and reevaluate goals.

7. Demonstrate personal, civic, and global responsibility

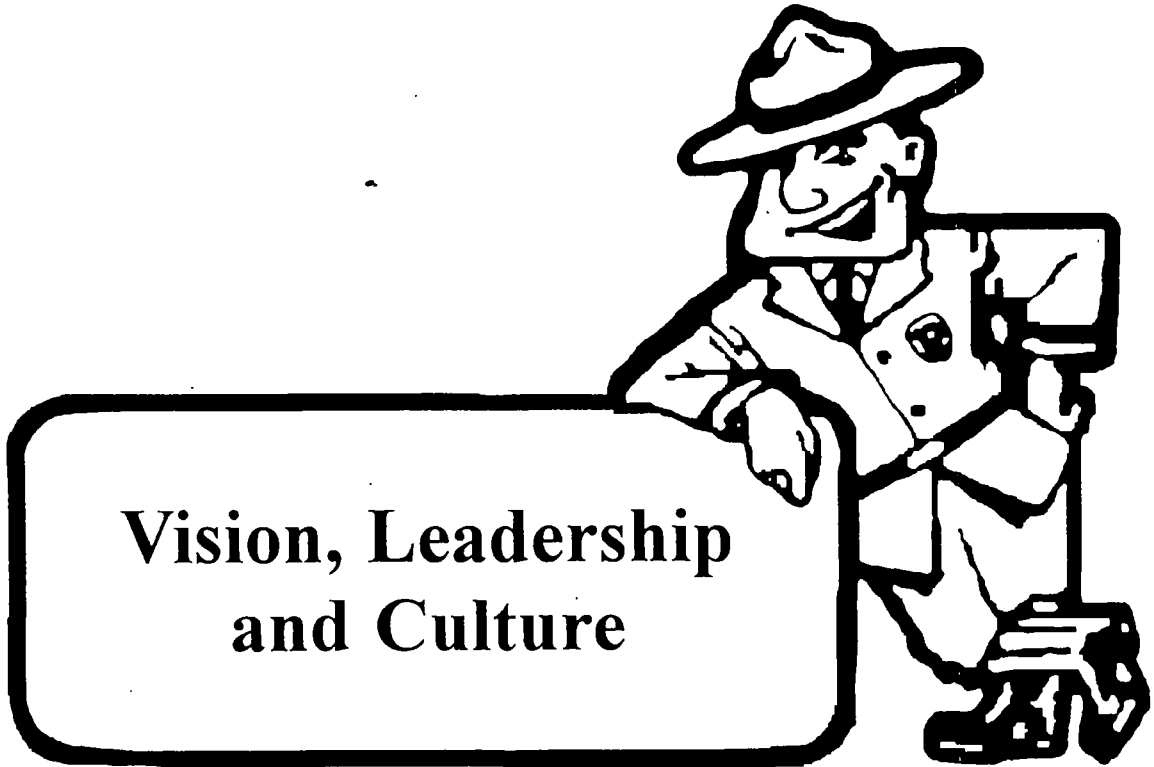
The student will

- a. develop respect for person and property.
- b. demonstrate knowledge of and responsibility for community and world issues.
- c. practice democratic principles.
- d. demonstrate an ability to participate as a contributing member of the family, community, and society.

Self-Study Report



Chapter 4:
Self-Study Report



The Structure and Process of the Vision, Leadership and Culture Focus Group

The Vision, Leadership, and Culture Focus Group met several times through the months of September and October 1998, to discuss and examine the current direction of Redwood High School and the relationship between that direction and the ESLRs as adopted by this educational community. The focus group was represented by the diverse elements of that community which included students, parents, certificated and classified staff, and administration. Each brought to the process input developed in meetings conducted in the spring of 1998, specific to their interests.

The process for addressing the self-study questions began in the spring of 1998 as the administration directed the departments in evaluating their curriculum in comparison to the state frameworks and site ESLRs. There was an emphasis on connecting the ESLRs to the framework and connecting these to instruction in the classroom. The students and parents also met in the spring to design, conduct, and evaluate surveys within their own peer groups. The Vision, Leadership, and Culture Focus Group drew members from each of these stakeholder groups. Focus group members were actively involved in the gathering of information, discussions, writing, and the evaluation of this document. They shared in the evaluation of the evidence supporting their opinions and the analysis of their findings. As a result of their review, the Vision, Leadership, and Culture Focus Group found that Redwood has viable mission and vision statements that are always under review and are used in the development of goals and strategies for learning. The ESLRs, as developed by both the district and the site, are compatible and relevant to Redwood classrooms. The group was also able to detect areas of growth for Redwood, its students and community.

| | |
|--------------------------------|------------------------------------|
| <i>Adams, Linda</i> | <i>Teacher - English/VAPA</i> |
| <i>Bell, Frank</i> | <i>Teacher - Social Science</i> |
| <i>Bettencourt, Dennis</i> | <i>Teacher -VAPA</i> |
| <i>Blackburn, Ron</i> | <i>Parent</i> |
| <i>Chavez, Amanda</i> | <i>Student - Grade 11</i> |
| <i>Fischer, Hilda</i> | <i>Teacher - Independent Study</i> |
| <i>Fischer, Ed</i> | <i>Teacher - English</i> |
| <i>Fung, Jessica</i> | <i>Student - Grade 11</i> |
| <i>Galvan, Stacy</i> | <i>Teacher - English</i> |
| <i>Garcia-Sepulveda, Sonia</i> | <i>Teacher - Special Education</i> |
| <i>Gonzales, Steve</i> | <i>Parent</i> |
| <i>Hardeman, Joann</i> | <i>Classified - Secretary</i> |

| | |
|---------------------------|--|
| <i>Johns, Chris</i> | <i>Classified - Attendance</i> |
| <i>Jump, Melinda</i> | <i>Student - Grade 12</i> |
| <i>Leppek, Dan</i> | <i>Administration - Principal</i> |
| <i>Machado, Rudy</i> | <i>Classified - Day Custodian</i> |
| <i>Mirise, Phil</i> | <i>Teacher - Business</i> |
| <i>Morgans, Bill</i> | <i>Teacher - Science</i> |
| <i>Moshier, Julie</i> | <i>Teacher - Math</i> |
| <i>Mullins, Phil</i> | <i>Teacher -VAPA</i> |
| <i>Nunez, Margaret</i> | <i>Classified - Gym</i> |
| <i>Pena, Cindy</i> | <i>Classified - Finance</i> |
| <i>Pipes, Jonathan</i> | <i>Teacher - Science</i> |
| <i>Richardson, Debbie</i> | <i>Teacher - Consumer & Family Studies</i> |
| <i>Stahl, Cliff</i> | <i>Teacher - Math</i> |
| <i>Sumida, Tobi</i> | <i>Parent</i> |
| <i>Veyna, Jessie</i> | <i>Classified - Counseling</i> |
| <i>Watkins, Dennis</i> | <i>Teacher Spanish</i> |
| <i>Yamamoto, Walter</i> | <i>Teacher - Business/ ELD</i> |

The committee was co-chaired by:

John Yavasile
Michael Willeford

Teacher - Special Education
Teacher - Social Sciences

VLC-1: Does the school have a clearly stated vision based upon beliefs, student needs, and current educational research? Is the vision supported by the governing board and the central administration? Is the school's purpose defined by expected schoolwide learning results?

The governing board and the district administration, through a series of forums and stakeholder meetings in 1994/95, developed a "List of Agreements" with the school community delineating what every student should be able to know, do, value, and understand in order to be a successful Visalia Unified School District graduate. Recently, the Board has renewed its List of Agreements through a readoption at the board level. It was this effort, direction, and support at the board level, that encouraged Redwood to develop its ESLRs and indicators of success. Both the ESLRs and school vision and mission statement are supported at the district level. The ESLR chapter more specifically describes how the ESLR document was created.

When Redwood began the ESLR process, it worked with the philosophy/mission statements that had been developed through a series of site-advisory discussions and through "affinity group" discussions after the last accreditation. There was a series of discussions at the site regarding the overall school mission as it connects to the ESLRs. The discussion of the ESLRs at the site level, however, caused the staff to again review the vision and mission statements to reach for further alignment between the two concepts and the beliefs of the school. The review was augmented by a discussion of the document *Second-to-None* and a district wide inservice addressing *Breaking Ranks*, developed by the National Association of Secondary-School Principals. As such, the vision and mission of the school were revisited in October of 1997 and finalized in May of 1998.

There was a review of the school's data profile and its impact on Redwood. There was also a series of brainstorming sessions with the vision/mission focus group on the school's beliefs along

*High School Reform
Document 93/94*

*Board Goals 1994/95
(List of Agreements) and
1997/98*

Letter from District

*9/93 Inservice "Affinity
Groups"*

*Summary RHS staff
development 93/94*

*School Site Plan
1995/96-philosophy
statement page 6*

*Site Council Target
Areas for Improvement*

*Staff Inservice-Agenda,
March 29, 96*

*1995-96 inservices -
schedule of activities*

*Staff Memo-"Breaking
Ranks"*

*Department staff
agendas 1997/98*

with a connection to the school's ESLRs. The revisit to the vision and mission statements also involved participation from staff, parents, and students, first in the focus committee, then with the entire school community. To illustrate, once the statements were developed, they were disseminated to the PTA, school site council, and the entire school staff for final input and revisions. These input sessions from the various stakeholder groups resulted in the final document that Redwood adopted. The vision and mission statements have since been communicated regularly to the school community through newsletters, parent, student, and staff handbooks, and parent/teacher meetings. It is included in the school site council evaluation document. It has also been presented to the district. The vision and mission statements have also led to a motto for Redwood: "Redwood High School is about learning, achievement, character, and honor." The vision and mission statements need continual re-visiting and focus with the changing staff and student population at Redwood.

Currently, the school vision and mission statements, along with the ESLRs provide the foundation for discussions about curriculum, instruction, and assessment at the school. For example, through the school bulletin and posting in the classroom, students are made aware of the ESLRs. As a footnote, students know the concepts, but they do not understand the acronym. Students on this focus group felt that their peers should become more aware of the ESLRs, but their awareness should be gained through class rules and lessons. The staff has reviewed course outlines and course content as they connect to the vision/mission statements, ESLRs, and state frameworks. They have completed courses of study aligned with the ESLRs.

The school purpose, defined by the vision and mission statements along with the ESLRs are becoming the basis for defining Redwood's program. The challenge will be to continue to keep the ESLRs connected to the curriculum and instruction as the school staff and community change over the next few years.

Vision Focus Group.

Oct. 97 memo to Dept Chairs

March 98 memo to Vision Team

PTA/Faith Comm./ Realtor Comm. Newsletters

Student/parent handbook Faculty handbook

Classroom visits and student interviews.

School bulletin

Program Planning Guide

PTA newsletter "motto"

Newsletters from the Principal - Fall 97/98 and winter 97/98

Many other evidences validate VLC-1 and are included in the VLC-1 evidences folder

Copy of ESLRs

Vision Statement

Mission Statement

VLC - 2: Does the school leadership make decisions and initiate activities that focus on all students achieving the ESLRs? Does the school leadership empower the school community and encourage commitment, participation, and shared responsibility for student learning?

Over the course of six years, the administration, staff, and Redwood community have worked together to develop and establish our site ESLRs, also known as the "List of Agreements." Under the direction of our principal, we have established a vision and master plan for Redwood High School, using the "List of Agreements" as our target for student achievement. Supporting the plan, the site administration has strengthened the infrastructure consisting of our associated student body, a parent-teacher club, a school site council, and several staff-wide committees: technology committee, staff leadership team, block-scheduling committee, and the mission and vision team. The principal empowers and reaffirms the staff in its efforts to improve student achievement of the learning outcomes in the "List of Agreements."

- **School Site Council** consists of teacher representatives, elected by teachers; parent's representatives, elected by parents; and students, selected by ASB students. The council works with the principal and his administration to develop and evaluate the direction of the school.
- **Staff Leadership Team** includes the principal, both assistant principals, and one staff member from each department. The team uses the school site plan to develop inservice agendas, address targeted student needs, and suggest possible directions for program implementation.
- **Technology Committee** includes interested members of the staff, trying to include at least one member from each department. They explore the various needs for technology, financial possibilities, and our ability to take technological steps at Redwood. A technology plan is developed and submitted to the district for review. Currently, the committee is preparing the application for

Mar. 29, '96-Staff Inservice Agenda.

April 29, '96-Staff Inservice Agenda.

Ap. 15 & 23, '96-School Site Council.

Feb. 25, '97 -Staff Inservice Agenda.

"Program-Process-Resource Committee (undated). (PPR document)

-May 8, '97-School Site Agenda

School Site Plan Progress Report-96/96

Feb.24, '98-Memo

Oct. 23, '97-Memo with 96/97 targets for improvement.

Membership lists for each committee and/or team.

Reports, memos, agendas, etc from each committee.

Technology planning survey and resulting plan.

the Digital High School grant Redwood received in September 1998.

- **Block Scheduling Committee** (1995-1997) included interested staff members from each department. The committee explored various examples of block scheduling, the benefits, and the impact of scheduling changes. Research into additional teaching strategies was also a focus of this committee. Information from the Block Scheduling Committee and the School Leadership Team was prepared jointly and distributed to the staff in the fall of 1997.
- **Mission and Vision Team** included staff members, parents, and students. The committee reviewed the philosophy statements of the school, research documents, and the ESLRs in the development of the mission and vision statements. The mission and vision statements were presented to staff, PTA, and Site Council for discussion, comments, and approval before finalization.
- **Bilingual Advisory Committee** includes parents, counselors, and teachers. This group reviews the special needs of the non English and limited English-speaking students. They evaluate the programs, curriculum, and budgets that support the bilingual students as they develop skills necessary for success in the core curriculum.

Mar. 3, '97 Block scheduling packet.

Block Scheduling Discussions-Fall '97.

May 20, '98 Memo-- Vision/Mission Statements

Mar. '98 Memo to Vision Team

Oct. 26, '97- Bilingual Advisory Team Agenda.

Oct. 27, '97 Memo-Terra Nova Results

May 5 Inservice Evaluation.

Mar. 3, '96 Inservice Evaluation Data

We feel that the current principal has worked judiciously to empower the members of the Redwood community to share in the responsibility for student learning. However, we need to make a more diligent effort to reach those parents, students and staff who are sometimes quiet about their concerns and feelings or who feel estranged from the process because they feel their input is not heard. Through published survey comments gathered as evaluations of inservices, the principal is beginning to surface some of these concerns.

Feb. '97-Results of High School reform-survey and results on other side.

Recognition and awareness of the ESLRs is an important part of the process of incorporating their principles into the educational process. Acknowledging this, the administration has made the ESLRs available to all students, teachers, and parents by including them in staff and student/parent handbooks,

*1998-1999:
Student Handbook
Parent Handbook
Faculty Handbook*

beginning of the year packets to parents, posters for classroom display, and PTA fliers. Student awareness of the ESLRs is encouraged through administrative policies and staff practices. The ESLRs are further reinforced by printing a different ESLR at the top of each daily bulletin. However, the bulletin is not always read in every second period class. We have found in this process that the parents and students have had a difficult time in associating the acronym (ESLR) with the term, and the term with the educational practices taking place in the classroom. The question has been raised as to the necessity of the students and/or their parents having a complete understanding of the acronym. Students on this focus group have been able to recognize the relationship between a lesson and an ESLR or ESLRs when they see them associated.

98-99 "A guide to your program planning."

*Bulletins
-Oct. 6, '98
-Sept. 29, '98*

PTA fliers

Classroom ESLR posters.

Student achievement and accomplishments are the realization of learning effort. Recognition of student achievement directed by the ESLRs is seen in the following ways: board awards, academic participation awards, academic letters, scholarship night, test scores and graduation. The staff addresses the individual differences of students and their successes by establishing classes to meet their specific needs.

List of Awards with copies of each award

- **AVID** -- Designed to help students who show the ability to compete in a college atmosphere but have not had the proper support. Students work on study skills and the motivation needed to take that next step.
- **Sheltered Classes** in biology, health science, world and US history, Freshman Core Curriculum (FCC), composition and grammar, English I, geography, driver's education, Math B, Course 1 and 2, geometry, and Algebra I. Students enrolled in these classes receive instructional strategies to assist them in overcoming language and/or learning barriers.
- **Advanced Placement** classes in foreign languages, English, U.S. history, civics, math, biology, and physics. Students who excel in particular disciplines are able to prepare for AP tests while being challenged in an instructional setting suitable to their abilities.

AVID Curriculum

List of Sheltered classes.

Memo to Bilingual Advisory Committee identifying and placing students in sheltered programs

PPR document.

*List of AP classes.
Master Schedule*

We feel that the broad range of needs resulting from our ethnic

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and socio-economic diversity has not been fully accommodated. Because of the district's interest in maintaining coordination among the city's three high schools, because of financial limitations, and because of an overtaxed staff and facility, it is difficult to expand at the rate of growing need.

All members of the Redwood community are encouraged to participate in the education of Redwood students. The Visalia Unified School District, the Redwood High School site administration, and the school staff continually seek opportunities to include input from students, parents and the Visalia community. At the district level, there are open board meetings, community forums, and some positions on district committees. Redwood High School uses its PTA, school site council, bilingual advisory committees, ELD summer programs with parents, and many co-curricular booster clubs to encourage input. Some departments and activities have subject-specific advisory groups, such as agriculture, FBLA, industrial technology, and business. Though we have worked to create an open atmosphere for parents and community to participate in the development of a positive learning environment, we feel a continued need for the inclusion of community concerns especially among some of our newer minority groups and groups that have traditionally shown little involvement in the educational process.

At Redwood, the administration, under the direction of the principal, has been reorganized with the intention of improving the quality of contacts with the students. The new system allows more time for counseling and intervention early in a student's high school career. The school's two assistant principals, each lead a house. Each house has two "halls." Each hall has a counselor, an instructional dean, and support staff. Freshman students will see their instructional deans for all needs: scheduling, counseling, and discipline. The dean will only deal with the suspendable or expellable discipline problems of the sophomores, juniors, and seniors. The counselor will take over the counseling and scheduling needs of the upper classmen. This early intervention, prescribed by staff input through school site council, should generate an overall enrichment for our

School Site Plan

Focus on Student Learning" self-study

Student community profile (chap 1 of self-study report).

PPR document

School Site Council.

Vision/Mission Team.

Bilingual Advisory Team.

Administrative Restructuring Proposal

Original chart for the four halls.

Dean/Counselor interviews.

*Data sheet-Sept. 24, '96
*elements of review
progress reports, grades, 95-96 scores

students as outlined in the ESLRs. The district has purchased and installed a SASI administrative-computer program to assist in the tracking and scheduling of students. Presently, the "hall" system has shown potential to meet the needs for which it was designed. It would be beneficial to review its effectiveness each year. The administration, last restaffed for a student population of 1700, is now dealing with 2100+ students. There has also been a reduction in communications between the counselors and the teacher. Due to the SASI administrative-computer program, it has been much easier for counselors to make scheduling changes without involving the teachers. Steps need to be taken to return the teacher to the process in terms of notification and/or teacher evaluation of the situation.

The site administration has encouraged ways of providing time for teachers to discuss and evaluate options available for the improvement of instruction and student learning at Redwood High School. Without depriving the student of time in the classroom, the principal has used special schedules, has provided substitute release time, and this year has worked with the district to establish collegial time. As this collegial schedule is returned to curriculum development, after the completion of the WASC process, the teachers will have more input into the content of the collegial time.

The school community is kept informed of innovations and educational issues by the principal with PTA newsletters, and "Back to School Night." In 1994, the principal and administration dedicated an inservice to *Parents on Your Side*, a program by Lee Canter to encourage open communications between the teacher and home. A violence intervention program with a coordinator was started at Redwood as a result of efforts to obtain a "Healthy Start" grant.

The block scheduling committee researched articles and teaching strategies on the use of longer blocks of instructional time. The committee arranged visitations with schools that were incorporating a block schedule. It looked at various scheduling plans and innovations in student instruction. The site administration occasionally provides relevant articles to all

Focusing on results.

Inservice Agendas.

Memo-Oct. 23, '97.

Collegial Schedule.

*Memo-Oct. 27, '97
Terra Nova results.*

PTA Fall newsletter.

*"Promise to the
Community."*

"Healthy Start"

*Summary of Staff
Development Days 93-
94.*

Articles:

"Focusing on Results."

*"Information for School
Leaders."*

*"Renewing our
Schools."*

*"Strategies for
Expanding Student
Confidence."*

*"Strategies for Raising
Standards."*

staff members, spends time interpreting school data, and continually updates the staff on the progress of various grants and committees. The principal issues an annual school accountability "report card" and information to the staff about the current levels of achievement. He often leads the district high school principals and administration in developing programs and policies essential to the success of incorporating district ESLRs into the learning curriculum for Visalia students. His leadership has been seen in the implementation of both the collegial day and hall system in all three Visalia comprehensive high schools.

"Strategies for Beginning a Class."
"Apathy and Anonymity."
 Mar. 27, '96-
Information Packet.
 Aug. 11, '98- *Memo: SAT results.*

VLC-3: Is staff supported, utilized and monitored to facilitate student achievement of ESLRs? Are leadership and staff a part of an organized structure committed to professional development?

The Redwood High School staff is supported, utilized and monitored to facilitate student achievement of our ESLRs. We have a districtwide mentor teacher program, formal and informal collegial sharing, districtwide new teacher development inservices, and a faculty friend for new teachers.

Expected Outcomes from staff development team, 1995-96

Schedule of Activities for inservices, 1995-96

Memo with agenda March 2, 1998 inservice

Memo to Staff Leadership team regarding 1997 inservices.

Professional Development Component memo for 1996-97 inservice days.

Targeted areas for improvement 1996-1997

Formal sharing among staff occurs at department meetings, inservice days, and districtwide meetings. Beginning in the spring of 1998, staff met in focus group meetings to begin the discussions necessary for this self-study. Informal sharing takes place between classes, at lunch, after school and at other staff gatherings. Collegial days have been introduced in the 1998/99 school year to assist teachers in developing a stronger academic program and to facilitate communication within and between departments. The collegial schedule was a result of the research on block scheduling which was conducted by the staff from 1996 to 1998. Through visitations and research, staff members recognized the value of restructuring the school day to allow for collegial time. Time to meet interdepartmentally has been given minimal support. There has been discussion toward this, but little has been accomplished. We are hopeful that with the advent of collegial days, we will see this situation improve.

BTSA Pamphlet

New teachers and staff members attend orientation meetings led by the administrative team. Two books, *For Teachers by Teachers* and *The First Days of School-How to be an Effective Teacher* are given to new staff members. Each staff member is provided with a revised school handbook at the beginning of each year.

Visalia Unified School District provides all new teachers with behavioral-management workshops and effective-instruction workshops. The district also provides a mentor teacher program for all new teachers. The mentor program provides assistance to any teachers who might need occasional help and new teachers. Redwood currently has two teachers designated as mentors and one teacher on the mentor-selection committee. In the spring of 1998, the district joined the state in implementing BTSA, the California Beginning Teacher Support and Assessment program. Teachers are supported and monitored through state and locally funded support services and professional development opportunities based on authentic assessments of teacher performance. There is concern that as the district makes the transition into the BTSA program that there may be less focus on the experienced teachers who will, at times, need the assistance a mentor can provide.

Conferences are supported by both district and site budgets. Training in Cross-cultural, Language, Academic Development (CLAD) and Specially Designed Academic Instruction in English (SDAIE), migrant education, special education, advanced placement courses, and mentor teaching are made available for staff development. The district provides training for teachers working with LEP students by holding preparation classes for taking the state CLAD examinations. Courses for CLAD certification and 45 hours of SDAIE training are offered twice a year. Forty-five hours of ELD training and the SDAIE training leads to certification for working with LEP students in our district. Ninety hours of Spanish for Teachers is offered to meet the language requirement for CLAD. Teachers are also given opportunities to attend additional workshops, inservices, and conferences pertaining to their subject areas or course content. The district Gifted and Talented Education (GATE)

*BTSA Participation list.
1998-1999*

*Redwood High School
Governance chart*

*Elements of Action Plan
for Target areas, 1996-
97.*

*Summary of comments
from November, 1996
inservice day.*

*Agendas for Staff
inservices:*

*March 29, 1995
March 3, 1997*

*Agenda from school Site
Council, May 8, 1997*

*Potential Department
Activities on Spring of
1998 inservice day*

*Professional
Development services,
Elements of Effective
instruction and Success-
Oriented Behavior
Management.*

*Article XVII, The
Mentor Teacher
Program.*

*List of 1998-1999
Mentor Teachers*

*District Support in
Training Teachers to
work with English
learners.*

office provides certification in differentiated instruction. GATE funds are also made available for conferences and training through "mini grants" submitted by interested teachers.

In addition to the training provided by the district, there is training available through the county. It offers preparation classes for the CLAD and BCLAD examinations. Spanish language classes, beginning through advanced, and Spanish literature courses are available. The Multi-district Teacher Training Institute, a two year program involving approximately 18 days of training, is available to assist teachers of LEP students.

The Staff Leadership Team reviews professional development activities and develops a yearly staff development plan. They also coordinate School Site Council targeted areas for improvement with staff-inservice days. These two groups coordinate 1882 staff-development monies. During the last three years, the targeted areas from the School Site plan focused on providing support for ninth grade students by defining and implementing specific competencies and an environment for success. In addition, staff development funds are used to direct other professional development projects outside of School Site Council target areas. For example, substitute time is utilized to provide time for teachers to develop curriculum, visit schools, coach peers, and attend conferences and workshops. Under the current site administration, the School Site Council has become a functioning body. It has developed one three-year plan, evaluated its progress, and has developed a second three-year phase. There also seems to be more coordination between the school-site plan and the professional-development plan.

*School Site Plan
1996/1997*

The special education department staff is provided with a *Resource Guide to Special Education*. This resource binder includes information on special education support such as IEP guidelines, dismissals/exits from special education, and the formal referral process. Special education professional growth and staff development opportunities are available in a booklet distributed by the Tulare County Office of Education. Tulare County and Visalia Unified District Special Education Staff Development provide dates and times of all activities,

*Resource Guide to
Special Education
Binder*

*Tulare County/Visalia
Unified School District
Special Education Plan.*

*Area Staff Development
Opportunities*

workshops, and inservices. The special education staff is encouraged to attend conventions for the California Association of Resource Specialists, conferences from the California Department of Education and all Visalia Unified inservices about new laws and regulations. The special education staff is included in all site inservices. Special education is provided with financial assistance to purchase new books, technology, and curricula needed to support students as specified in the Individualized Education Plans.

The migrant instructor provides the staff with a monthly list of migrant students. The site administration has been supportive by providing release time for migrant instructors to attend the five inservices held each school year, including the Tulare County Migrant Regional Conference.

Classified staff is given the opportunity to attend training sessions as needed to perform duties accurately and efficiently. The finance secretary attends conferences to keep updated on current state guidelines regarding student body accounting. There are also opportunities for all office staff to attend computer training as needed. All counseling and attendance personnel have attended the SASI conference and/or training. The career technician attends the California Career Education Conference and Tech-Prep workshops.

In addition, administrative support is visible in all departments and to all students. Teachers feel they have the support of the deans in most situations. Certificated staff is evaluated on two year cycles for tenured teachers and each year for probationary teachers. Support of inservice activities such as the analysis of course standards and their connection to the ESLRs is provided by the administration. Staff and administrative members are visible at athletic functions, school presentations, and performances for music, drama, and club activities. The current site administration encourages staff to attend conferences more frequently than in the past. Individual departments and teachers have received funding for special projects and conferences. English and foreign languages have been funded through two summers in order to articulate the rigor and content of

*Evaluation forms and
schedule of evaluations*

courses. This needs to be continued and expanded to other departments.

Leadership and staff are a part of an organized structure committed to professional development. Site administration participates in administrative leadership academies to strengthen management skills and processes. Redwood has a governing structure which begins with the Visalia Board of Education, continues to the district, and to the school site. At our site level, an organizational chart illustrates the leadership of the school. Redwood's leadership is led by the administration directing the Staff Leadership Team, department chairs, and School Site Council. These three committees work equally to coordinate staff development and instructional progress toward the school's vision.

VLC -4: Is the school a safe, clean, and orderly place that nurtures learning? Is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous improvement?

Redwood High School is a safe and orderly campus that nurtures learning. Surveys of parents and students conducted in May 1998 contained questions to assess their level of satisfaction with the environment of Redwood. In October of 1998, a similar survey was conducted for the Redwood staff. These surveys indicate over 60% of the parents, staff and students believe Redwood is a safe and pleasant campus. Parents and staff responded with the higher approval ratings of 68% and 84% respectively. Beautification has been the project of Redwood's TCOVE ornamental horticulture class since 1996. Flower beds around the main office and academic building are maintained year round. Graffiti removal is a high priority. Installation of video equipment in the upstairs area of the academic building has decreased the graffiti in that area. In the fall of 1998, School Site Council authorized the purchase of three additional video surveillance cameras to monitor problem areas on the main campus. The interior of the academic building was painted in 1995, and carpet is being replaced this year. While efforts are continuous to maintain a pleasant environment, the budget

*Student Survey
Parent Survey
Faculty Survey*

*School Site Council
minutes*

*Deferred maintenance
budget*

limitations for deferred maintenance make it difficult. A reorganization of the district maintenance department several years ago has made daily cleaning and maintenance inconsistent in quality. Many building exteriors and/or interiors are in need of new paint. Sierra Vista needs to be completely renovated. It appears that funds for renovation are far down the district's list of priorities. Improvement is not likely in the near future.

The maintenance of an orderly environment is the task of the school and district's discipline system. Clear codes of discipline are published in the student/parent handbook which is mailed to each student in August. Members of any extra-curricular activity and all athletes must return parent and student signatures acknowledging the receipt of all discipline and athletic codes before participation in any activity. The surveys indicated that 66% of parents and 74% of teachers have a knowledge of the discipline, attendance, and dress codes. The student survey, written by students, did not include this question. Parents also indicated a 72% agreement with the district's zero tolerance discipline code and a 61% agreement with the dress code. While all parties have knowledge of the discipline codes, the consistency and fairness of the discipline system did not have as strong an approval rating. Sixty-two percent of the parents, 48% of students, and 35% of teachers believed it was fair and consistent. We believe the lower approval percentages for students and teachers, with regard to discipline, is a reflection of an increase in the student population without adequate increase in support services for discipline. For example, Redwood has a continuous tardy problem even though revision of the tardy policy has taken place almost every year. In the spring of 1998, a discipline committee composed of teachers and administrators worked on the latest policy. It included campus sweeps to provide an immediate consequence for students who were tardy in conjunction with detention and parent contacts by teachers. While this policy proved more effective than previous ones, it was difficult to maintain due to the limited number of staff members available to sweep the entire campus. Even with this range of opinion on discipline, there was strong agreement with the statement that Redwood is

Student Handbooks

Fall informational packet sent home to parents

Handbook: Athletic clearance procedure

*Student Survey
Parent Survey
Faculty Survey*

WASC 09684

a good school and individuals are happy to be associated with it. Faculty had a 94% approval rating, parents indicated an 85% approval, and students reported a 76% approval.

Surveys indicated one need for improvement which is the inadequate bathroom facilities. Over 80% of the students and faculty felt that the bathroom facilities are inadequate. The increase in enrollment has prompted the principal to open additional student bathroom facilities in the music and science buildings, and a faculty bathroom in the library. Students need to be made aware of the additional facilities. More important than the addition of facilities, there should be more effort made clean the existing facilities. Even with these additions, the number of facilities is still limited, and there is not adequate staff to supervise their cleanliness and use during the school day. Health services on campus were seen as only 50% effective by the faculty. Student and parent surveys did not include a question regarding access to health services. The school nurse is on campus only one full day and four half days per week at the present time.

*Student Survey
Parent Survey
Faculty Survey*

Principal work order

Classroom facilities were viewed as inadequate by 84% of the faculty and 42% of the parents. Increased enrollment has required classrooms to be used every period, resulting in many teachers having to use several classrooms during the day and not having access to a classroom during planning periods. Portable classroom space has been added to main campus and the Sierra Vista campus but has not kept pace with the growing enrollment.

A culture of trust among teachers, students and parents has been established at Redwood. Seventy-one percent of students feel that their teachers are available and offer help when they are asked. Sixty-one percent also agree that their teachers are involved and show an interest in their ability to learn. Teachers make themselves available daily before school, during lunch, and after school for tutorials. Citywide tutorial services are advertised on campus to encourage student success. Counselors are able to recommend peer tutors upon student request. Sixty percent of parents also indicate that their students are

comfortable approaching teachers for extra help, and 56% feel resources provided for student success were adequate.

In addition to academic success, teachers and staff promote participation in 28 clubs on campus. Clubs are active in community service projects and fundraising for club activities, competitions, and field trips. The national championship earned by FBLA is exemplary of the competitive excellence among Redwood's clubs. The staff of Redwood supervises students in club activities after school, at lunch, and on weekends promoting an environment of trust and caring. Eighty-four percent of the teachers believe that Redwood has an atmosphere which encourages a positive attitude toward learning. Respect toward others is another aspect of Redwood's atmosphere. The surveys revealed that half of the students believe that students, faculty, staff, and administration show each other respect. Students were especially critical of the respect that students show their peers during school activities, with only 39% believing respect was adequately shown. Fewer than half (48%) of the students agree that the administration is responsive to their needs. In contrast seventy-five percent of the parents feel that the staff treats them with respect and dignity. In addition, parents (60%) believed their students were accepted regardless of cultural background and made to feel welcome and valued by the Redwood staff. We believe the survey results reveal that students, parents, and teachers feel secure with the caring atmosphere provided within the classroom setting and through extra-curricular activities. However, when students interact with the administration, a lower approval rating results. This is probably because the administration deals primarily in discipline. It would be important to note that while students indicate a displeasure with administration, parents do not concur.

Redwood High School defines professionalism as teachers participating in ongoing education, a classroom atmosphere that is characterized by high expectations for all students, and a focus on continuous school improvement. Teachers have been involved in subject-matter projects for math, English, business, P.E., science, drama, foreign language, industrial technology and social studies. Teachers have attended inservices on graphing

Extra duty schedule.

Club financial sheets.

Trophies

School bulletins

Club notes.

Student Survey

Parent Survey

Conference budgets

Request for Conference forms

WASC 09686

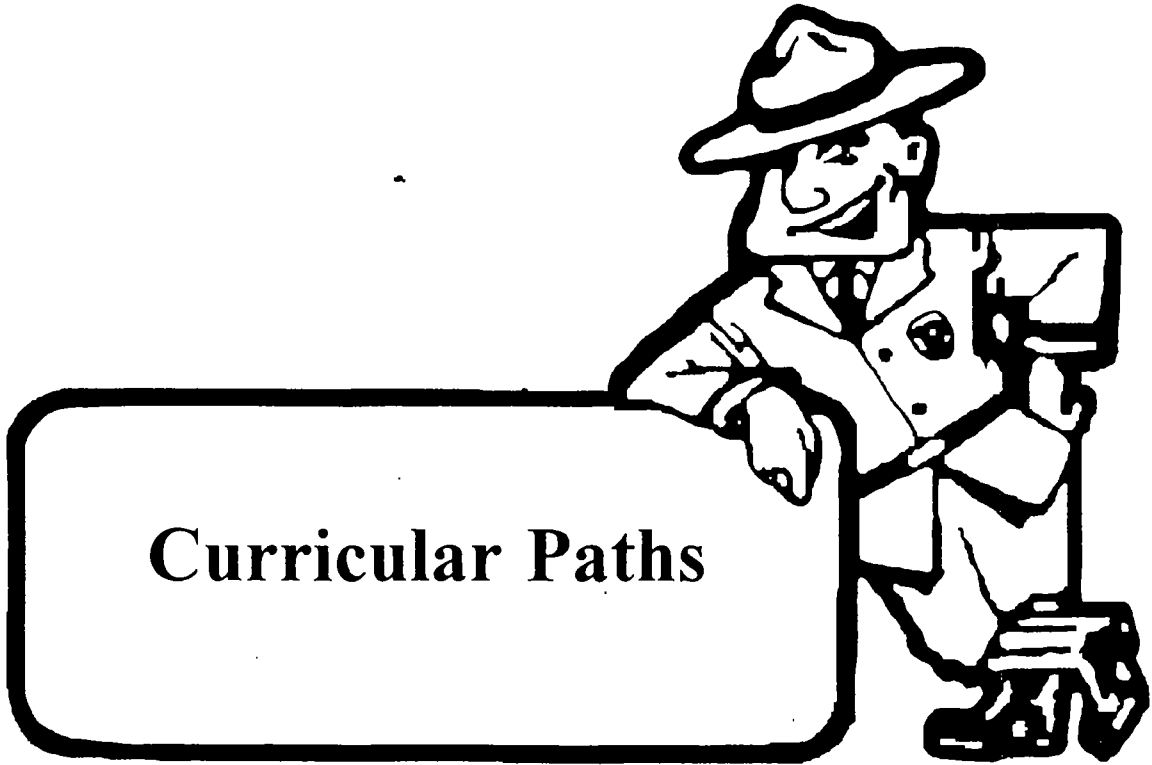
calculators, computer applications, English Language Development, and Attention Deficit Disorder strategies. Advanced Placement training has been attended by members of foreign language, English, biology, U.S. history, and mathematics. Gifted and Talented Education (GATE) conferences were attended by English, U.S. history, and math teachers. Leadership skills for teachers have been developed through participation in Stephen Covey's *Seven Habits of Highly Effective People* training. Districtwide workshops are provided in several professional areas including new-teacher assistance, classroom management, College Preparatory Mathematics (CPM), SDAIE and CLAD training, and assessment. Agriculture teachers have attended California Agricultural Teachers' Association State Conference, Summer Skills Conference, and National Future Farmers of America (FFA) convention. Vocational teachers attend regional inservice projects annually. Redwood's staff is committed to professionalism and has been provided with the opportunities to attend conferences and continuing education courses. Continued efforts need to be made in the implementation of technology use.

Redwood teachers strive to provide a meaningful and challenging curriculum for all students. Sixty-nine percent of the students feel that the learning activities in the classroom are challenging and develop problem solving skills. Seventy-two percent of the parents feel that the assignments that their students receive are interesting and and that they challenge them to think and solve problems. Both parents (81%) and students (73%) feel that the classes at Redwood are helping to prepare them for the future. While work is challenging, fewer students (55%) and parents (49%) believe that concepts are always explained clearly.

The process of gathering information specific to the WASC questions on Vision, Leadership and Culture has led this focus group to analyze our current program and to identify the following areas of growth and concerns.

Areas of Growth and Concerns

- There needs to be more consistency in the enforcement of discipline and the dress code. Teachers would like data on the effectiveness of the "sweep," a tardy policy with higher expectations, and an evaluation of the effectiveness of the administrative reorganization.
- Campus conditions should be improved with a concentration on less or no trash on campus, more student involvement in campus beautification and cleanliness, more bathroom facilities for both students and staff, and better condition of bathroom facilities.
- Site communications need improvement. Every classroom should have a direct line to the office. There should be better staff/counseling communications in scheduling students. Teacher access to SASI could improve communication. Better communication regarding administrative policies and better communication between Sierra Vista and main campus are important.
- More formal opportunities for interdepartmental discussions need to be developed.



Curricular Paths

The Structure and Process of the Curricular Paths Focus Group

The Curricular Paths Focus Group was composed of 34 members who represented the entire school community including students, parents, certificated and classified staff, and administration. Having a cross-disciplinary group helped us gather ideas and evidence from different perspectives. This group has met approximately six times to discuss compilation of data, evidence, criteria, and to compose the focus group report. During the process, information was collected from departments by the focus group members.

Our focus group examined evidence from the courses of study aligned to the ESLRs completed in the spring of 1998, state framework documents, Second to None, standardized test data, the Accountability Report Card for 1997-98, Individual Education Plans (Special Education), the AVID program mission statement and master education plans, and 2 + 2 agreements with College of the Sequoias. The result of this examination is an analysis of the curricular paths available at Redwood High School with areas of improvement and concerns identified.

| | |
|----------------------------|---|
| <i>Arciniega, Marisol</i> | <i>Student - Grade 11</i> |
| <i>Barlogio, Linda</i> | <i>Classified - Counseling aide</i> |
| <i>Chan, Lawrence</i> | <i>Teacher - Business</i> |
| <i>Cooper, Ben</i> | <i>Student - Grade 12</i> |
| <i>Costalez, Mary Lou</i> | <i>Teacher - ELD</i> |
| <i>Elizalde, Fidel</i> | <i>Teacher - Industrial Technology.</i> |
| <i>Fischer, J. D.</i> | <i>Teacher - English</i> |
| <i>Fuller, Eric</i> | <i>Teacher - Social Studies</i> |
| <i>Guerrero, Daniel</i> | <i>Teacher - Math</i> |
| <i>Hansen, Marilyn</i> | <i>Parent</i> |
| <i>Hernandez, Eric</i> | <i>Student - Grade 10</i> |
| <i>Hill, Jim</i> | <i>Teacher - Math</i> |
| <i>Holmes, Barbara</i> | <i>Teacher - Art</i> |
| <i>Howard, Ron</i> | <i>Counselor</i> |
| <i>Huber, Les</i> | <i>Teacher - Business</i> |
| <i>Ketchie, Bertha</i> | <i>Classified - Attendance</i> |
| <i>Kirkland, Nancy</i> | <i>Teacher - Special Education</i> |
| <i>Komoto, Kevin</i> | <i>Student - Grade 12</i> |
| <i>Leon, Adriana</i> | <i>Student - Grade 11</i> |
| <i>Magill, Marie</i> | <i>Teacher - Foreign Language</i> |
| <i>McClain, Geneva</i> | <i>Classified - Library aide</i> |
| <i>Mikkelsen, Clarrisa</i> | <i>Teacher - Journalism/English</i> |

Nuckols, Patsy
Olson, Paul
Pearcy, Bob
Pina, Xavier
Qualls, Charles
Romani, Libby
Romero, Linda
Saese, Aidor
Snow, Allison
Vang, Mo Lee
Vasilovich, Bob
Whitehouse, Vicki
Whitfield, Mary

Classified - Career Center
Teacher - Science/Social Studies
Teacher - Agriculture
Teacher - Foreign Language
Teacher - Science
Parent
Classified - Aide
Classified - Attendance
Student - Grade 12
Community Member
Teacher - P.E.
Teacher - P.E.
Administration - Assistant Principal

The committee was co-chaired by:

Ed Torres
David Weaver

Teacher - English
Administration - Instructional Dean

CP-B1: Do all students participate in a rigorous, relevant and coherent curriculum that supports the achievement of the ESLRs?

All course offerings in the school have been aligned with state frameworks or course standards and Expected Schoolwide Learning Results (ESLRs). Redwood's staff continuously studies the relationship between course content and state frameworks. In the spring of 1998, the staff completed a self-study measuring the alignment of the state frameworks, course content, and ESLRs. Courses of study were written to present this alignment. The courses of study identify the state framework standards or course standards, the content of the course, the examples of student work, and the ESLRs addressed. A coherent, rigorous, and relevant curriculum is the result of such alignment.

Courses of study aligned with ESLRs
State frameworks
Second to None
Expected Schoolwide Learning Results

All students have access to the core curriculum as determined by the district's graduation requirements. Further, all students, may participate in rigorous curriculum beyond the core program if they desire. This curriculum beyond the core is provided through honors level courses, advanced placement courses, and elective courses which extend the core program. In addition, special education students and second-language students are provided with sheltered or assist courses in order to meet the requirements of the core program.

The **math** department has adopted a policy which allows students a choice of traditional or CPM curricula at the Algebra I, geometry, and Algebra II levels. Classes are offered to help students with different learning styles so they may have opportunities to participate in a rigorous curriculum. Beginning with the class of 2001, students are required to successfully complete an Algebra I level class in order to graduate. Freshmen who have completed Algebra I at middle school enroll in geometry here. An honors program is available for students that qualify and continues in the Algebra II course the next year. A test option is available to students at the end of the honors

Master schedule

Graduation requirements

Algebra II class to allow qualified students to go right into AP calculus the following year. An AP statistics course is also available to students who wish to enter another area of higher-level mathematics. Sheltered classes are offered in Algebra I and geometry to help LEP students be successful in rigorous curriculum. Math assist classes (elective classes taken concurrently with Algebra I) are available to any student who needs extra help to reach the desired level of learning. The math department is hoping to adopt a textbook program that unifies a traditional approach with many of the methods suggested in *Second to None*. In Algebra I, there is an exit exam in use and the geometry exit exam is currently being designed.

Algebra II test to qualify for AP calculus

AP test results

Individual student performance data, tests, quizzes, exit exams

In **science**, biology is aligned with the new state standards and is a required course for all students. As a result all students have access to the higher level because biology is the “gateway” to the other sciences. All science courses offer lab-based curricula in varying degrees. In the fall of 1998, AP physics was added to the schedule. Seventy-eight percent of the students taking the AP test in biology have earned a score of three or higher.

Biology course of study

Lab reports, lab assignments

AP test results

Students in **English** are provided the opportunity to succeed in a variety of elective courses which are geared to enhancing reading, writing, discussion, and critical thinking skills. A particular strength of the Redwood English department is the cohesive alignment of courses both horizontally and vertically. Teachers in the freshmen and sophomore classes work cooperatively to ensure that courses are presented in a uniform manner. Teachers of elective courses, such as composition and literature courses also follow this pattern. Assessment results in AP, SAT9, SAT, and ACT show that Redwood students are scoring at or above national, state, and district averages in verbal tests. The 1998 AP tests results in literature showed that 77% of Redwood students scored 3 or higher. At the same time, SAT9 reading scores show that only 42% of our students are reading above the 50th percentile, a level comparable to the state averages but unacceptable by our standards.

Schedule of units for specific courses

9th and 10th grade course descriptions from the work during the summer of 1997-98.

College Board exam results

State exam scores

AP test results

In **social studies**, students are required to examine cause and effect, consequences of ideas, continuity and change, and relationships between current major events and historical events. The social studies department continues to provide driver's education. There are sheltered classes in all courses, with the exception of civics/economics where a sheltered section will be implemented in the fall of 1999. AP courses are offered in U.S. history and civics/economics. Of those college-bound seniors who took the SAT II subject tests in 1998, 67% had scores of 500 plus. Sixty-three percent were above the national average. The 1997 Golden State Examinations showed Redwood had 31% of students scoring 4 or higher in civics, 28% in U.S. history, and 18% in economics. In the last two years, 46% of those taking the AP exam passed the U.S. history portion and 22% passed the government portion with scores of 3 or better.

Master schedule

SAT II results

GSE results

AP test results

In **foreign language**, teachers throughout the department share teaching strategies and keep current with new strategies so that students receive instruction that addresses all four learning modalities. Spanish and French teachers work cooperatively within these languages to ensure that courses are presented in a uniform manner. Students are encouraged to continue their study of language for four years. They are also encouraged to take the AP tests and to participate in a 2 + 2 articulation agreement with the local community college, College of Sequoias. Through this agreement, students may receive college credit for completing courses in Spanish. Foreign language classes have experienced 14% growth at the third and fourth year levels since 1994. Also, this year will have students taking the AP Spanish literature test for the first time. Seventy-eight per cent of students taking the Spanish language AP test passed with a score of 3 or better. Nine upper level (III & IV year) sections of language classes are now being offered. Spanish for Spanish speakers classes have grown to include level III and advanced placement.

Portfolios - a four year collection of student work audio and video tapes compositions, etc.

COS 2 + 2 agreement

AP test results

Master schedule

Redwood students in the area of **industrial technology** have excellent opportunities to meet their goals and to follow pathways which lead to postsecondary opportunities. Students move from entry level I to advanced level II courses in the first two years. Third and fourth year students may elect advanced level III courses, independent study, or TCOVE (Tulare County Organization of Vocational Education) classes. Pathway brochures in construction technology, metal manufacturing technology, transportation and energy technology, and drafting technology were developed in 1997 to assist students in the sequencing of the industrial technology courses. We have a 2 + 2 agreement with College of the Sequoias, whereby students get college credit by completing high school courses which meet the rigor and requirements of college-level courses. All students who complete the course curriculum are prepared for further training or job opportunities. Some students enter directly into the labor force, while others choose to enter trade, technical, or community colleges.

Master schedule

TCOVE course catalog

Pathways to the Future brochures

COS 2 + 2 agreements

Courses in **consumer and family studies** are sequential, allowing students to progress from entry level to advanced level II courses. After completing the first two years, students may elect to take independent study or TCOVE classes. There is a 2 + 2 agreement in place with COS in which students receive college credits for coursework completed in high school.

TCOVE list of courses

COS 2 + 2 agreement

In **business** there are expected outcomes for each course, published by the California State Department of Education. Business pathways, such as computer science and information processing, accounting and finance, and marketing are available for students to follow. Computer courses change each year with upgrades to the software and hardware. Several methods are used to ensure that business courses remain relevant and rigorous. The Business Advisory Committee meets twice each school year to assess and validate the program and assist in making any adjustments to help students make the transition from school-to-work. Positive and negative employer feedback is collected by the work experience instructor. Students have

*Business pathway brochures
Certificates of Completion
TCOVE*

Software and hardware purchases

Business Advisory Committee minutes

Student portfolios

returned to report that portfolios have helped them in gaining employment.

In **agriculture**, a representative from the state annually evaluates the Redwood agriculture program on 10 key issues: leadership/citizenship, curriculum, practical application of skills, qualified personnel, facilities/equipment, community business/industry involvement, career guidance, program promotion, program accountability and planning, and student/teacher class ratios. The program plan, a binder continuously updated to align with 10 state level criteria, is on file and includes a career plan for each student and a collection of the work completed. The state review team checks this program plan every 3 years. In addition, an advisory committee of 22 members, including former students, local ranchers, farmers, bankers, a veterinarian, a retired agriculture teacher, and a retired principal meets two times per year. Students demonstrate the skills acquired from the rigorous curriculum by participating on judging teams, exhibiting at fairs and shows, and competing in local, regional, state and national contests.

Program binder

*Agriculture Advisory
Committee minutes*

*Student portfolio of 4
years of work
Student career plan
SOEP (Supervised
Occupational Experience
Plan)
Competition awards and
critiques*

VAPA (Visual and Performing Arts) consistently evaluates its goals and curriculum. Visual examples of student art work are on display in three art classrooms, a display case at Sierra Vista, the library, and Redwood's main office. Student portfolios are required for all 2D art students. The TCOVE computer graphics class began as a new course in the fall of 1998. We are currently using the graphic art industry standard software Adobe Pagemaker, Illustrator, and Photoshop. Eleventh and twelfth grade students are being prepared to be competitive in both the entry-level job market and higher education graphic art requirements. Students in the music program participate in a wide variety of musical events and competitions. Ranger Choir, band groups, wind ensemble and orchestra consistently receive superior ratings at CMEA festivals. The drama department has two productions each academic year at the Rotary Theater. It also works closely with the music department in the annual musical production.

Art displays

Student art portfolios

Master schedule

*Competition schedule
CMEA results*

Play programs

All-school show program

In P.E., each student is provided with a wide range of individual and team activities. Each student participates in a two-year requirement but is encouraged to take four years of physical education. In 1998, the percentage of students not participating has decreased from 25% to 2% because of a program we have initiated which provides P.E. clothes loaned on a daily basis. As a result, we have eliminated a behavior modification class. This has released an instructor each period to involve students in more relevant curriculum. The inability to balance the number of freshmen in each period restricts our ability to provide the freshman core program as directed by the state framework.

Individual P.E. teacher's record of student's non-dress

ELD uses a battery of tests to place students appropriately. Various sheltered classes are geared to mainstream students as soon as they are able to cope in more rigorous courses. **Special Education** students are individually evaluated by an IEP team and placed in the most rigorous, appropriate setting. Special education teachers teach portions of the same course content as the mainstream, general courses.

*Student Portfolios
Individual tests
BSM Scores
SOLOM Scores
Informal Reading
Inventory Scores*

*IEP forms
List of IEP meeting dates*

Analysis:

We believe a more rigorous, relevant, and coherent curriculum would be provided by addressing several concerns.

- As state frameworks are revised the process of aligning courses becomes more important. Some departments need to improve the coordination of material within a single course to provide similar instruction and similar demands on students. Time for department discussions of these issues is important to presenting a rigorous curriculum. Collegial and inservice schedules should be devoted to such work in the future.
- Although all students are provided with the opportunity to take rigorous courses, not all participate. A growing concern is the large number of failing grades in the academic courses, especially in the first two years. More effort needs to be directed to analyzing why students

graduation requirements, including accredited classes that meet the *A - F* requirements for UC and CSU admission. Through district counselors' meetings, college board participation, and UC/CSU workshops, counselors articulate the following programs: AVID, COS articulation (2 + 2, campus workshops, early registration), Pipeline Project, UC Early Outreach, CSUF Talent Search, and UC/CSU application workshops. Students are also assisted through eighth grade parent night, visitations by college representatives, and campus visitations coordinated by Pipeline, Early Outreach, AVID, MEChA and the career center. Redwood helps to host the annual college night for Tulare County. Scholarship opportunities are regularly announced through the school bulletin. Often, the counseling secretaries will personally contact individual students about potential scholarships and assist them in the application process.

Middle school registration forms

*Bulletin announcements
Informational packets on
various programs listed
here*

*College Night
advertisements and
brochure*

The **career center** administers aptitude and interest tests to 9th and 10th grade students and maintains a career portfolio on each student through graduation. Each senior reviews this profile before leaving Redwood. Ninth and tenth grade English classes rotate through the career center. The unit in the junior year includes instruction on pre-employment skills and focuses on educational options after high school.

Career center portfolios

*Career center year-end
report*

In **academic areas**, each department provides access to the core curriculum for all students. Information about postsecondary opportunities are handled differently by each department. In **math**, all students that qualify for and/or have a need for sheltered, math assist, honors, and AP classes have access to those classes. Beginning in 1998, students and parents have a choice between traditional and CPM courses at Algebra I, geometry, and Algebra II levels. Students move from standard courses to the next level honors course based on performance and teacher recommendations. All students have the opportunity to progress in the mathematics curriculum, having met the prerequisites with passing grades. In **science**, all students have access to the science curriculum ranging from the required health science and biology to additional choices in chemistry,

Master schedule

*Parent letter on math
choice in fall 1998*

advanced biology, AP biology, AP physics, conceptual physics and physics. Students are introduced in each course to career and postsecondary opportunities in fields of science related to the curriculum. **English** departments members advise and recommend course selections in English for juniors and seniors based on past performance and the individual student's goals. Sheltered instruction or remedial-assist courses are provided at all four levels of instruction. Collections of student work are maintained at the first two levels of English and are being upgraded yearly. The class of 2000 will have a collection of writing covering the four years of high school. Such a collection will provide samples for use in a postsecondary portfolio. The **Foreign Language** department developed classes for Spanish-speaking students. Students are tested while in middle school to assure appropriate placement in Spanish for Spanish Speakers. Bilingual guest speakers from the community give presentations in classes for Spanish speakers, providing excellent role models and sharing the career opportunities available for bilinguals. Students with weak skill levels are placed in an introduction to Spanish class to provide extra help for success in Spanish I. All foreign language classes except for introduction to Spanish meet the UC/CSU admission requirements. Students can take AP tests in German, Spanish and French language and Spanish literature. The MEChA club attends the annual Chicano Youth Conference at CSU Fresno as well as visiting at least two universities, such as UCLA or UC Santa Cruz. **ELD and migrant** education also have personal learning plans for their students. Parent contact is a component of these programs in order to acquaint parents with the programs' sequence and the school's graduation requirements. **Special education** has the most formal personal learning plan. All students enrolled in special education have Individual Educational Plans (IEP) according to strengths, weaknesses, and learning styles. They are encouraged to select courses based on interests and goals. Students are also counseled on an ongoing basis regarding the connection between courses and postsecondary options. At least once a year, each student's IEP is evaluated by a Student Assessment Team which includes staff, students and parents.

Course recommendation forms

Request for change of course level form

Student collections of writing

Middle School testing

List of past speakers

Agenda for Chicano Youth Conference

*ELD personal learning plan
Migrant student learning plans*

IEP forms

Student Assessment Team

Student study teams develop learning plans to encourage optimum learning conditions. Special education teachers work within the state framework for each subject area and align the content. Emphasis is placed on connecting new learning to real world contexts.

meeting dates

The **vocational education departments** have developed pathway brochures which identify the four year plan for any student interested in these programs.. All students in **industrial technology** have access to the department's curricular pathways: construction technology; metal manufacturing technology; transportation and energy technology; and drafting technology. The department supports and participates in the career fair, vocational/tech education fair, and the COS Prep-Tech Exposition to expose students to postsecondary educational and career opportunities. Industrial technology teachers invite guest speakers to recruit graduating seniors into technical schools. Students in **consumer and family life studies** have little opportunity to pursue pathways. In the past, there have been strong pathways in this area; however, with the demise of TCOVE food services and TCOVE fashion merchandising, our program has been weakened. Guest speakers are invited to speak on relevant occupations, and student are required to attend the Vocational Faire sponsored by the career center. **Agriculture** students develop personal learning plans which help them visualize the four year sequence of courses in agriculture. These plans are modified each semester if needed as the student matures and finds new interests. Articulation agreements in five areas with COS (animal science, mechanics, plant science, ornamental horticulture, and floral) allow students to earn up to 9 transfer units. Welding Mechanics, Animal Science, and Ornamental Horticulture have 2 + 2 articulation plans with COS in addition to the 9 transfer units. A biology section is provided in agriculture which fulfills a science requirement for graduation. The **business** department provides students with pathway brochures in accounting and finance, computer science and information processing, and marketing. A Business Advisory Committee provides feedback on skills taught and program

Pathway to the Future brochures

COS articulation agreements

2 + 2 agreements

development to allow the department to offer the skills currently in use in the work place. Students in computer graphics visit local graphic design and printing facilities. Students in the work experience program are provided with real world application of job skills and both positive and negative feedback from employers on their performance. Students in **Visual and Performing Arts** are notified of scholarship opportunities and assisted in making audition tapes and slides. They are also assisted in making decisions for colleges with good music, drama, or visual arts programs. Guest speakers from the visual arts participate in art classes each year, providing educational and employment information and opportunities. **AVID** involves students in the development of their own four year plans. These plans inform students of the requirements for UC/CSU admission and help them monitor their progress toward that goal.

Analysis

Access to the core curriculum is provided in all areas with each department providing ways to accommodate a variety of learners. Sheltered instruction and assist classes have been continually added in order to ensure all students have not only access to the courses necessary but an opportunity to succeed.

The vocational pathway brochures and the guidance counselors' efforts to provide transcript analysis for each student are the most structured forms of directing students toward a personal learning plan and knowledge of postsecondary opportunities. In vocational pathways students review progress more often than in other courses. Students not in vocational pathways receive information from a variety of sources such as the counseling department, career center, AVID, individual departments and teachers and guest speakers.

In the area of career or postsecondary information, we need to further develop activities which increase students' awareness of the connection between career pathways and course work. The career center does an excellent job of providing ongoing

information on career planning over the student's four years. However, we feel more students need to develop their career shadowing awareness. We would like to include career seminars to enable students to obtain information on different careers and to be exposed to "positive" role models.

It is obvious that we need more development and assistance in postsecondary planning and vocational programs on and off campus to develop and offer better life preparation. The district efforts to organize paths to postsecondary options as described in *Second to None* should be more focused. An academic foundation coordinated and articulated from middle school through grades 9 and 10 is an important element. On our site, a more structured effort to acquaint students with a personal-learning plan or four-year plan would be beneficial. A structure to have students monitor and analyze their progress in such a plan would also be important. An extremely high counselor/counselee ratio along with high teacher/student ratios work against in-depth personal counseling, but improvements can certainly be made in our present efforts to focus students on their individual postsecondary goals.

CP - B3: Are all student prepared upon graduation to continue their academic and occupational goals?

One of our best sources of information on student preparedness to continue their academic and occupational goals is the standardized test scores which compare Redwood's students to the state and nation. Redwood students score comparably or higher than the national, state, and district averages in a variety of assessments, such as SAT, ACT, SAT9, AP exams. For students entering four-year universities, these test scores show Redwood students are competitive with others in the state and nation. The scores from the COS placement exam reveal 30% of our seniors place into English I, a transferable English class, while the remaining 70% require instruction in college level

School Profile

*COS placement results
in the appendix*

writing or reading or study skills. These scores are comparable to all incoming freshmen. The same report reveals that more of our students are attempting a postsecondary education. Over the last three years, there has been an increase of 100 students taking the placement exams for COS. The 275 students who took the English exam in 1998 represent approximately 70% of the graduating class.

In many areas of the school's program, students are shown postsecondary possibilities. Occasionally, guest speakers make visitations in foreign language, English, social science, science, business, industrial technology, agriculture, and VAPA. AVID schedules guest visitations from college-educated professionals who share similar experiences and backgrounds as AVID students have. College field trips are made to various California colleges and universities through such programs as Pipeline, Early Outreach, Talent Search, MEChA, and AVID. Visitations to local businesses are made by the various vocational programs, while career shadowing opportunities are made available as well. In special education, the Individual Transition Plan (ITP) meeting is designed to develop a long-range plan for students to move into the adult world. Student goals are developed in the areas of employment, training and higher education, living arrangements, community recreation and social involvement. The ITP lists the person or agencies responsible for helping special education students as they move into the workforce. The list may include the Department of Rehabilitation, Regional Center, Adult Service Providers, Guidance Counselor, Vocational Specialist, parent/care providers and others as appropriate. Students have access to and are enrolled in a variety of TCOVE (Tulare County Organization of Vocational Education) classes. These classes offer certification in skills which are applicable to the job market.

Special education ITP plans

Master schedule for TCOVE courses

TCOVE listings at other two high schools

Not only are students prepared to pursue their occupational goals but a number of students excel in Redwood programs and in postsecondary opportunities. In **journalism**, the *Gigantea*, the school news magazine, has won many prestigious awards over

Awards

the past few years, including placing in the top three in state competition and in the top ten in nationals. Last year's magazine has received the prestigious Pacemaker Award. The **Ranger choir, band, and orchestra** consistently win awards of superior at CMEA festival competitions. Currently thirteen former students are involved in the following: marine band, Phoenix Symphony, USC jazz program, Berkeley School of Music in Boston, Fresno State Blue Devils Drum and Bugle Corps, and the Star of India Drum and Bugle Corps. The **visual arts** department has had five students accepted into the very prestigious and selective summer school program at CSSA in Valencia, California. Only 30 to 50 high school students from California are accepted each year. **Agriculture** students are annually acquainted with Cal-Poly through a spring visitation by staff members to our campus.

Extra-curricular activities provide students with additional opportunities which prepare them for their goals after Redwood. Redwood's **mock trial team** has placed first or second in competition during the last two years. The **Future Business Leaders of America** consistently places first, second, or third in district, regional, and state competition. This past summer ten members of the FBLA team placed in the top ten in national competition in Florida, with one first-place and two second-place finishes. Many of our athletic teams have won league or valley championships, allowing some students to pursue college through their athletic interest.

Analysis:

Students who show a high level of achievement exhibit the knowledge and ability to continue their academic and occupational goals. Students are scoring well enough on college board exams to be admitted to four-year colleges of their choice. AP exam scores are allowing students to enter some colleges with units already earned. However, COS placement scores could be improved to provide more students with the opportunity to begin college in courses which are transferable. In the

vocational areas, certification and articulation agreements with colleges provide a means for students to begin to meet their goals.

While many of our students excel in many areas, we do have a significant number of students, especially in the 9th and 10th grades who leave Redwood for alternative programs or have low GPAs. Many of these students are Hispanic, and we must address how to reach this student population. Hopefully, the strategies, techniques, and methods in such programs as sheltered instruction classes, migrant education, ELD, and AVID will have an impact in this area.

Our current level of technology is also a hindrance to preparing students for their postsecondary goals. The current selection of Redwood High School as a Digital High School will certainly help us move in this direction. As our facility is poorly wired for technological equipment, the Digital High School grant of \$700,000 is a major first step

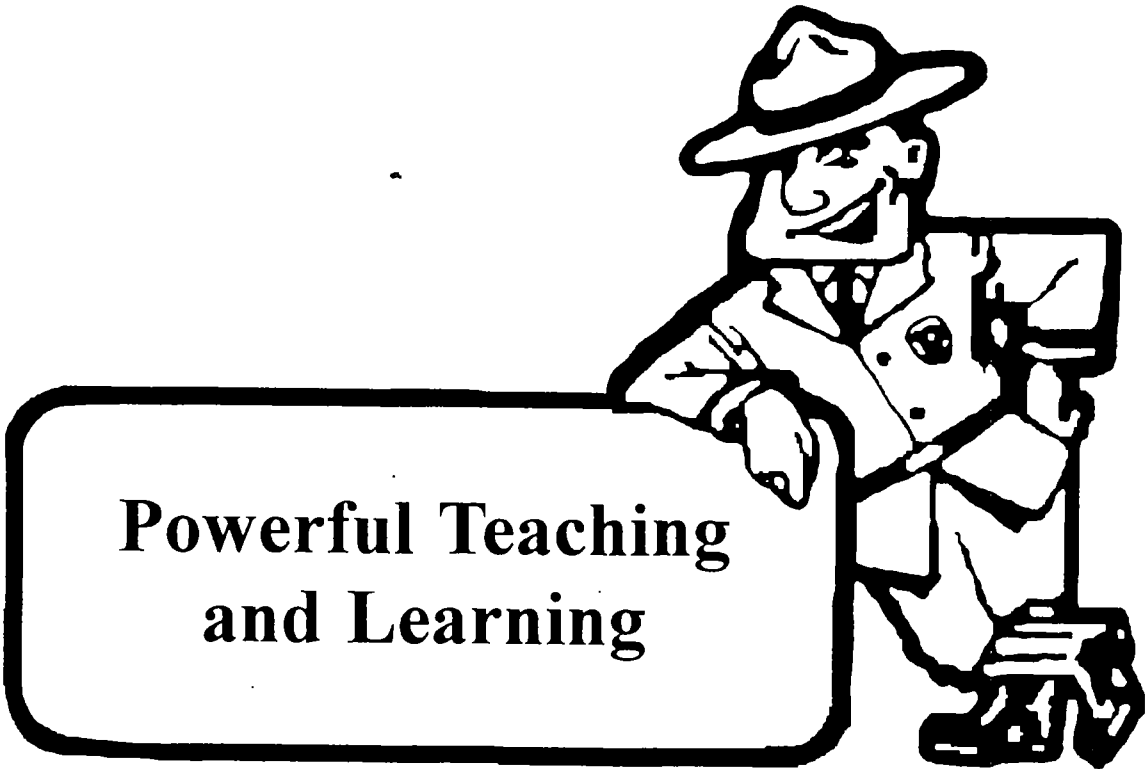
The process of gathering information specific to the WASC questions on Curricular Paths has led this focus group to analyze our current program and to identify the following areas of growth and concerns.

Areas of Growth and Concerns

- We must address the large number of failing grades earned by our 9th and 10th grade students. Many of these students are Hispanic and have low reading scores (over 70% of Hispanic students taking the SAT9 were reading below grade level). Others who fall into this group include our second-language students and those who are just unmotivated to do the work necessary for success. Students who do not pass their core classes have a difficult

time achieving success in any pathway.

- We need to develop more clearly defined four-year plans for our student population. Students who are in the vocational or college-prep pathways have some understanding of what is required to achieve their goals, but many students don't understand which pathways are possible or what is required to enter. This is a special concern for our eighth grade students who are preparing to enter high school.
- Students feel information is not available to them on a consistent basis. The bulletin is not always read in classes, making the availability of special programs or college services unknown to students. Counseling or scheduling for courses often feels more like an assembly line.



Powerful Teaching
and Learning

Structure and Process of the Powerful Teaching and Learning Focus Group

The Powerful Teaching and Learning Focus Group was composed of representative stakeholders from the school community. Students, parents, certificated and classified staff members, and administration met once or twice each week in October. Focus group members gathered information and evidence on an individual basis and through discussions within department meetings. The information collected to answer our focus questions was compiled, revised and then analyzed. The school profile data was one tool used to evaluate the success of the teaching strategies and learning experiences. All members of the focus group participated in this analysis during one three-hour session and one inservice day.

Our focus group examined evidence from course outlines completed in the spring of 1998, which aligned the ESLRs, state frameworks, and course standards. Course content and student work, a part of the course outlines, were used extensively to locate evidence of teaching strategies and learning experiences. Our self-study in powerful teaching and learning produced an accurate assessment of our courses and teaching, as well as the impact on student learning. While we affirmed many of the strengths in our program, we also recognized areas of growth and concerns.

| | |
|---------------------------|--|
| <i>Beacom, John</i> | <i>Teacher - Social Studies</i> |
| <i>Blunt, Jack</i> | <i>Teacher - Science</i> |
| <i>Boswell, Linda</i> | <i>Parent</i> |
| <i>Cain, Jason</i> | <i>Teacher - English</i> |
| <i>Dearborn, Marcia</i> | <i>Teacher - Business</i> |
| <i>Fischer, Tina</i> | <i>Teacher - English/Migrant Education</i> |
| <i>Fox, Shannon</i> | <i>Teacher - Math</i> |
| <i>Gomes, Kris</i> | <i>Teacher - Agriculture</i> |
| <i>Hurley, Joann</i> | <i>Teacher - English</i> |
| <i>Kavadas, David</i> | <i>Teacher - Special Education</i> |
| <i>Lientz, Steve</i> | <i>Teacher - Physical Education</i> |
| <i>Lott-Vickers, Lisa</i> | <i>Teacher - Science</i> |
| <i>Meling, Maggie</i> | <i>Teacher - English</i> |
| <i>Menendian, Laurie</i> | <i>Counselor</i> |
| <i>Montemayor, Maria</i> | <i>Teacher - Foreign Language</i> |
| <i>Morse, Joan</i> | <i>Administration - Instructional Dean</i> |
| <i>Moss, Doug</i> | <i>Teacher - Art</i> |
| <i>Moua, Kabllia</i> | <i>Student - Grade 10</i> |

| | |
|--------------------------------|---|
| <i>Olvera, Janice</i> | <i>Student - Grade 10</i> |
| <i>Pineda, Grace</i> | <i>Student - Grade 11</i> |
| <i>Richardson, John</i> | <i>Teacher - English</i> |
| <i>Sanchez, Angela</i> | <i>Administration - Assistant Principal</i> |
| <i>Seixas, Tom</i> | <i>Teacher - Physical Education</i> |
| <i>Senac-Urtecho, Claudine</i> | <i>Teacher - Foreign Language</i> |
| <i>Sonabandhit, Chanthida</i> | <i>Student - Grade 11</i> |
| <i>Stafford, Laura</i> | <i>Classified - Attendance</i> |
| <i>Tabibian, James</i> | <i>Student - Grade 11</i> |
| <i>Torres, Shawntee</i> | <i>Student - Grade 10</i> |
| <i>Vang, Gauche</i> | <i>Student - Grade 10</i> |
| <i>Vargas, Marisa</i> | <i>Student - Grade 10</i> |
| <i>Verhoeven, Andy</i> | <i>Teacher - Industrial Technology</i> |
| <i>Vigario, Frank</i> | <i>Teacher - Math</i> |
| <i>Wilcox, Kelly</i> | <i>Student - Grade 12</i> |
| <i>Wilson, Elizabeth</i> | <i>Student - Grade 11</i> |
| <i>Zwaagstra, Liz</i> | <i>Classified - Printing</i> |

The committee was co-chaired by:

| | |
|--------------------|-----------------------------------|
| <i>Judy Werner</i> | <i>Teacher - Foreign Language</i> |
| <i>Russ Hickey</i> | <i>Teacher - Math</i> |

PTL-C1: Are all students involved in challenging learning experiences to achieve the ESLRs? Do teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels?

Redwood High School uses individual, group, and teacher-directed learning experiences to help students achieve the demands of state frameworks, course standards, and ESLRs. Teachers have been working to align the curriculum with the California State Frameworks when available and to address the individual needs of students. In the spring of 1998, all departments analyzed their courses according to the frameworks or course standards, matching these to Redwood's ESLRs. This course analysis is available in the evidence collection. In an effort to meet the needs of our diverse school population, sheltered instruction is offered in world history, US history, geography, drivers' education, English I, composition and grammar, biology, Algebra I, Math B, Course 1 and 2, geometry, and health science. In addition, courses such as introduction to Spanish, FCC, AVID, math assist, and migrant tutorial have been designed to assist our school population.

*Courses of study aligned to
E S L R s a n d
frameworks/standards 1998*

Master Schedule

The **English department** is concerned that students become effective readers, writers, and speakers in order to meet the challenges of our increasingly complex and technological society. Learning experiences involve heavy emphasis on reading for depth, analysis and interpretation, and on written response. Department members use the Jane Schaffer model for essay writing, making the terminology for essays standard across the department. Dramatizations and projects requiring symbolic representation are a frequent part of the instruction. Research is required at each level with emphasis on print and Internet sources. Beginning in 1996, each student has maintained a collection of writing representing selections for each year. English teachers keep this writing collection and pass it to succeeding teachers. Oral presentations and large and small group discussion are a component at each level.

*English department courses
of study aligned to ESLRs -
see student work section*

*Inservice 10/97
Schaffer*

Student essays

*English student writing
folders*

*English selected course
portfolios*

The **English Language Development** department is concerned with students acquiring a more sophisticated command of the new language. Students will incorporate reading, writing, speaking, and listening in learning English. In these courses, students are taught language skills in context, are assessed by a variety of instruments, and use technology to complement the instruction. Some of the strategies used in the department are total physical response, natural approach, the use of English through comprehensible input and interactive strategies. Most activities use several types of linguistic and graphic signals to develop student proficiency in English.

ELD courses of study aligned to the ESLRs - see student work section

Student reading and writing exercises

The **Visual and Performing Arts (VAPA)** combine a broad range of learning experiences with heavy emphasis on modeling, individual instruction, hands-on skills, and performance. All VAPA areas have public performances. Through section and group leaders in music, students are peer coaches. Teacher-directed activities involve terminology, lexicography, notation, and modeling. Choral and instrumental groups participate in competitions including adjudications and reviews. In art and drama, students are instructed in the historical art and theater movements and are required to do research using a variety of sources including the Internet. Drama presents both a fall and spring production and is involved in the all-school show. Art shows are presented at various locations on and off campus throughout the year.

VAPA courses of study aligned with ESLRs - see student work section

Student research reports

*Drama play programs
All School show program*

*CMEA evaluations
Competition calendar*

Art exhibit samples

In the **physical education** classes, students are involved in direct hands-on activities, following instruction and modeling by the teachers. Small group and individual instruction have been possible in the past by manipulating class size among teachers within one period. However, increasing enrollment has made it more and more difficult to accomplish smaller class size without overburdening one teacher. The PE department would like to increase the variety of its strategies but is limited by field space and class size. Redwood has 7.93 acres of field space for PE in comparison to 31 acres at the other high schools. Encroachment of maintenance and athletics displaces the PE class from

Physical Ed. courses of study aligned with ESLRs

appropriate facilities on a frequent basis. This limits the PE department in obtaining their specified goals. Even with this limitation, the PE department strives to provide meaningful instruction in a variety of sports and activities. All units require pre-evaluation of individual strengths and weaknesses. Skill demonstrations and basic rules are given in each unit along with safety guidelines. In appropriate units a set of guided post-evaluations are used to determine a student's movement to the next level of proficiency. The curriculum is divided into four major areas of instruction: team sports; individual and dual sports; rhythms such as square dance and aerobic exercise; and strength/flexibility/conditioning.

Skill evaluations
Square dance sequence evaluation

Daily performance and participation scores

The **science department** encourages students to become careful observers with the ability to analyze what they observe. Real-life applications are an integral part of the course content. Content is presented using a variety of instructional methodologies including lecture, discussion in both large and small groups, problem-solving activities, cooperative group work and teacher demonstrations. Students are required to build several structural models (cells & DNA) to reinforce their study of structure in preparation for understanding function. Instruction also includes practice with data tables and graphing skills which are incorporated into various activities throughout the year. Other skills that are reinforced through application include metric measurement using appropriate equipment and basic skill in microscopy. Hands-on lab work and activities are an integral part of the instructional process, specifically in biology classes which all students are required to take. Many biology labs require written analysis of results and our AP biology course utilizes essay exams in preparation for the AP exam. In addition, teachers may use oral presentations and "mini" field trips to reinforce concepts. The use of video, laser disk, and a limited number of CD-Rom programs also supplement instructional practices.

Science courses of study aligned with the ESLRs
see student work section

HIV/AIDS training

Student projects/models

Graphing exercises

Microscopy exercises/projects

Lab reports

AP biology essays

Social studies department members use lecture, class discussion, and written instruction throughout the department.

Simulations such as those developed in History Alive are used in some courses. Cooperative learning is a component of many courses. Research is a frequent component of some courses, requiring students to use a variety of sources, including primary sources, films, videos, and computer applications. Students participate in group and individual presentations. Economics classes promote responsible decision making through simulations. Civics classes encourage familiarity with current political leaders and situations. The Schaffer essay-writing format used in English has been adopted by many of the social science teachers, reinforcing the same terminology for essays.

Social Studies courses of study aligned with the ESLRs - see student work section

TCl training materials

*Civics political projects
Essay tests/ research projects
Inservice 10/97
Schaffer*

In the **special education department**, the regular education curriculum is adapted to the fullest extent to meet the needs of our special population and to encourage problem solving as much as possible. Teachers use a variety of classroom strategies and techniques in an attempt to make students more effective communicators through written and oral language use. All of the learning modalities are addressed including the use of group assignments and discussions. The department collaborates with other teachers, regular and special education, to receive suggestions concerning the adaptation of the curriculum. Exposure to English literature comes in the form of excerpts taken from literature texts or videos with accompanying study guides. Hands-on skill instruction is a key learning experience. The students are continuously monitored according to their IEPs. Teachers of mainstreamed students are invited to attend conferences on IEP reviews and are encouraged to seek assistance from the special education department.

Special Education courses of study aligned with ESLRs - see student work section

*IEP forms
Notification of IEP meeting*

Vocational education in the areas of business, agriculture, industrial technology and consumer and family studies involves students in hands-on experiences. Through teacher modeling, guest speakers, videos, charts, lectures, small cooperative groups, discussions, and peer coaching, students successfully complete individual and group projects and products. In addition to hands-on projects and labs, students are expected to complete assignments that require reading, analyzing, and writing.

*Agriculture Record Books
Agriculture, Industrial Tech. & Consumer and Family studies. courses of study aligned to ESLRs*

Spreadsheet formulas

Industrial technology, agriculture, and consumer and family studies classes utilize peer tutors on a daily basis. Some of the vocational areas incorporate community involvement in the projects that students produce. Industrial technology uses specialized tools with an emphasis on safety instruction. Portfolios are used in drafting. Computer-aided drafting uses industry-standard software. Agriculture participates in many competitive activities such as the Tulare County Fair. Industrial technology participates in the Vocational Olympics and, with business, involves students in job shadowing and internships. The safe and efficient use of technology within the various fields of vocational education is imperative to the continuing success of these programs.

*Database reports
Accounting ledgers*

Drafting portfolios

*Tulare Co. Fair projects,
Pictures*

Job Shadowing records

The **mathematics department** utilizes instructional approaches which include lecture, investigative tasks, discussion, cooperative group work, and modeling. As a whole, the department emphasizes the implementation of writing into assignments where appropriate. Having students express their numerical answer helps embed the concept with the numerical computation. From Math B to AP calculus, peer coaching and individualized instruction are emphasized. As students progress through the mathematics sequence, they are required to produce portfolios or projects in various courses. Additionally, students present their projects or portfolios to the class. One night a year, the math department presents "The Family Mathematics Night," where parents are encouraged to come to see what their students are doing. The focus of the night is student presentations facilitated by instructors. To aid students in developmental math courses from Math B to geometry, the department created the course, math assist. In each period of math-assist, a math instructor helps students individually or as a class on their specific assignments.

*Mathematics courses of
study aligned with ESLRs
see student work section*

Math portfolios/projects

Math night invitations

Master Schedule

The **foreign language department** offers French and German in levels one through AP, and Spanish is offered in introductory levels through AP with a separate sequence for Spanish speakers. In the Spanish speakers' sequence, students may take the AP

*Foreign language courses
of study aligned with
ESLRs - see student work
section*

Language test after two years and proceed to a third year literature class in preparation for the AP Literature test. In all languages, at all levels, listening, reading, writing, and speaking are emphasized. Students are taught with the communicative approach, following the state framework and guidelines. Activities are structured using the “into-through-beyond” format. Total physical response (TPR) is a supportive strategy. Pictures, gestures, role playing and videos are used to make the target language comprehensible. To the extent possible, students are placed in true-to-life situations. In order to promote effective communication, students in all levels work in collaborative groups or pairs to apply their conversational skills and to create oral presentations, skits, role playing, and projects.

Spanish speaker test results

Foreign Language portfolio materials-oral and video cassettes, artifacts, and writing samples

Analysis:

Using the school profile data and information from our community college, we feel we can assess the success of our teaching strategies and learning experiences. In comparison to state averages, Redwood High School has a significantly higher number of limited-English students and students who receive AFDC and free and reduced lunches. However, our test scores are competitive with those of the district and state. SAT and ACT scores surpass the state level and were comparable to or better than those of the other comprehensive high schools in Visalia. Of the eight advanced placement tests taken by Redwood students, scores in biology, calculus, statistics, Spanish language, and English Literature match or exceed the national (global) percentages for scores of three, four, and five. A total of 143 AP exams were taken in the spring of 1998 which represents a continual increase in the number of students participating in the AP program. The SAT9 was given for the first time in 1998. Test scores in math and language were better than the state averages and the averages. Our local community college, College of the Sequoias, has provided placement results in English and math for the past three years. The scores have remained fairly consistent and show an increase of approximately

School Profile

School Profile

AP test records

School Profile

COS placement test results, appendix

100 students completing the placement exam over the three year period. In 1998, 287 seniors, 70% of the graduating class, took the placement exam in English with approximately 30% testing into a transferable college English course, 30% testing into the fundamentals of college writing course, and 30% testing into a reading, writing, and study skills course. The remaining 10% were placed in a basic skills course. In math, 275 seniors took the exam with 6% placing into transferable math courses, 13% into intermediate algebra, 30% into elementary algebra, and 46% into pre-algebra. The scores in both math and English match or exceed the percentages for all incoming students to COS. We feel these standardized scores affirm the value of our use of a variety of strategies and learning experiences to reach our diverse population and help them succeed, but we also see areas for improvement, especially in the COS placement results and the SAT9. In addition, the student and parent surveys conducted in May 1998 indicate a high level of satisfaction with challenging learning experiences, teacher involvement and assistance, and relevancy of courses to the students' future.

Student Survey

Parent Survey

Even though assessment data shows positive results, we feel a need for improvement in several categories. Our major concern is students lacking the skills and motivation to achieve in courses in which they are placed. Data presented on grades by departments indicate a high number of failing grades in the academic areas, especially those which have a heavy emphasis on reading. There are a number of conditions that interfere with powerful teaching and learning.

- Information on incoming 8th grade students is not easily available for placement. The middle-school teachers' recommendations are the main criterion for placement. As a result, many students are not placed appropriately.
- In some departments, students who fail one course can take the next course in the sequence concurrently with the one failed. Since the standards and content of one course build toward the next course, the student's ability to succeed is compromised by concurrent enrollment.
- Sometimes, a student's motivation to complete some

courses is compromised by the student's perception that failing a course is not that serious. Students believe a shortage of units can easily be reversed by choosing to take concurrent courses, summer school, alternative programs, or a course or teacher perceived as easier.

- Students should demonstrate entry-level skills in order to move through the sequence of courses in each department.
- Students should be encouraged to take advantage of intervention strategies that would ensure success. Graduation requirements have increased in math and science. Therefore, students need to realize the importance of mastering the prerequisite skills necessary for success in these courses.
- Many students are unwilling to do the work assigned in the classroom and for homework. Teachers find it difficult to differentiate between those who are unable from those who are unwilling to do the work. We believe that the unwilling student is the larger and more disturbing problem resulting in wasted effort by teachers, misspent time, and a long list of D and F grades, especially in the freshmen and sophomore years.
- Excessive absences and tardies limit the ability of teachers to interact successfully with all students. Despite many efforts, Redwood has not been able to solve this problem.
- The limitations of our facility further hamper our efforts to present powerful teaching and learning. Increased student enrollment each fall has resulted in teachers selling their planning periods in order to reduce the class sizes in some subjects. Many teachers move from classroom to classroom due to the lack of available space. PE is unable to function as it would like because the availability of the facility does not match enrollment. Safety issues are a concern, particularly in vocational areas when student-teacher ratios increase.
- Some decisions made at state and local levels have required adjustments in teaching and learning. Areas requiring a heavy use of supplies for student projects have been affected by a recent grand jury ruling concerning

student fees. The district's current decision to offer both CPM and traditional math courses has created a textbook need. New graduation requirements such as Algebra I and biology may require additional assist classes which may affect vocational education enrollment. However, we feel that Redwood's diverse population would benefit from an emphasis on job-skill training and the immediate job potential such training provides.

PTL-C2: Do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?

Students are regularly called upon to use higher order thinking skills in all departments. Through peer coaching, students in agriculture, PE, VAPA, mathematics, health science, industrial technology, and special education apply what they have learned, utilizing their higher order thinking skills as they assist other students. Students take initiative in leadership roles to enhance activities. Examples are ASB, AVID tutors, FFA and FBLA officers. Various courses use projects/portfolios that incorporate analysis of data and interpretation of ideas in the preparation of projects. For example, the students in AP statistics are given data on various topics and are required to give a complete analysis with inferences. Social studies requires students to draw inferences and make conclusions about social and historical issues. Students vote during civics classes on issues concerning local, state, and national elections. Vocational education students use their knowledge to apply to real-world projects such as fixing machines, keeping record books, tracking daily logs, creating databases, judging, and job experiences. Health science uses decision-making models to illustrate the consequences of poor decisions. Course standards matched to ESLRs were completed in the spring of 1998 and reveal many specific examples of higher order thinking activities.

See table of student work samples listed by department which follows this question

*Portfolios in English
Agriculture, Math,
Business, Foreign
Language, Special
Education, Drafting, Studio
Arts.*

AP statistics projects

*Courses of study aligned
with ESLRs*

*Journals
Abstinence-based books*

Analysis

Teachers in all courses require students to utilize higher-order thinking skills as they apply to their courses. Critical evaluation, analysis, interpretation, and application of knowledge are part of every subject. In some areas, students are asked to apply these higher order thinking skills across the curriculum; however, more cross-curricular approaches using evaluation, interpretation, application, and synthesis would benefit the students in their ability to see the relationships between various subjects. We are hopeful that the continued use of a collegial schedule will allow us to develop cross-curricular projects.

An asterisk is placed next to those items requiring higher order thinking.

| | |
|--|--|
| <p><u>English</u> graphic organizers* journals* written essays in various domains* research/i-search papers* videos of student presentations family tree projects expository presentations* portfolios* children's book* library research - computer samples on-line research assignments</p> | <p><u>Foreign Language</u> journals* portfolios* oral and video tape projects* family album* time lines* story boards* cooperative/cultural games* situations* role plays* My Future Life* My Favorite Vacation* pen pals*</p> |
| <p><u>VAPA</u> performances and practice tapes* displays at galleries public performances throughout year* all school performance* judgments* research papers* graphic art project (computer Escher project</p> | <p><u>Mathematics</u> garden problem* digit problem* Zoe the goat* colored square* projects* graphs and symbol charts* portfolios</p> |
| <p><u>Special Education</u> portfolios* videos IEP's* ITP's* elections* book/movie reports characterization</p> | <p><u>Physical Education</u> demonstration of rhythm skills in dance* heart monitoring* fitness journals physical skills and rules*</p> |

| | |
|---|---|
| <p><u>Business</u> applications, resumes, and cover letters job shadowing job internships database, ledgers, financial statements, simulations portfolios spreadsheet practical applications project* log night database* spreadsheets* word processing database searches and reports * graphic composition *</p> | <p><u>Agriculture/Industrial Technology / Consumer and Family Studies</u> beef, dairy, swine, lamb projects* career portfolios* plans, layouts, and photos of project activities such as scrapers, tables, dressers, entertainment center, desks, engine presses, auto repair, barbeques interior design: dream bedroom project, food/menu preparation, pattern-making* sewing projects: wind socks, clothing, tote bags Lincoln arc welding reports* proficiency applications* project competition boards* FFA program of work* calendar of activities safety unit job data* planning, design, cost analysis*</p> |
| <p><u>Science</u> updated video presentation on various current informational topics.* project books-abstinence book and video tape.* stress posters-letters to friends* journals-analyzing topic of current unit.* numerous labs including written analysis, especially biology* letters to friends* reaction papers-analyzing information presented relevant to topic.* cell models* building molecular models* Bmr calculation*</p> <p>problem-solving * genetic problems* oral presentations food label analysis *</p> | <p><u>Social Science</u> History Alive* posters* mock elections* research projects* Schaffer writing essay collections*</p> |
| <p><u>ELD</u> journals portfolios writing essays * comprehensive tests reading and writing checklist book reports activity rating and reflective sheet* vocabulary and language exams (English Discovery computer discs)</p> | |

Frequency of Teaching Strategies

Members from the thirteen departments of Redwood High School have represented the frequency of use for the teaching strategies named in the table by using the following scale. 5 = a strategy used almost daily by a majority of the department; 3 = a strategy used often but not part of the daily routine; 1 = a strategy used infrequently or by only a few members of the department.

| | co-op groups | peer coaching | lecture | technology | written instruction | individual instruction | modeling | large class discussion | guest speaker | graphic organizer | group presentations | oral projects | models, graphs | research | on the job training | portfolios | written production | hands-on skill: |
|---------------|--------------|---------------|---------|------------|---------------------|------------------------|----------|------------------------|---------------|-------------------|---------------------|---------------|----------------|----------|---------------------|------------|--------------------|-----------------|
| soc sci | 3 | 0 | 5 | 3 | 5 | 0 | 0 | 3 | 0 | 3 | 3 | 3 | 1 | 1 | 0 | 0 | 1 | 0 |
| science | 3 | 1 | 3 | 3 | 1 | 5 | 5 | 1 | 0 | 3 | 1 | 0 | 5 | 1 | 0 | 0 | 3 | 3 |
| cons. studies | 3 | 1 | 5 | 3 | 3 | 1 | 5 | 3 | 1 | 3 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 3 |
| English | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 1 |
| math | 3 | 3 | 5 | 3 | 5 | 3 | 5 | 5 | 0 | 3 | 3 | 3 | 5 | 1 | 0 | 3 | 5 | 3 |
| sped | 1 | 5 | 3 | 3 | 5 | 5 | 5 | 3 | 1 | 3 | 1 | 1 | 1 | 3 | 3 | 3 | 5 | 5 |
| P.E. | 1 | 3 | 3 | 1 | 1 | 5 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 5 |
| foreign lang | 5 | 5 | 5 | 0 | 5 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 0 | 3 | 3 | 0 |
| VAPA | 1 | 0 | 3 | 1 | 1 | 5 | 5 | 3 | 1 | 0 | 3 | 1 | 5 | 1 | 0 | 3 | 1 | 5 |
| ind. Tech | 3 | 3 | 3 | 5 | 3 | 5 | 5 | 1 | 1 | 0 | 5 | 1 | 0 | 1 | 1 | 1 | 1 | 5 |
| business | 3 | 3 | 5 | 5 | 3 | 5 | 5 | 1 | 1 | 3 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 5 |
| agricul. | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 1 | 5 | 3 | 3 | 5 |
| ELD | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 1 | 1 | 5 | 3 | 1 | 3 | 3 | 1 | 3 | 5 | 3 |

PTL-C2: Does collaboration occur 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community?

In many cases there is collaboration among Redwood staff in a formal setting. Foreign language, math, English, special education, ELD, physical education and vocational technology meet by departments and/or by subject or level quite regularly. Other departments meet on an "as needed basis." In some cases, departments are split across the two campuses, making interdepartmental collaboration quite difficult. Course or level coordinators in many areas are responsible for working with other teachers of the same course to organize the pace and the materials used. This occurs in foreign language, English, biology, conceptual physics and mathematics. In some departments, the various courses or levels also coordinate grading standards and assessment. This occurs particularly in foreign language and biology. Beginning in 1998, collegial days have been provided to allow for teacher communication on issues of importance to the whole school. At this campus, these days are currently being used in preparation for WASC accreditation; however, plans are to continue these days in the following years to allow for greater collaboration among staff regarding issues of concern. The library-media teacher works collaboratively with classroom teachers to develop lessons and class assignments that will require using the library. Together, they determine the time to be spend on the unit, the objective of the unit, the students' abilities, materials available in the library, and whether materials need to be put on reserve or not. Both the classroom teacher and the library-media teacher model the research process and assist teachers. Last year, 832 classes gave assignments requiring the use of the library.

*Course descriptions for
Back to School Night*

Collegial day agendas

*Student samples of
assignments researched in
the library*

In some disciplines, teachers from the three comprehensive high schools meet to share concerns, ideas, and strategies. This occurs most often in subject areas which contain only one or a few teachers on each campus. Examples are French and

German, agriculture, drama, special education, business, music, and AP statistics. District migrant education teachers attend inservices throughout the year. VAPA, industrial education, and business work with other departments to accomplish specific goals. English, special education, math, and Spanish coordinate with teachers at the middle schools for proper placement in English and testing for the native speakers class. Spanish, business, agriculture, industrial technology also coordinate completion certificates for credit at the College of the Sequoias. The current district focus on multiple assessment has involved the development of math and writing assessment test and a revision of the proficiency testing in collaboration with the other high schools.

*Middle School placement material
COS 2+2 certificates*

*VCAS writing assessment and Math Assessment
Algebra I exit exam*

Many AP teachers regularly attend AP conferences or inservices to collaborate with teachers outside the district and improve teaching strategies. Many teachers meet informally with other instructors from other valley schools as a result of various projects (i.e. San Joaquin Valley Math, Foreign Language, History, Writing Projects, California Arts Project). In particular, agriculture, VAPA, business, foreign language, math, consumer and family studies, band, industrial technology gather to discuss with teachers from outside the district. One example is agriculture's annual California Agriculture Teacher Association. Health science has the CAHPERD and Health Framework Conference; the French department has Project Faithfuls; industrial technology has the Tech Prep Consortium.

Collaboration between teachers and students occurs on a daily basis. In some classes, students and teachers work together to set the classroom rules and expectations. Teachers work with students on an individual and group basis. The math assist classes allow students from a variety of courses to gain individual attention from a math teacher. ELD, AVID, and migrant tutorial provide individual attention. In the survey last spring, parents and students expressed a positive feeling about the availability of teachers for assistance. Redwood has 28 clubs, each with a faculty member acting as the club's advisor

*Parent survey
Student survey*

Club List and advisors from extra duty roster

who facilitates the club's activities. In all agriculture classes, FFA membership is mandatory so collaboration occurs both in the classroom and in the club. In special education, a committee consisting of students, parents, counselors, teachers, assessment specialists, and support staff reviews student progress in order to ensure success in school.

*Special education
committee*

Collaboration occurs among students in different classrooms. Many classes utilize collaborative groups to share and interpret concepts and ideas. College Preparatory Mathematics (CPM) is designed to encourage collaboration among students to understand the concepts of mathematics. Students in the AVID program are tutored for success in a wide range of classes. Club activities and competitions require student collaboration.

Interaction between the school and community occurs on a very limited basis in academic areas. Guest speakers are sometimes used in Spanish, English, AVID, health science, and social studies. Mock Trial participants receive assistance from local lawyers who volunteer their expertise. VAPA performs plays, concerts, and art exhibits for the community and elementary schools. Drama participates in Teen Survival by presenting Readers' Theater. Students who have jobs can take work experience for credit. These students are monitored through the high school, and the employers are in contact with the work experience instructor. TCOVE office work experience prepares students for a variety of real-world office experiences. The career center provides an avenue for students to explore various employment opportunities and provides job shadowing within the community. The Workability Program allows special education students to solicit jobs for which they are paid. The school-to-career coordinator works with the other comprehensive high schools and community to set up job shadowing. This program also allows teachers to job shadow in the community to see how their school subjects are applied to the real world. In all vocational studies there are community advisory committees which meet several times a year to evaluate

*Music performance
schedules and programs*

*HIV/AIDS unit
Peer coaching*

Work experience logs

Career Center records,

*Vocational Advisory
committee agendas*

and assist the high school program. Currently, in the planning stages, there is an organization of community leaders interested in helping Redwood High School as needed. A variety of community services participate in providing assistance to the special needs population at Redwood.

*Buckman-Mitchell Insurance
partnership*

Clubs on campus are active in the community. For example, MEChA members volunteer their time by serving hot meals at Sister Ursula's Kitchen, a charity organization. German Club helps at the local Visalia Emergency Aid. Future Business Leaders of America participates in various community service organizations in Visalia, such as the Kelly Scott Anti-Violence Run for Visalia Pro-Youth, Adopt-A-Highway, Hospice, the American Cancer Society Kids' Camp. Recently the club undertook the major task of raising money to restore an arbor at Mooney Grove Park. Redwood's California Scholarship Federation chapter on campus has held a schoolwide book collection for young students in conjunction with the Visalia Times Delta reading roundup program. Many clubs adopt families who are financially unable to celebrate the holidays such as Thanksgiving, Christmas, and Easter. Southeast Asian club collaborates with other schools in the San Joaquin Valley, building networks within the Valley's Southeast Asian population. Student Government sponsors a schoolwide can food drive and toy drive for needy families and children around the community. The agriculture department has various community involvement such as Trick or Treat Lane, Top of the Line Craft show, PPAV Lamb Feed, and representatives on the Tulare County Junior Fair Board conduct school tours.

*Student Bulletin notices
Club records
Advisor's logs*

FBLA records

CSF student bulletin notices

FFA competition calendar

Analysis

The very basis of teaching is contact with students. To that end, teachers are in constant collaboration with students. The staff at Redwood High School is concerned with the success of our students. Therefore, collaboration occurs as needed, with all parties involved in a particular student's needs.

However, there are several areas of improvement that need to be addressed.

The logistics of a two-campus school causes isolation among departments and even between department members who are split between the campuses, Sierra Vista and main campus. While some departments are collaborative and present courses of equal rigor and depth, other departments are not as communicative. Communication within a department fosters growth in teaching styles and techniques which we value. Furthermore, Sierra Vista's faculty feels a great lack of communication with counseling, administration, and deans. Although, efforts have been made, there are no administrators based permanently at Sierra Vista to provide accessibility to the teachers and students and to provide immediate assistance in emergency situations. Due to our antiquated facilities, we do not have phones in our classrooms in case of emergency.

An articulation between teachers and counseling needs to occur so that students who do not possess the necessary skills will not proceed to the next level. Proper class placement of students according to skill level needs to be coordinated between the counselors and the teachers to better meet the needs of the students and allow for greater opportunities for success.

Within the district, there needs to be articulation among various levels and schools. High school departments need time to articulate with the middle school and COS concerning standards, expectations, curriculum, and placement. AP coordination needs to be developed throughout the district to ensure a quality program. Coordination between like departments in the three comprehensive high schools would help ensure that a student who transfers from one school to another or who takes single courses at one of the high schools can meet with greater success.

Students would benefit from increased interdepartmental and

intra departmental collaboration among teachers at Redwood. This would allow teachers to coordinate the pace and depth of the curriculum and grading standards in like courses. It would also allow teachers to coordinate efforts among department to teach areas across the curriculum and to discuss areas of concern affecting students' needs. In the past, little time has been allocated for such departmental discussion. However, it is hoped that after this year, the collegial days will be continued for collaboration on areas of teacher concern.

PTL-C3: Do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbooks and the classroom?

Our students are encouraged to engage in learning beyond the classroom. To that extent, teachers provide opportunities to interact with the community. In particular, the classes which encourage hands-on learning provide the most access to outside sources and experiences. In all VAPA classes, students present exhibits, productions, and competitions to engage the students in application of concepts. In economics, statistics, industrial technology, social studies, and physics, students are required to go beyond the classroom as they prepare projects and do research. Tulare County History Day and Law Day speech competition offer students experiences in U.S. history. Civics classes participate in the annual mock election sponsored by the Tulare County League of Women Voters. Prior to election day, students vote on the same issues and candidates as that year's election. Through the English classes, students participate in speech tournaments, poetry and essay contests, the Writer's Conference and the Shakespeare Festival. A requirement for outside reading in the freshmen and sophomore and most junior and senior English courses is an effort to extend the enjoyment in reading. Both journalism and yearbook are run as businesses with established budgets. Additionally, these courses require students to deal with local businesses to produce their respective products. In the Spanish for Spanish Speakers classes, guest speakers present

VAPA calendar

Courses of study aligned with ESLRs

English outside reading forms

*Journalism budget
Yearbook budget*

to the students, explaining college and career opportunities available to bilingual students. German students host visiting students from Germany who participate in class. A summer trip to Germany is an opportunity provided to interested students by the German instructor. In work experience, students receive credit for jobs in the actual workplace. In addition to their jobs, students attend work experience class once a week to discuss labor laws, work ethics, etiquette, sexual harassment, and other areas of concern. In Cooperative Office Program, students experience working in a business atmosphere outside the classroom. Special education students participate in the Workability Program where students apply academic and vocational learning to jobs in the community.

Work experience records

TCOVE course guidelines

In most classes students utilize periodicals, newspapers, related music, art, literature, videos, and various other resources. In many departments, students create their own resources by presenting videos, newspapers, or artistic projects to the class. Our library is well equipped with a wide range of periodicals and Internet access. Many departments utilize the library resources as a part or extension of their curriculum, and some departments encourage students to use the library in a less formal manner. The career center also has speakers from the community as a regular part of the grade-level career units, particularly in the 11th grade, and the Career Fair and the Vocational Technology Education Fair. Speakers from the business community speak to juniors about pre-employment skills and work ethics. Speakers were scheduled in a total of 50 classes in 1997-1998. Applications for summer job opportunities, such as "Got-A-Job" program (available to all students) is coordinated through the career center and school-to-career coordinator.

Library resource list

Library reservation book

Career Center year-end report

Through FFA, students compete locally, sectionally, regionally, and nationally. They participate in speaking, debate, and evaluative activities. Through the nationally acclaimed RHS FBLA chapter, students participate in community-service activities and compete in business.

FFA calendar

FBLA calendar and service project records

Competition score sheets

Students are able to experience other beyond-the-classroom activities through math club, German Club, the Foreign Language Fair, the engineering team, Mock Trial, Youth in Government, HIV peer counseling, and speech club.

Analysis

Throughout Redwood High School students are provided the opportunities to go beyond the normal classroom experiences. However, the percentage of those opportunities as compared to the general daily activities is not significant, particularly in the lower level classes. Therefore, not all students are participants in these experiences. Redwood faculty is aware of the enriching resources available on the Internet, but we feel the restrictions of limited access. Because of a recent Grand Jury decision regarding student fees for activities, many teachers work under the constraints of a lack of funding for outside activities that are regarded as vital enhancements to the base programs.

The process of gathering information specific to the WASC questions on Powerful Teaching and Learning has led this focus group to analyze our current program and to identify the following areas of growth and concerns.

Areas of Growth and Concerns

- Students with low skills struggle to meet the graduation requirements. Graduation requirements, especially the Algebra I and biology requirements, may not be realistic. Some students may require more than four years to graduate. Course curriculum should be designed to allow for appropriate pacing for student success. For example, the Algebra I course may need to be paced across three semesters for some students.
- Proper student placement is important. Prerequisites should be established for entry and advancement.

Courses must be available to accommodate students who do not meet the entry level skills. Better communication between departments and the counselors should be developed.

- We must attempt to address the lack of student motivation and accountability. Many students do not do their homework. Students lack a concern or anxiety about failing a course.
- The continued development of a consistent discipline and tardy policy is necessary, with communication among teachers, counselors, and deans.
- Safety concerns need to be examined. A full-time administrator is needed at Sierra Vista. A full-time nurse needs to be available to the students. Class sizes in lab and/or project-based classes should be matched with equipment, facilities, and a teacher-student ratio which allows adequate supervision for safety.
- Collegial time should be continued to allow for whole staff collaboration, departmental development of curriculum, and cross-curricular opportunities.
- Articulation within departments to ensure the rigor of courses and to share strategies for powerful teaching is a necessity.
- Articulation within the district to develop clear course standards and sequences is needed.
- Inservice time is needed to study strategies to reach the unmotivated student. Particular emphasis should be placed on a study of strategies to improve reading skills in all content areas.
- An analysis of the skills evaluated by standardized testing tools should be completed each year to improve SAT9 and other postsecondary results.

**Support for Students:
Personal and Academic
Growth**



Support for Students:
Personal and Academic
Growth

| |
|---|
| <p>The Structure and Process of Support for Students: Personal and Academic Growth Focus Group</p> |
|---|

The committee researching support for students was made up of certificated staff, classified staff, students, and parents. While not every member could be at every meeting, the efforts made to vary meeting times and to make good use of collegial days, a morning three-hour block of time, and an inservice day ensured that adequate representation in the group was always present. The full group met six different times to discuss findings. In addition, the group decided to structure itself so that all members would work on question S-D1, and smaller groups would work on the other questions. Hence, one sub-group for each question met at least twice on questions S-D2, S-D3, and S-D4. In this way, it was felt by members of the committee that all four questions received full attention and research. The responses were then generalized into narrative form, with specific examples used to elaborate on the generalizations. Finally, the committee felt that the four statements clearly discuss positive areas, so the analyses focus on areas in which the school could improve.

| | |
|----------------------------|--|
| <i>Anderson, Randy</i> | <i>Student - Grade 11</i> |
| <i>Babagian, Sheri</i> | <i>Parent</i> |
| <i>Baughman, Christina</i> | <i>Classified - Special Ed. Aide</i> |
| <i>Bodine, Jane</i> | <i>Teacher - Science</i> |
| <i>Bower, Lupe</i> | <i>Parent</i> |
| <i>Buenafe, John</i> | <i>Teacher - Math</i> |
| <i>McGowen Buldo, Pam</i> | <i>Teacher - Consumer & Family Studies</i> |
| <i>Drake, Glen</i> | <i>District Sp. Prog. Coordinator</i> |
| <i>Fistolera, Stacy</i> | <i>Classified - Campus Supervisor</i> |
| <i>Garcia, Joe</i> | <i>Athletic Director</i> |
| <i>Gonzalez, Robert</i> | <i>Teacher - ELD</i> |
| <i>Juarez, Sandra</i> | <i>Nurse</i> |
| <i>Karlea, Bonnie</i> | <i>Teacher - Foreign Language</i> |
| <i>Kenfield, John</i> | <i>Student - Grade 11</i> |
| <i>Lane, Terese</i> | <i>Teacher - English</i> |
| <i>Lawrence, Damien</i> | <i>Teacher - Science</i> |
| <i>Lindquist, Marietta</i> | <i>Parent</i> |
| <i>Link, Melissa</i> | <i>Teacher - English</i> |
| <i>Lowe, Doris</i> | <i>Teacher - Business</i> |
| <i>Maddox, Claudia</i> | <i>Teacher - Activities Director</i> |
| <i>Maksy, Paul</i> | <i>Student - Grade 12</i> |
| <i>Mar, Sharon</i> | <i>Student - Grade 12</i> |
| <i>Marquez, Esther</i> | <i>Classified - Attendance</i> |

Moreno, Ron
Palomo, Jose
Roberts, Paula
Robles, David
Rogers, Mark
Schweers, Suzy
Sharp, Anna
Tinnin, Mike
Toste, Luisa
Vang, Moua
Weiss, Debbie

Parent
Administration Instructional Dean
Classified - Campus Supervisor
Classified - Campus Supervisor
Teacher - Special Education
Teacher - English
Student - Grade 12
Teacher - Social Studies
Teacher - Art
Classified - ELD aide
Teacher - Math

The committee was co-chaired by:

Tim Whitfield
Norma Cano

Counselor
Librarian

S-D1: Do all students receive appropriate support to help ensure academic success?

As graduation requirements increase in difficulty and the need to gain more education after high school grows, students may need more academic support than ever before. This effort to help all students to succeed academically requires a partnership of families, students, school personnel and community. At Redwood, academic success begins in the classroom. While roughly a third of the students surveyed would ask that teachers explain assignments more thoroughly, nearly three-fourths agreed that teachers were available to help them. The parent survey shows that 66% think that homework is reinforcing, and 81% say that classes are helping to prepare students for the future. In formal and informal ways, most teachers in every department are available to their students both in and out of class. Examples are everywhere, but some of the most formal are found in math. The math office is staffed every morning before school, and nearly all math teachers can be found in their rooms, available for individual student questions. Arrangements are easily made for lunch or after-school appointments. The foreign language department is another example in which teachers arrange themselves and their time to be able to help those who need more assistance. All three music teachers will arrange individual lessons for students. The computer-aided drafting lab and drafting room are open daily at 7 a.m. for student use. The geography/driver's education course includes a study skills and goal setting unit for freshman students. In all departments, most direct teacher help is given on an individual, case-by-case basis, and appointments are plentiful. Also, most teachers are using the individual student calendars, or some other form of calendar, so that students know what is expected of them in their classes.

Student survey #5,6

Parent survey #5,6

*Room and student
calendars*

Math and foreign language teachers are also active in publishing lists of student tutors who can be contacted regarding individual tutoring. Each department screens and approves those

*Math tutor list
Language tutor list*

students who volunteer to be considered for placement on the list. The math department list and the Spanish list are then posted in classrooms and given to the deans and counselors. Students can also take advantage of the study center at the Visalia City Library. The library study center is open 3:30 -6:30 on Mondays through Thursdays and is staffed with a teacher and helpers to aid students. Students can either drop in or be given a referral from the school.

Bulletins and advertisements posted in classrooms

The Annie Mitchell Library offers a collection of over 25,000 items so that students can choose the best resources for their assignments. The atmosphere, physical facilities, schedule, and personnel all contribute to student access of the library media center. The library is open before school, during lunch, and after school. It has an on-line catalog, Internet connection on five computers, CD-ROMS, the Electric Library magazine program on the Internet, and a professional collection room. Orientation is provided through freshman English classes. Students are exposed to reference materials and library skills that prepare them for research, university studies and life-long learning. The library media center plays a role in developing positive self-concepts in students by providing materials that reflect their culture, language, and interests. Student work is often displayed in the library media center. The library works with individual students to help them become organized investigators, critical and creative thinkers, effective communicators, and responsible information users. In 1998, the library media center increased the number of computers that are available for student use to seventeen with eight more planned. In the next two years all library computers will be connected to the Internet. Word processing programs are available, as well as student skills programs and several tutoring resources on CD-ROM discs. Last year, the library staff supervised and assisted over 1,900 students who individually came to the library with a pass to work on their assignments. In addition, 832 classes used the library for research or computer access.

Library year-end report, 1998

Library scheduling binder

At the next level of support, classes are generally plentiful for

student needs, and the master schedule is checked from several different points of view in order to maximize opportunities and minimize conflicts. Students and parents agree that there are appropriate classes, though some would want more elective offerings. In addition to regular course offerings, specific programs are in place for special day, resource, LEP, and advanced students. In all cases, students are expected to meet graduation requirements. Special day students are expected to pass all graduation requirements. The Resource Specialist Program teachers are especially proud that in the last five years, 100% of their seniors have graduated by meeting all requirements. The students who are learning English can begin with ELD 1 and progress to the regular program. In between are two more levels of ELD, plus sheltered courses in English, math, history and science. There are also advanced classes in Spanish for those who are native Spanish speakers. For advanced students, there are honors courses in grade nine and grade ten English, geometry, and Algebra II. There are also nine AP courses for juniors and seniors. For students who are struggling in Algebra 1, a graduation requirement, there is a math assist class. There is also an English skills class for those in grade nine or ten who are working on basic reading and writing, and an English/reading support class named Freshman Core Curriculum (FCC) for freshmen reading between the second and sixth grade level. For eligible migrant students, a one-period support class and the PASS program materials are provided to help keep students on track for graduation. The class is staffed by a certified teacher, a migrant aide, and a COS student employed as a tutor.

Master Schedule, 1998

Special Education report

ELD report

*Migrant Secondary
Support Services list*

Four additional encouraging, supportive programs are present at Redwood. The largest is AVID, which stands for Advancement Via Individual Determination. Redwood currently has 5 AVID classes serving approximately 123 students. AVID strongly supports those students who have the ability to go to college, but who do not, in many cases, have the so-called "kitchen table" or support at home. Study skills, speaker presentations, college searches, and goal setting are a few of the

activities, but the major thrust of AVID is the tutorial session. Tutorials, two times a week, are intended to encourage AVID students to enroll in more rigorous courses, to be better students, to earn better grades, and to be better qualified for college admissions. All AVID students are assigned to one dean/counselor team to make advising consistent.

AVID report

The other three programs come to Redwood from outside agencies. The UC Early Academic Outreach program provides a representative one day per week. The program works with roughly 120 identified ninth through twelfth grade under-represented students who demonstrate UC potential. The California State University, Fresno Ambassador program provides a student intern one day per week to work with students regarding Fresno State in particular, and the CSU system in general. There is also the Talent Search program, again on one day per week, working with recommended students on future goals, not only college goals, but career goals, as well. Pipeline is a program to give high school students the opportunity to visit college classes and experience the instruction in these courses.

UC Early Academic Outreach program report

Ambassador Program report

Talent Search report

All classes in the master schedule are determined by graduation requirements and student requests. Course requests determine the number of sections to be offered. Teacher recommendations are carefully made, but essentially, students' choices of classes are dependent on performance. Student performance truly drives selections at Redwood, as no student who has performed well is denied access to a class. Even the AP classes are fairly and reasonably open to all students requesting a specific AP class and showing the ability to do the course work. There are no grade prerequisites or qualifying tests. An effort has been made by the deans to use standardized test scores for placement of freshmen in addition to teacher recommendation. The counselors, beginning with registration for tenth grade, have the transcript, teacher recommendations, standardized test scores, and student goals and desires to help guide course selection. Deans and counselors met this past spring with every student individually to help guide the selection process. In an effort to

Registration materials

help students to understand their choices, counselors gave every registrant a personal transcript and a graduation requirements checklist. In spring, 1999, counselors are going to add a CSU/UC checklist to this information in an effort to help students to make better, more informed choices.

Further, more and more students have access to college preparatory work. In a move to upgrade graduation standards, the class of 2001 must pass algebra to graduate, and the class of 2002 must pass biology. As an example of requests and standards driving the master schedule, there are more students taking algebra than ever before. Science no longer offers non-college preparatory courses because we want all students to have equal access to college preparatory curriculum as per the Office of Civil Rights. With opportunity comes responsibility on the school's part to help support those who will struggle with these more rigorous classes and on the students' part to work harder and more diligently.

VUSD graduation requirements

If classes cannot fit into a student's schedule, or if some students fall behind, alternatives are available. The first alternative is the high school summer school program. There were 2,753 students from the district's high schools who completed at least one class in summer school last summer. The course offerings are extensive, especially in social studies, and are driven entirely by student request and teacher availability. Well-prepared students can also take classes at College of the Sequoias and students may enroll in the Visalia Adult School if there is an unresolvable schedule conflict. Students who have fallen behind can access appropriate COS courses, adult education, and the on-campus Independent Study program (especially seniors who need credit). Students who are not only behind academically but simply not functioning at the level of their peers can request, or be recommended for, alternative placement in Independent Study, the Oak Street Learning Center, Sequoia Continuation High School, and the Visalia Adult School, if the student is old enough.

VUSD High School Summer School report, 1998

*Student survey #30
Parent survey #13*

A final point comes from the surveys. Just over two-thirds of all students say that they receive help in choosing the right classes, and seventy percent of parents say that it is possible for their children to move to more advanced classes.

Analysis:

There is a strong sense that Redwood's staff must address the issue of academic failure. More specifically, attention needs to be given to the marginal to good students who are really trying, and to those who have such significant reading problems that success is problematic. For students who have a lack of motivation, the focus needs to be placed on changing attitudes about the importance of being successful.

Another concern has to do with the number of offerings of classes if registration counts support those offerings. The real problem is in areas that appear to be waning in popularity. Foreign language, which lost Latin a few years ago, is now worried about German, but the issue is central to any decreasing program. If the program is cut and combined due to low enrollment, the question becomes whether any program can be revived if parents and students cannot see a future in the program because of its reduction. This problem is compounded by the district requirement to have a minimum class size of 25 students in higher level courses. An issue regarding courses and placement, especially with regard to the move to entirely college preparatory classes, is whether there has been appropriate underlying prerequisite work that would cultivate success in the more rigorous courses.

S-D2: Do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

All students at Redwood High School have the opportunity to be actively involved. With the possible exception of activities in

which students must have a high degree of skill in order to be successful, all students are encouraged to become participants. Eligibility and personal desire are the only factors that would prevent a student from being involved at Redwood.

Frequently, Redwood's staff recruits students for clubs, sports, music, drama, etc. There are about 28 clubs, all advised by staff members. There are also eleven boys' sports and nine girls' sports, with sixteen more staff members participating. There are two main performance choirs and three other performing groups that prepare students for the main choirs. There are three performance bands, full drama productions, an excellent all-school musical, and competitions in speech, debate, mock trial, Science Olympiad, FFA and FBLA, to name a few. Examples of leadership opportunities can be seen in ASB, the Visalia Unified School Forum on Drugs, Alcohol, and Teen Issues, Boys'/Girls' State, and the United Students Association of Visalia.

Further, due to the successes of several of the programs, Redwood students have had a chance to test themselves at the highest levels. Examples are plentiful: a 1996 Valley Championship in football; two consecutive runner-up Valley finishes in volleyball; two straight Valley Championships in boys' swimming; a Valley Championship in boys' tennis; a national championship for FBLA, which has also won 16 of the last 18 Central Area championships; the 1997 County Championship for Mock Trial; a 1997 national cheerleading championship; a state championship in Colorguard; a fourth in the nation in an engineering competition; a national Best of Class for journalism; a third place in the 1996 state Science Bowl. In all of these and others, Redwood is known for the high caliber of its efforts and the quality approach of its students in terms of teamwork, knowledge, competitiveness, spirit, and sportsmanship. A strong majority of both students and parents feels that opportunities definitely exist at RHS for all students to be part of the program.

Student/parent handbook

*Student Body accounts
and club advisors*

*Coaching assignment
charts*

Student Forum List

*Parent survey #44
Student survey*

At an individual level, personal support for students happens in several ways. Since many teachers are actively involved with their students, RHS students have immediate adult contacts. Teachers frequently leave the names of students who may need more attention with office personnel. In the office, the administrative structure is designed to provide focus for student support. Each of the four dean/counselor teams has a specific part of the alphabet. The dean counsels the freshmen, while the counselor advises grades 10 - 12. Counselors deal with all aspects of student performance for tenth through twelfth graders, including discipline up to suspension or expulsion. Deans focus on ninth graders in an effort to get them grounded in what Redwood expects of its students. This full-service approach includes personal counseling, goal setting, academic advisement, necessary interventions, parent involvement, and planning for the future. These services begin with the deans' visits to feeder schools to introduce Redwood to the eighth graders and to register them, continue with the counselors bringing personal goals into every phase of the counseling process, and end with graduation. The counselors' ultimate goal is to have each graduate articulated into planned, consciously chosen post-high school options.

*Administrative
organization flow chart*

*9th to 11th grade
registration materials*

*8th grade registration
materials*

An important part of individual student support is the career center. Redwood's Career Technician runs a very active career center. The goal is to infuse career and educational awareness into the curriculum. At present, the career center information is provided to English classes in grades nine and ten and to U.S. history classes in grade eleven. There is sequential development from gathering interests in grade nine to developing specific career aptitudes in grade ten to looking at necessary training/education options in grade eleven. Finally, the technician tries to call in every senior for an individual review of the student's cumulative career folder. Last year, 38 English classes and 12 U.S. history classes were visited and 350 seniors had conferences. The center's technician also coordinated UC and CSU application workshops, hosted 37 college representatives, printed out over 1,400 items for students from

*Career Center year-end
reports 1997 and 1998*

Student career folders

the Eureka information system, and provided any number of individual and group services.

If students have difficulty connecting or succeeding at Redwood, several options are available. These students can attend alternative programs, such as Packwood School, Independent Study, Home Schooling, Oak Street Learning Center (a county program), YEM, TAPP, Sequoia Continuation High School, Mid-county Community School, and Visalia Adult School. The goal of all of these programs (except Visalia Adult School) is to help struggling students to affect academic and personal change and to be prepared to return to the Redwood campus. Most students in these programs want to return to Redwood and are welcomed back when they have made the necessary adjustments to allow them to be successful in and to graduate from the comprehensive high school.

School Profile

If students' difficulties do not call for alternative programs but do require help beyond what the counselors can do, support is available. Redwood has a school psychologist assigned one and a half days per week. Outside of school, students can be referred to a variety of private therapists and Visalia Youth Services. Youth Services is also the most frequently used crisis intervention and crisis evaluation service. The Visalia Police Department, in conjunction with the school district, provides access to a police officer who acts as a link between the school and the law enforcement agency. County agencies such as Child Protective Services, Probation, the Thunderbolt Program, the Independent Living Program, Alateen, and so forth, are viable avenues for the referral of appropriate student cases. Many health services are coordinated through the school nurse, and the new Violence Prevention Coordinator is working to bring together the needs of this school and its families and primary feeder schools with the appropriate city and county agencies.

Analysis:

While Redwood High School has significant personal support

for students and many opportunities for them to connect to their school, there are some areas that need examination if Redwood is to fully serve all of its students. It would be beneficial to all of our students to see an ethnic diversity of adults in responsible, professional positions. More specific staffing issues arise in other support areas, such as nursing and psychology. Full positions in these areas would be very helpful, as Redwood has grown in population, and as issues of family difficulties, health awareness, drugs, alcohol abuse, and so on, have proliferated. ELD and sheltered classes must share two aides who cannot speak all of the necessary languages. There is also concern about the lack of on-campus coaches, especially head coaches of programs. Of 66 positions at all levels, only sixteen people are on-campus, severely limiting the link between coach, athlete, and school community. In the same area, there is no trainer for any of the hundreds of athletes due to a shortage of trainers from the COS program. In other areas of support for students, it is apparent that the curriculum could be studied for its level of inclusiveness. In addition, there is a concern about the number of students who leave Redwood for alternative programs. Finally, an assessment of the current schedule relative to 6th period athletics would be beneficial. When sports and some other activities were moved out of the school day to after school, some additional elective space was opened. The trade-off is that as the day has grown longer, the students involved in activities have very long days and less time for appropriate study. Also, both students and teachers miss a significant amount of class time when activities require them to leave before the end of sixth period. Another issue involving opportunities for students is the large number of students who arrive at Redwood from the eighth grade already ineligible for the very activities that might connect them to the school. Finally, communications technology is a must. Teachers today must be able to make more and more home contacts, agency contacts, and even front office contacts. Technologically, the field of communications is well behind the times at Redwood, hampering staff efforts to fully do its job on behalf of all students.

S-D3: Does the school leadership employ a wide range of strategies to encourage parental and community involvement?

Redwood High School's leadership and staff actively encourage parent and community involvement in the school and its students. Highlighted are the various booster club organizations, which are well-organized groups of committed, involved parents. Booster clubs for everything from football to FFA to band and choir raise thousands of dollars, transport students and equipment, staff concession stands, assist rehearsals, and put tremendous energy into helping students to have excellent experiences in their chosen activities. The PTA works to inform all parents of important Redwood news through its PTA newsletters, and encourages parental ties to the school through its various functions. In addition, parents are actively encouraged as partners in process and decision making on the School Site Council, the Bilingual Advisory Committee, the Sports Advisory Committee, the Family Life Committee, the Business Advisory Committee, the Industrial Education Advisory Council and FFA Advisory Board.

PTA newsletters

Redwood also hosts the traditional functions to invite parents to the school, such as Back-to-School Night in the fall and Open House in the spring. Additionally, two programs for incoming families from feeder schools are held: one in the spring before registration for ninth grade and one in the fall as a part of Freshmen Orientation. The focus of the first orientation, called Eighth Grade Parent Orientation, is to acquaint incoming parents with school staff and to give as much pertinent information as possible to assist parents in helping their children to choose classes for ninth grade. The fall orientation is used to formally introduce the high school, to allow time for specific parent questions, and to give parents a chance to order yearbooks, pay for P.E. clothes, etc. Other programs include Family Math Night, held to acquaint parents with high school College Preparatory Math. Because CPM is structured differently from

*Parent night
announcements*

*Agenda for parent night
programs*

*Family Math night
invitation to parents*

traditionally taught math, the evening meeting helps parents to understand format, the progression of skills, and most importantly, how parents can help at home. There is much activity during Cinco de Mayo Week, in which parents of participating students are involved in supporting their children's activities. AVID parent meetings usually bring large groups to the school in an effort to engage and inform the parents of AVID students.

*School bulletin
announcements for 1998
Cinco de Mayo activities*

*AVID parent night
invitation*

In an attempt to connect as many parents as possible to the school, efforts are made to communicate in languages other than English. Certainly, the school and district Bilingual Advisory Committees are important in this undertaking. Most district communications are sent out in English, Spanish, and at least Lao and/or Lahu. Many school communications are written in at least English and Spanish, and sometimes in Lao. For example, the chart of graduation requirements is printed in English and Spanish. Redwood's attendance auto-dialer is programmed for messages in English or Spanish, according to the home language. There is a Southeast Asian community aide in the attendance office, and a community/teacher aide working with Southeast Asian LEP students in ELD classes. Among the members of the administrative office and the library, there are nine staff members who are fluent in Spanish. The names and school phone numbers of all of these people have been published so that parents who speak another language know that they can contact a staff person with whom they can communicate effectively. Further, at many parent functions, either student or adult interpreters are available for parents. There are also three staff members who are fluent in sign language and who interpret as needed.

Sample communications

*Phone list names and
numbers (languages)*

Community involvement and support are found at Redwood in many areas. In some cases, corporate donations have provided athletic equipment and facilities (Sunkist Stadium's track and scoreboard), library books, classroom supplies, technology and the like. Students contact and work with local businesses that generously buy advertising space in the yearbook ,The Log; the

*Advertising list for school
publications*

newspaper, The Gigantea; drama/musical programs; and sports programs. Businesses sponsor tournaments and events, and both businesses and community service organizations contribute from \$60,000 to \$70,000 per year in scholarships for a wide variety of deserving seniors. Many community service clubs sponsor a variety of awards for students. Community support for the Career Fair and the Vocational Training Fair, both organized by the career center technician, is truly outstanding. Dozens of people from all manner of vocations and institutions come to the school during these events, speaking to students about training, education, employment, and growth opportunities. Community guest speakers are arranged through the career center, as are job shadowing visits by students. FBLA members do job shadowing and tours of businesses with the Breakfast Rotary Club. Businesses have assisted in AIDS awareness education. Redwood's very successful Mock Trial Team is assisted gratis by a local attorney, and attorneys and judges donate their time to train and score the mock trial competitions. The Fellowship of Christian Students has weekly meetings that are attended by local youth pastors, and the community-based Young Life youth organization sends a representative to campus on a regular basis. The school nurse organizes our athletic physical programs. Doctors come to school in May to conduct physicals for grade nine to grade eleven athletes who will compete during the next school year. The total cost to the individual student-athlete is \$2.00. Also, a volunteer physician attends football games to act as the team doctor. A new district program run by the Violence Intervention Coordinator has been established for Redwood and its feeder schools. This program will connect the families in the selected schools with various community agencies to try to curb violence in the school and in the community. Finally, Redwood students have found many avenues to pursue community service, mainly through their churches, service clubs, and the Visalia Volunteer Service. At school, one of the best-known service commitments is done through the state and national champion Future Business Leaders of America organization. FBLA's annual service project is regularly selected as one of the best in the state. Other projects have included: the CSF Book Drive, in

*Scholarship program.
June 1998*

*Career Fair program and
list of participants*

*Career Center year-end
report*

*Bulletin notices of
speakers*

*Career Center year-end
report*

*Announcements for
athletic physicals*

*Glen Drake's program
information and plan*

*Visalia Volunteer Service
acontact list*

*FBLA service project
report*

which members donate books to a local elementary school; the Spanish and German clubs' Christmas projects for needy families, the annual holiday food drive sponsored by ASB; community projects by the Key Club in connection with the Kiwanis Clubs of Visalia; teams of students participating in the American Cancer Society 24-Hour Fun Run; the ASB blood drive; the Ranger Band and the jazz band performing at local functions and celebrations. While not a complete list, these projects are representative of student connections within the larger community.

Analysis

In terms of parent involvement, there are three major areas that could be reviewed, particularly in light of the success of this year's redesigned Freshmen Orientation. The first of these areas is the traditional offering of events like Open House and Back-to-School Night. It would seem that many more people should attend these events, so that looking for the keys to improved participation would seem warranted. Secondly, as there are several language groups involved at Redwood, studying ways to include all language groups would be beneficial. The third item relates to the other two, in that the number and quality of written communications to the home could be examined. For example, a large packet of materials is sent to homes as a part of the opening of school but very little goes home after that. The question is whether more frequent mailings would make people feel more informed, thus more connected. Improved technology could help to connect parents who have Internet access, i.e., a Redwood web page. The parent survey clearly supports the idea that parents would appreciate more, and more timely, communication between school and home.

S-D4: What are the human, material, and financial resources as well as facilities available to the school? Are these resources sufficient and effectively used to support all students in accomplishing the ESLRs?

Redwood High School maintains a well-qualified staff. Continuity is a key on Redwood's staff, and transitions in staffing have been handled in an orderly fashion. Currently, the average certificated staff member has been in education for 18 years (15 years within the district), while retirements and significant growth in the last three years have allowed for many new hires. Of the 102 teaching and office/library personnel, 61 have bachelor's degrees and 41 have master's degrees. The teaching staff is fully certificated with one exception and all are teaching within allowed areas. All administrative and counseling staff are fully certificated and are functioning in positions appropriate to their certification. Certificated personnel are supported by 32 classified employees, including special education, bilingual, and migrant aides, office secretaries, three part-time campus supervisors, two sign language interpreters, a full-time day custodian, three grounds and maintenance crew, and evening custodians. Finally, there is a half-time nurse and a quarter-time school psychologist.

School Profile

The staff has had several opportunities for training and support, nearly all of it aimed at student learning. In the past six years, there has been an increase by the district in the number of staff development days. There were four such days during the year until 1998 when it was reduced to three days but augmented by a collegial schedule. These days are devoted to issues of improving student learning. The district also maintains a strong mentor teacher program, and most new teachers are placed in the district's teacher development offerings, BTSA (Beginning Teacher Support and Assessment) and/or PDS (Professional Development Services) run by Ron Howerton. Among the workshops and conferences attended by Redwood staff members are CAFE, the C.U.E. conference, Advanced Placement

*Staff Development
agendas, 1997 - 1998*

*File of teacher-reported
educational opportunities*

*List of district mentor
teachers*

*Requests to attend
conferences*

workshops, ASEP (American Sports Education Program), University of California Counselor Conferences, the San Joaquin Valley Writing Project, the California Literature Project, the San Joaquin Foreign Language Project, the San Joaquin Valley Math Project, History Alive, California Science Teachers Conferences, various coaching clinics appropriate to the specific sport, SDAIE and CLAD training, and district workshops in technology use, to name but a few of many training experiences.

Reports on staff continuing education located in evidence collection for Support.

Finances are also primarily focused on student learning and participation. The general fund money is made available by the district and is distributed to the departments by the principal. Textbook money and a district augmentation for textbooks are spent based on the prioritized needs of the site. Other one-time allocation and ongoing supplemental funds were used by the principal to meet the goals of the school site plan. One example of the use of such funds was department meetings held during the summer to align curriculum with the state frameworks and ESLRs. Due to the sources of these allocated monies, the leadership agents for determining budgets are the principal, the School Site Council, the Bilingual Advisory Committee, the Technology Leadership Team, the Staff Leadership Team for 1882 money, and the department chairs. In addition to these types of basic finances, Redwood has been active in securing grants and other funds. The library receives Title VI and Library Protection money. The Private Industry Council has funded JTPA Summer Enrichment programs.

School Profile

Budget allocation charts

School Site Plan

Bilingual Advisory Report

Staff Leadership Plan/Report

JTPA summer enrichment report

Grant applications

Media One grant application

Digital High School grant application

Grants have been earned in the science department and industrial technology. Science received \$15,000 from the Visalia Educational Foundation and \$21,000 from the Public Utilities Commission. Industrial technology received \$676.00 from the Visalia Educational Foundation. Recently, an English teacher wrote and received an \$8,000 grant from Media One to provide technology for a joint project in sheltered instruction between English and U.S. history. Also, Redwood was named a Digital High School which should bring \$700,000 to the campus to upgrade technology. The wiring and hardware expenditures

possible through this grant will allow students greater access to the tremendous learning, research, and informational opportunities afforded by modern technology, including career searches, advanced educational possibilities, scholarships and financial aide, research to complete assignments, etc.

Every school in California would like to have more money to purchase learning materials, but the Redwood leadership structure seems able to ensure that books and supplies are adequate for student needs. This is becoming an increasingly difficult proposition in light of the recent Grand Jury rulings that students cannot be charged for art supplies, shop supplies, band fees, etc. However, math has books up for adoption; science has two new classes and the materials to go with them; art just received a classroom set of books; math, foreign language, social studies, and science has a book or materials for each student; social studies classes have books for each student; English has a replacement schedule for needed materials.

Additional materials are available at the school's library. The professional collection room has a large collection of videos, kits, and professional books that teachers check out on a regular basis. The library media teacher works collaboratively with teachers to facilitate lessons and class assignments. Last year, 832 classes gave assignments requiring use of the library. The California Public School Library Act of 1998 will provide \$28.00 per student to ensure up-to-date materials, more variety, and more technological resources in the library.

Finally, Redwood's staff has worked to be flexible and creative with the physical accommodations available. Visitors to the campus remark on its small college feel (the distinct buildings and campus lay-out) and its openness. Students also like the feel of the campus but are very concerned about the restroom situation. In fact, the vast majority of students indicate that they are happy at Redwood. There are few spots left upon which to build anything, but the staff works hard at limiting these difficulties. Very few teachers have access to their rooms during

Grand Jury Report, 1998

District guidelines in response to the Grand Jury report, 1998

Textbook budget - allocation of funds

Library year-end report, 1998

Library binder for scheduling of classes

preparation periods, so planning for projects must be carefully done. A room was converted to a science lab classroom to alleviate the overcrowding in the science building. Computers from the writing lab will go out to English classrooms to provide better utilization, especially since so many students now have their own computers or can use the library computers. Other rooms were converted for drama and journalism productions. Portable rooms have been added, wheel chair and equipment access at Sierra Vista has been improved, and junior lockers have been added. The athletic program and the P.E. department work closely together to monitor and try to efficiently maximize the use of Redwood's very limited field space. With less than one-third the field space of the other district high schools, Redwood's P.E. department faces a tremendous obstacle. A freshman baseball field has been built at Linwood Elementary, and two softball fields have been constructed (primarily with booster club donations and volunteer help) at Fairview Elementary. Varsity soccer teams practice at yet another elementary school field. The bridge that connects main campus to the Sierra Vista building at the west end of the school was built using federal grant money. Mention should be made of the ornamental horticulture class, which helps Redwood to be a more attractive campus by planting and maintaining nearly all of the beds and plantable areas around campus. Many people make adjustments every day so that students can learn and participate with minimal disruption. The flexibility and creativity are necessary when it is realized that this is a completely land-locked campus.

Analysis

Commentary has already been provided in S-D2 regarding human resources as personal support for students but is worthy of restatement here. Redwood has a well-qualified staff but could benefit from the addition of equally well-qualified and ethnically diverse new hires. In financial resources, there is some question regarding the decrease in the district general fund budget for materials and supplies, and there is concern that the

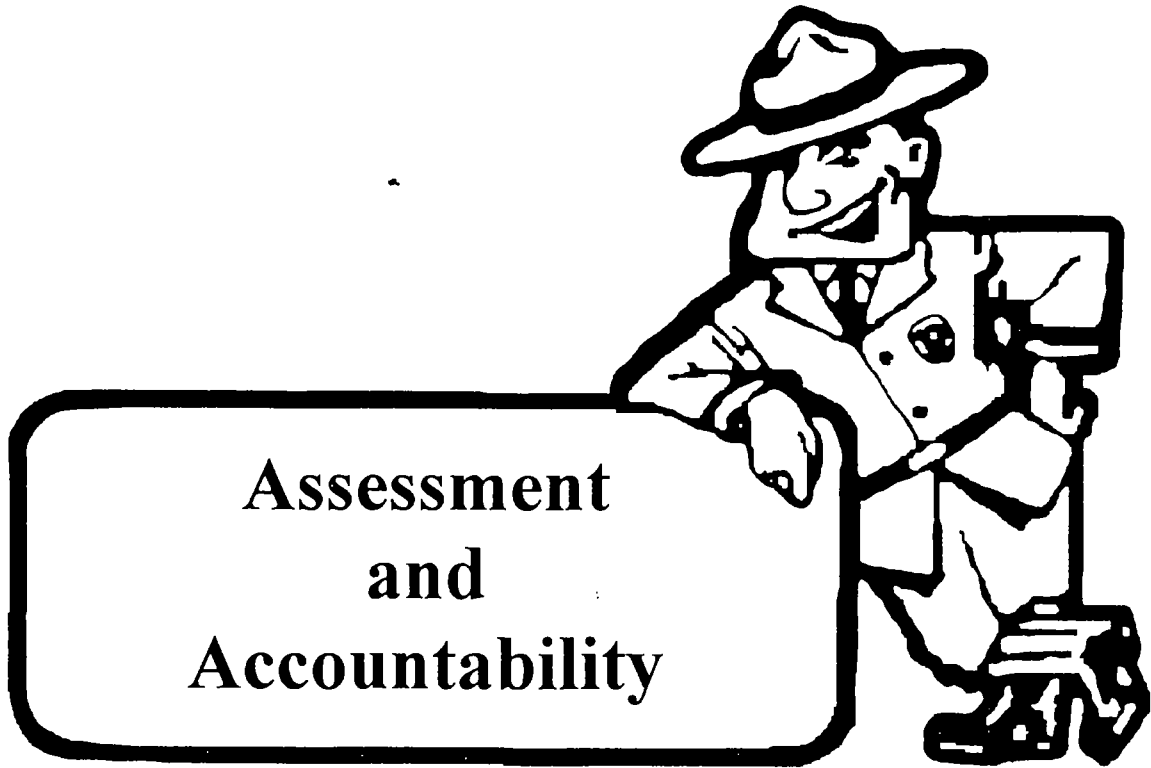
new rules for student fees and fund-raising could be an issue. Visual Arts is concerned that the budget for materials and supplies is \$6.00 per student for the year. In general, there seems to be a feeling that Redwood is at least adequately funded. The real concern is in facilities. Although staff understands that no action plan can undertake construction of a new building, the statement must still be made that Sierra Vista is wholly inadequate, is a divisive factor for both students and staff, and is in need of total renovation, if not total removal. Redwood would be much better off as a community if the staff and students who must be on the west end of the campus could be relocated to the main campus. Having said that, it must also be noted that Redwood's staff and students have done an excellent job of minimizing the effects of the school's land-locked situation and limited activities and classroom space. There are issues concerning the facility that can be addressed, however. One supported very strongly by staff and student surveys is a complete review of the restroom situation. The number and cleanliness of the restrooms for both staff and students causes the largest single area of dissatisfaction at Redwood.

Another issue is the need for upgrading technology. While improvements in office networking and library media have been made, the technological base of the school is not, by most accounts, up to the level necessary for a twenty-first century school. Hopefully, careful planning and the possibility of the Digital High School grant will help.

The process of gathering information specific to the WASC question on Support for Students has led this focus group to analyze our current program and to identify the following areas of growth and concerns.

Areas of Growth and Concerns

- Establishment of an after-school tutorial center on Redwood's campus, possibly in conjunction with extended library hours.
- Improvement in facilities: condition and number of available restrooms for staff and students, upgrade communications and research technology
- Examination of staffing needs with awareness of diversity, nursing, psychological services, and coaching
- In-depth study of solutions for student non-performance
- Study of schedule adjustment for sixth period athletics to allow for fewer missed classes
- Study of quality and number of written communications to families, including how technology might affect modern communication. Restructuring of traditional Back-to-School and Open House activities to encourage more parent participation
- Possible addition of "study hall" as an elective class to ease the load on highly active students.
- Study the feasibility, in conjunction with the district office, of unifying the Redwood campus by replacing Sierra Vista



**Assessment
and
Accountability**

Assessment and
Accountability

The Structure and Process of the Assessment and Accountability Focus Group.

The Assessment Focus Group met several times in September and October 1998, to discuss how assessment is done at Redwood High School. Our group included representatives from most departments, administrators, counselors, support staff, students, and a parent. As our group meetings progressed, we discovered many common practices and concerns. Assessment at Redwood High School falls into two basic categories: teacher-initiated and standardized multiple-measure assessments. Most group members agreed that ESLRs play an important role in classroom delivery of information and its subsequent assessment.

As is stated in the State Department of Education's report, *Second to None*, "Assessment at all levels is seen as the key strategy for bringing about significant educational reform." Teachers at Redwood feel responsible for student performance on both their own and district and state assessments. Because we feel the ESLRs contribute significantly to individual learning, the appropriate ESLR points are often incorporated into classes, even if the state framework does not specify such points. ESLRs are regarded as a way to go beyond the curriculum. We have clearly defined vision and mission statements so it has become important to use ESLRs in courses as a means of addressing these goals.

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|----------------------------|--|
| <i>Angeles, Tony</i> | <i>Teacher - Math</i> |
| <i>Chan, Bonnie</i> | <i>Teacher - English</i> |
| <i>Chancellor, Mary</i> | <i>Classified - Interpreter for the Hearing Impaired</i> |
| <i>Chidi, Obi</i> | <i>Student - Grade 11</i> |
| <i>Culbreth, Charles</i> | <i>Teacher - Music</i> |
| <i>Fraley, Darren</i> | <i>Teacher - Math</i> |
| <i>Gasca, Joey</i> | <i>Student - Grade 10</i> |
| <i>Goodbar, Brad</i> | <i>Teacher - Science</i> |
| <i>Jimenez, Angelica</i> | <i>Teacher - Foreign Language</i> |
| <i>Kanaan, Nicholas</i> | <i>Student - Grade 11</i> |
| <i>Lahmann, Steve</i> | <i>Administration - Instructional Dean</i> |
| <i>Langer, Mani</i> | <i>Classified - Secretary</i> |
| <i>Leppek, Dan</i> | <i>Principal</i> |
| <i>Lerma, Nacho</i> | <i>Counselor</i> |
| <i>Lozano, Shelly</i> | <i>Teacher - Physical Education</i> |
| <i>Millhouse, Patricia</i> | <i>Teacher - Math</i> |
| <i>Moreno, Stefanie</i> | <i>Student - Grade 11</i> |
| <i>Moss, Margaret</i> | <i>Teacher - English</i> |

Oldershaw, Terry
Pagan, Debbie
Randall, Alice
Rice, Wayne
Rooney, Robert
Thompson, Rick
Thron, Pat
Wallace, Pam
Yuvasil, Missy

Teacher - Social Studies
Classified - Special Education
Classified - Secretary
Teacher - Industrial Technology
Teacher - Industrial Technology
Teacher - Social Studies
Teacher - Special Education
Parent
Teacher - Science

The committee was co-chaired by:

Sandi Heller
Marianne Fraizer

Teacher - Foreign Language/English
Teacher - English

AA-E1: Do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices? Do students use assessment results to enhance their educational progress?

Assessment is an important part of the Redwood High School educational process. A variety of assessment tools is used throughout the school. These include individual and group tests; quizzes; a variety of projects, both individual and group; essay or short answer exams; writing assignments that range from journals to research papers; oral presentations and performances. Many departments include writing as part of their assessment, for example CPM math, industrial technology, social studies, foreign language, English and special education. VAPA uses written or oral critiques in conjunction with performances and displays. Students are given rubrics to help develop their assignments. Written critiques are also given by teachers in English, social studies and foreign language. Math and science make extensive use of lab experiments and write-ups. PE and business give performance tests. Several departments are using portfolios, including English, math, foreign language, industrial technology and art classes.

For assessment examples see the table provided at the end of this question.

Teachers monitor their students and modify curriculum or reteach lessons based on their observations of student learning. For example, math assist classes and sheltered-instruction classes have been added to the schedule in response to assessment results. In response to the need to improve writing skills, English and social studies teachers investigated and implemented the Jane Schaffer essay-writing program. Verbal and written feedback is given in a variety of situations for immediate direction and assessment. Teachers are available to give students extra help during class or outside of class. Rubrics are shared with students in English, social studies, and foreign language.

District standards exist in the form of math and English proficiency tests, although the math proficiency is being phased

out as it is replaced by new graduation requirements. In addition, the Visalia Comprehensive Assessment System (VCAS), which is being implemented during the 1998-1999 school year, measures student performance in various areas including math, science, social studies and English. The entrance or placement exams of our local community college, College of the Sequoias, are reviewed to monitor the exit skills of seniors and are discussed in class for academic planning toward college. State standards as prescribed by the STAR program are measured by the GSE and SAT9. National standards are measured by AP, PSAT, SAT, and ACT tests.

High school students are involved in assessment in their classrooms. Students sometimes participate in the evaluation of other students' projects and their individual portfolio collection. In some classes, students are asked to analyze the course content and delivery. This may take place informally, through question and discussion, or formally through a survey. In math, group tests prepare students for the individual tests.

Examples of specific assessment tools used within the content areas.

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| <p>English—concept posters, interactive journals, poetry notebook, illustrations of word meanings, objective tests, tests ranging from knowledge through synthesis, group projects (Greek tragedy), Readers' Workshop(newspaper, talk show), Essential question, graphics presentations, Jane Schaffer essay writing, I-search paper, research papers, writing portfolio, interpretative essays.</p> | <p>Foreign language –tapes; posters; objective tests on all domains, listening, reading, writing; essays; speaking assessment; videos; oral presentations (ideal house, family tree, dream world); role-playing; dramatizations; portfolios containing artifact, written component, oral assessment, TV journal writing, journals, in-depth investigative report with oral component, 5 a day .</p> |
| <p>Industrial technology, Consumer & Family Studies , and Agriculture –scale models of buildings, portfolio, jewelry box, tool tray, plant stand, engine analysis, drawings, models, skill demonstrations, livestock shows, tractor overhaul, judging teams, engine overhaul, lathe machining, drafting, arc-welding report, career portfolio, projects, drawings, concept posters, objective tests, labs, essays, oral presentations</p> | <p>Math—manipulative; models; graphs; 3-dimensional designs; posters; group tests; group projects with graphs; shrinking arrow, target, bouncing ball and penny labs with write-ups; portfolios, chapter summaries; reports on growth, individual tests.</p> |

| | |
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| <p>PE– team games, skills practice and tests(mile run, arm flexibility, sit and reach, pushups, sit-ups, trunk lift), physical fitness testing, cardiovascular monitoring, physical fitness log of weight and strength training, tests, presentations, worksheets, teacher observations, open-ended questions, cooperative group learning (square dance)</p> | <p>Science–metric lab, microscope cells, planetary models, acids, surface area to volume, enzyme blockers, chromatography, DNA models, Karyotype chromosomes, DNA fingerprinting, genetic studies of fruit flies, gene splicing, antibiotic resistant material, cell models, objective tests, essay exam, balancing equations</p> |
| <p>Social studies– maps; posters; essay exams; objective tests, binders; research papers; quizzes; summer reading (AP);group summaries and oral reports; research on 4 generations of families, interviews/ compiling information; AP debates; photo journals; oral events presentations; writing assignments; various worksheets, preview sheets, surveys and questionnaires, current event reports.</p> | <p>Special education uses the same assessment tools as English, math, science and social studies–budgeting activities, check books, mock trials, elections, posters, role playing, book reports, reading for pleasure, vocab and spelling tests, assessment specialist testing, objective tests, essay tests. In addition, standardized, individualized testing is given at tri-annual reviews covering academics, social/adaptive behavior, sensory-motor development, communication development, intellectual/emotional development, health assessment and vocation, audiological or medical.</p> |
| <p>Business - budgeting, simulations of stock markets, family and national finances, timed writing, letters, typed reports, unit projects, quarterly and semester tests, FBLA contests-national through local level, job placement and regular supervision, work experience, school-to-work projects</p> | <p>VAPA - trios, quartets, small ensembles, public performances, theory exams, section rehearsal exams, clinic-based adjudicated events, band reviews, CMEA festivals, music tapes, drama critiques, written critiques, chapter tests, art history research paper, gallery visits/critique, semester projects proposals, ceramics projects, jewelry.</p> |
| <p>ELD - progress check (everyday communication), comprehensive tests, activity rating and reflection sheets, new word dictionary assessment, reading checklist, writing checklist, group activity evaluation, book reports, vocabulary and language tests (English Discovery computer discs) essay writing, student portfolios</p> | |

Analysis

Redwood High School has a comprehensive program utilizing a wide variety of assessment tools and evaluations. Assessment methods measure a wide range of thinking skills in a majority of the school's departments and programs. Problem solving and decision making are assessed through tests, quizzes, group and individual projects, and oral and performance presentations. Many departments use research projects that require students to identify a problem, gather the facts and resources, and organize information in a usable manner. Effective communication skills used in essays, oral presentations, and group projects are well represented across all departments of the school.

Most often, it is the individual classroom teacher who uses these assessments to modify individual courses and reteach when necessary. Within departments, the assessment results have been one cause for additional sheltered-instruction courses. Some departments work toward course revision based on assessment. The English department calibrated scoring of essays and revised the reading curriculum in English I to better serve the needs of students. A desire to improve essay writing in the English department has initiated the use of the Jane Schaffer writing program by English and social studies. In science, course revision was done to align the course content with the state standards in biology as a result of the 1997 GSE exam. Although a new conceptual physics course has been added to address the student need for college preparatory curriculum, it is currently being reviewed and modified as a result of early assessments in that course.

While these improvements have been seen, it is important to note that there is often not enough departmental time given to analyzing assessment results. The introduction of collegial time in 1998 is beneficial to this effort. A continuous schedule of analyzing types of assessments is necessary. A further benefit of such departmental analysis is more agreement about the increased use and assessment of common skills in order to help

students achieve the ESLRs and course/framework standards across the curriculum.

Student use of assessment results to enhance their educational progress was found in only informal ways. For example, students receive PSAT and SAT results which they may use to analyze their progress. The most direct form of student analysis was found in portfolios utilized in several courses. Once again, the use of the collegial schedule would help communicate the many uses and methods of building portfolios within and between departments. There is a strong desire among teachers to share ideas but little time or opportunity for meeting.

AA-E2: Do the school, district and community regularly review student progress toward accomplishing the expected schoolwide learning results? Are assessment results reported regularly to the entire school community?

Student progress is reviewed in several ways. First, many teachers use computer-generated grade sheets for each course which are posted at least several times a quarter or more frequently in many cases. Second, progress reports are prepared during the fifth week of the quarter and are sent to parents. They may be positive or negative in nature. Third, grades are officially reported in each class every quarter. Report cards are given to students to take home at the first and third quarters and are sent home at the end of each semester.

Progress reports

Report cards

Counselors and students meet during each year to plan the student's future course of study. Using the student's transcript and information on high school graduation requirements and UC/CSU requirements, students can make better decisions about their programs. Counselors send home a specific package to 10th grade parents for the sophomore progress review. Career units are included in 9th and 10th grade English classes and in 11th grade social studies classes. Career units include career-interest and activities inventories such as COPS, IDEAS, and CAPS. Junior

Registration forms

10th grade review package

*Career portfolios
COPS, IDEAS and CAPS
inventories, results*

and senior students may take the Armed Services Vocational Aptitude Battery, ASVAB, and review the results for career and academic planning. Seniors do an exit interview with the career technician and receive their career folders.

ASVAB testing results

There are required and standardized tests which are reported to parents and made public by the media, especially our local newspaper, the *Visalia Times-Delta*. These results are also reported to the faculty and reviewed during inservices and department meetings, as well as by department chairs. Following the Terra Nova standardized tests in 1997, reading results for all students were given to the English department for review. In 1998, the principal met with each department to review SAT9 test results. Required tests are the VCAS, the proficiency tests in math and English, SAT9, and GSE. These tests are given in response to the STAR Program mandates. The VCAS was written by two committees of teachers who met in the spring of 1998 to write tests for math and writing for grades two through eleven. State standards in math and language arts were used as the guideline in writing the test. Field testing was done in the spring of 1998 by 10th graders who tested in math and writing, and 9th and 11th grade students who tested only in writing. It is the intent of the district to annually test 9th, 10th, and 11th grade students in math and writing. Optional tests with scores which can be and are interpreted by the media are AP, PSAT, SAT, and ACT.

*Newspaper reports
Reports/letters to parents
and community*

Inservice day agendas

Terra Nova results

*School Profile
Testing results binder*

*VCAS results
proficiency tests results in
math and English*

GSE results

*School Profile for SAT9,
SAT, PSAT, ACT*

There are informal methods used to acquaint parents with the skills their students have learned. Activity-based events such as Back-To-School Night, Open House, AVID parent night, and Family Math Night are other opportunities for parents to see results of student learning. Performances by band, orchestra, choral and drama groups and art exhibits also provide the community with the opportunity to view student achievements.

*Back-to-School and Open
House invitations
Family Math night
invitations
VAPA performance
calendars*

In the area of special education, parents are kept current about student progress through yearly IEP and ITP meetings. In addition, parents are sent progress reports and report cards.

*IEP reports
ITP reports*

PTA publishes a newsletter several times a year. The High School Performance Report is included once a year. This performance report is also sent to local churches and realtors.

*PTA newsletters
High School Performance
report*

The School Site Council reviews data pertinent to assessment and is working on ways to effectively utilize this data. The school site plan's focus on freshmen students has been a result of the review of assessment. The Staff Leadership Team plans inservices based on the same data.

School Site Council plan

*Staff Leadership team
minutes and agendas*

There is a process for reporting assessment results to the district and school board. They regularly hear reports on the results of the SAT9, SAT, ACT, GSE, AP tests and student grades. Analysis of the High School Performance report was done on our campus and presented to the board.

*District and School Board
minutes of meetings*

Analysis

In the area of parent notification of assessment results, there is much to support a strong effort. Parents receive notification from several sources: the district, the site, and local publications. However, the timeliness of progress reports has been a concern of parents. By the time the 5th week progress report arrives home, it is sometimes the 7th week of the quarter, making it difficult for parents to help. A six-week reporting period is a viable alternative because it would allow parents to monitor a student's actual progress three times during a semester, enabling them to provide better assistance.

The review of standardized testing results has not been a consistent practice for all staff members in the past. Our current principal has begun such review. Over the past three years, each department and at times the entire staff have reviewed assessment data. Once again, time has been a limited factor. While each department has reviewed results, there has been little time to discuss the adjustments, needs and revisions for courses. Continued collegial time should help address this problem. Other problems have also surfaced which are not under the control of

this site but affect our ability to gain accurate assessment results and use them for program improvement. In science, unfortunately, the 1998 Science Golden State Exam tested different course content than the SAT9 and the SAT II. Science teachers would like to see the various state agencies align their expectations. Because many of our best students choose to take social studies in summer school, the GSE social studies assessment is not an accurate reflection of the ability of our student population. Provisions should be made to test these students in summer school. In English, the attempt to meld the VCAS multiple assessment and the writing proficiency exam has caused many problems in simply trying to administer the test uniformly across the district. In math, course content continues to change because of assessment review and district indecision about which approach, CPM or traditional, to use. This indecision caused a delay in textbook purchasing and an upheaval in student placement in the fall of 1998 which impacted all departments. The class of 2001 will have algebra as a requirement for graduation, and the class of 2003 will have geometry as a requirement. The algebra requirement replaces the math proficiency test.

AA-E3: Does the assessment of ESLRs drive the school's program development and resource allocation?

Our ESLRs were originally conceived as an umbrella for our programs and are the vision we keep in mind as standards for measurement are introduced. At our school site, assessment tools such as SAT9 and other state and district tests are not necessarily connected to the ESLRs. Informal assessment of the ESLRs is in place when teachers assess the content of individual courses. Teachers are aware of the assessments and their results in the form of district and public opinion as well as site meetings. However, a formal assessment of the ESLRs is not present in the form of a test. In that the ESLRs are matched to framework and course standards, they are tested by the assessment tools listed in

*Assessment tools
(see previous table for AA-E1)*

*State Standards
Frameworks*

Sheltered Instruction

*Courses of study aligned
with the ESLRs*

the course outlines.

There are many forces which effectively drive the school's program development and resource allocation. Technology development is one such force. Redwood has been designated a digital high school which will introduce new technology to the campus. ESLRs are compatible with the technology, and it is expected that the digital high school status will enhance our achievement of ESLRs. Assessment of our student population has led to increased offerings in sheltered instruction in English I, composition and grammar, biology and health science, world and US history, driver's education, Math B, Course 1 and Algebra I, and FCC (Freshmen Core Curriculum, a course for students reading below grade level). State standards determine many choices in curriculum planning in English. In math, the SAT9 and STAR program help determine what is taught. Program and money allocation is also affected by TIMS(Third International Math and Science Report). In science, state frameworks and new state standards determine course content. In industrial technology, state frameworks as well as input from industry has determined the curriculum. In VAPA, the district establishes policies regarding the allocation of program funds but does not necessarily provide substantive financial help with maintaining base and/or enhanced programs that are affected by such policies. The resource allocations support the course content which are based on state frameworks and through this, support student outcomes or the ESLRs.

District policies

Digital High School application

*Master schedule
Course offerings booklet*

*School Profile
SAT9 report of skills*

TIMS report

State Frameworks

VUSD school board minutes

The Staff Leadership Team in response to the School Site Plan decides how to spend the 1882 monies which are available. It analyzes the target areas for improvement of the ESLRs. For example, Freshmen Focus, a program targeting freshmen second-language students, takes place before the school year begins and involves parents and students. AP conferences have been funded by 1882 monies.

Staff Leadership and School Site Council minutes of meetings

1882 monies report on spending

Freshman Focus

Special education provides limited money to special education teachers for conferences and training. GATE (Gifted and

Requests to attend conferences forms

Talented Education) provides money for enrichment. The Carl Perkins Act provides money for vocational education, including money for conferences, school-to-work planning, tech-prep meetings, and computers for business.

*Carl Perkins budget
records*

Analysis

Gathering and analyzing evidence for assessment and accountability has increased our understanding of the achievement of the ESLRs at Redwood High School.

In the area of effective communication, all departments are well represented. Students in all departments are expected to use reading, writing, and oral language skills. The foreign language department uses communication-based instruction at all levels. Industrial technology incorporates reading and writing in their lessons. CPM math and AP math classes require students to write explanations of how solutions are reached. In social studies, teachers have adopted the Jane Schaffer writing program even though the state framework standards do not demand essay writing; it is incorporated into their program to meet the ESLR standard.

In the area of interpersonal skills, students are given many opportunities to interact with peers from a variety of backgrounds. Group projects and tests, classroom discussions and classroom routines provide students with opportunities to get along with others and to work cooperatively on a product. Performances, competitions, and club activities provide for appropriate participation in a variety of social settings.

We have a diverse campus with many different ethnic groups and socio-economic levels. Students are encouraged to respect each other and to participate in classroom and extracurricular activities. Literature is chosen with the school's ethnic diversity in mind.

Lifelong learning is a focus of many classes and programs. Time

lines and deadlines for projects and assignments encourage students to organize and plan their work. The counseling department and the career technician work with students to plan and set goals for the future. Long-term goal setting is enhanced by career-related assignments given in English and social studies. Science and PE curricula support and establish guidelines regarding proper hygiene, nutrition, and physical fitness. Work experience and ROP programs measure student performance on the job and skill development through class assignments and on-the-job observations. The school community is given the opportunity to assess students in this area through employment performance.

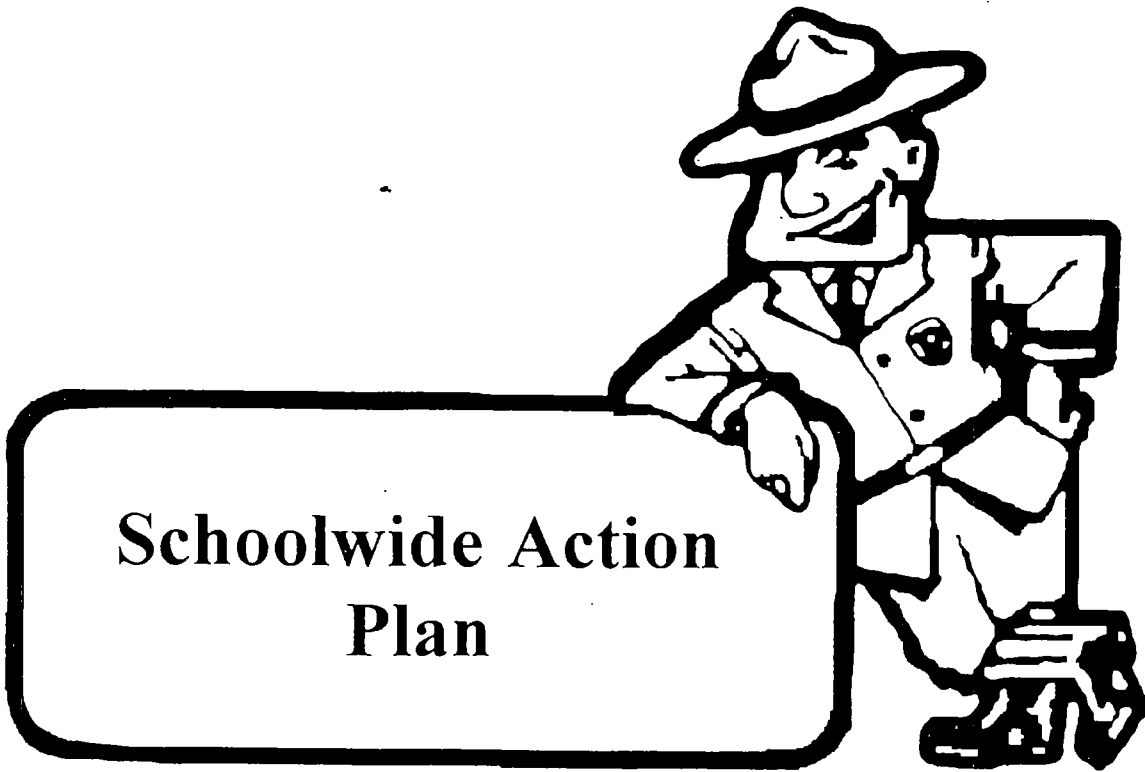
Students learn personal, civic and global responsibility by working in groups on projects. Performances in drama, music, band, athletics, work experience and community service are assessed and evaluated by the school community on a regular basis.

Making connections between content areas greatly enhances student learning. An English unit on Julius Caesar was moved to the fall semester in order to coorelate with the content in world history. American literature is taught in the fall semester which coorelates to the sequence of the U.S. hisory courses. Some attempts have been made to coordinate English literature with classes in social studies. Math and science have met to discuss the need for coordination. This focus group often expressed the need for much better development of cross-curricular planning. We feel the time devoted to this planning would assure a program in which students could not only make connections to the ESLRs but would see connections between courses. We are hopeful that the collegial schedule is the first step in achieving this planning. It will provide the time necessary to meet and develop plans or projects across disciplines.

The process of gathering information specific to the WASC questions on Assessment and Accountability has led this focus group to analyze our current program and to identify the following areas of growth and concerns.

Areas of Growth and Concerns

- Time and a mechanism to regularly review assessment results are needed. Collegial time should be continued for this to occur. Early availability of standardized-test results would lead to curriculum decisions made based on test results. Target areas based on test results should be agreed upon each year so all content areas may focus upon them.
- Articulation and coordination of courses across the curriculum should be established. Articulation within the district for, at a minimum, levels eight through twelve is necessary. Within our own site, coordination is needed within departments in order to present the same rigor and demands in like courses.
- A six-week grading period to replace the traditional nine or ten-week reporting period is supported by staff. However, curriculum and the master schedule must be set before the beginning of school and enough teachers hired so students are not moved around for the first four weeks.
- A district graduation-requirements committee should be appointed and regular meetings held to discuss the impact of required courses upon the overall curriculum.
- A committee should be established to articulate with the state department regarding curriculum. One concern is the Golden State Exams. Results are not timely enough. There is no window during summer school to test all students in science and history. A second concern is graduation requirements. The science requirement beyond biology needs to be clarified. There is a fear among teachers in other courses, especially electives, that the new graduation requirements will phase out their programs.



**Schoolwide Action
Plan**

ACTION PLAN: Student Achievement

Rationale: In order to accomplish the ESLRs, all students must improve performance on standardized and teacher-developed assessments.

ESLRs addressed: All

| Specific Steps | Person(s) Responsible | Timeline | Resources | Assessment | Means to Report to School Community |
|---|--|--------------------------------|--|---|--|
| <p>Establish a coordinated system of analysis on assessment results to determine student needs.</p> <ol style="list-style-type: none"> 1. Collect assessment data including subskill analysis. 2. Distribute data to departments for analysis to determine needs in specific subject areas and grade levels. 3. Collect and compile a list of determined needs across the curriculum. Distribute to the staff and school community. | Administrative Team Department Chairs | Summer/Fall 1999 Ongoing | Time (collegial) Assessment Data District Office SASI | <p>A system for analysis is present.</p> <p>A report on determined needs is available.</p> | <p>Newsletters Staff meetings Dept. meetings Board reports Report of findings to staff</p> |
| <p>Implement curricular adjustments and instructional methodologies to address the determined needs.</p> <ol style="list-style-type: none"> 1. Department meetings on course specific adjustments. 2. Location and purchase of materials to implement adjustments. 3. Training, conferences, visitations to enhance and increase instructional methodologies. | <p>Department Chairs Asst. Principals</p> <p style="text-align: center;">WASC 09771</p> | Spring 2000 Ongoing | <p>Time (collegial) 1882 Funds - Instructional materials Professional Development Center Dist. Asst. Supt., Instruction Dir. of Sec. Ed.</p> | <p>Department reports on course adjustments</p> <p>Transition of methodologies into classroom practices.</p> <p>Standardized and teacher-developed assessment improvement</p> | <p>Newsletters Dept. meetings Staff meetings</p> |

| Specific Steps | Person(s) Responsible | Timeline | Resources | Assessment | Means to Report to School Community |
|---|--|--|--|--|--|
| <p>Investigate the causes of student under achievement and develop strategies and adjustments in the school program to address these causes.</p> <ol style="list-style-type: none"> 1. Form a committee to investigate and research the causes 2. Analyze the school program for strategies to address these causes 3. Implement these strategies and adjustments. | <p>Study Committee Chair Committee Administrative Team</p> | <p>Research Fall/Spring 1999/00 Planning Fall 2000 Implement Spring 2000 ongoing</p> | <p>Time Student survey & interviews/forums 1882 Dist. Asst. Supt , Instruction Networking-- multiple services agencies University consultants Link Crew Internet networking</p> | <p>Report of study committee Report of program adjustments Teacher report of techniques used in classroom Assessment data</p> | <p>Student meetings Parent meetings Newsletters Committee meetings Staff meetings Dept. meetings</p> |

ACTION PLAN: Articulation

Rationale: More effective articulation among the different segments of the educational community will enhance the likelihood of students accomplishing the ESLRs.

ESLRs addressed: All

| Specific Steps | Person(s) Responsible | Timeline | Resources | Assessment | Means to Report to School Community |
|--|--|----------------------|--|--|---|
| <p>Provide an ongoing forum to develop and implement consistency in like courses.</p> <ol style="list-style-type: none"> Schedule a series of meetings to discuss issues of consistency in course expectations. Departments examine student work, share and enhance instructional strategies/student activities, reach consensus on course policies (e.g. grading, late work, etc.) Continue to align course content to ESLRs, state frameworks and standards, and VUSD Board adopted criteria. | Administrative Team Department Chairs | Fall 1999 ongoing | Time (collegial) Course rubrics, student work, courses of study, grading practices | Dept. Report Dept. minutes Course outlines/policy statements | Back to School Night course descriptions Staff meetings Dept. meetings |
| <p>Advance the communication across disciplines with the goal of coordinating and articulating student learning, especially regarding determined student needs.</p> <ol style="list-style-type: none"> Establish cross-curricular teams Identify connections possible between courses Adjust curriculum and develop cross-curricular activities | Administrative Team Cross-curricular team chairmen | Fall 2001 Ongoing | Time (collegial) 1882 funds Research materials Visitations Conferences | Reports of Cross- curricular teams List of cross-curricular teams | Staff meetings Dept. Meetings Newsletters |

| Specific Steps | Person(s) Responsible | Timeline | Resources | Assessment | Means to Report to School Community |
|---|---|---|---|--|--|
| <p>Propose structure for articulation with pre and postsecondary schools with the goal of articulating skills development and curriculum content.</p> <ol style="list-style-type: none"> 1. Survey present connections and processes with feeder schools. 2. Develop proposal to improve communication and articulation | <p>Administrative Team Volunteer Committee Director of Sec. Ed.</p> | <p>Fall 1999 survey Spring 2000 proposal development Fall 2000 Proposal</p> | <p>Time (collegial) Dist. Asst. Supt., Instruction Asst. Supt. COS, instruction Principal, middle school</p> | <p>Survey Results Report/Proposal Articulated agreements</p> | <p>Committee meetings Feeder school meetings Dist. Asst. Supt. Report Parent Night - orientation to high school</p> |

ACTION PLAN: Communication with Stakeholders

Rationale: Increased and improved communications for the families, students, and staff of Redwood High School would enhance the understanding of the school program and policies, making the achievement of the ESLRs a common goal.

ESLRs addressed: All

| Specific Steps | Person(s) Responsible | Timeline | Resources | Assessment | Means to Report to School Community |
|--|---|---|--|--|---|
| <p>Develop timely and frequent methods of communicating with the families of Redwood High School.</p> <ol style="list-style-type: none"> Propose a six-week grading period Establish a web site for RHS information Develop follow-up notifications of important dates and activities for target audiences | <p>Administrative Team Technology Team Counseling Dept.</p> <ul style="list-style-type: none"> College Night College Board Tests Scholarships Grading Calendar of events | <p>Fall 1999 to begin projects</p> <p>Spring 2000 to have improvements in place</p> <p>Ongoing</p> | <p>Site funding</p> <p>Digital H.S. grant</p> | <p>Parent survey and response data</p> <p>Number of hits on web site</p> <p>Number of calls to voice mail</p> | <p>Newsletter</p> <p>Parent meetings</p> <p>Technology Report</p> <p>Digital H.S. grant application</p> |
| <p>Develop improved methods for communicating graduation and postsecondary opportunities to students.</p> <ol style="list-style-type: none"> Include in the current freshman study skills program a unit addressing access to information important to high school graduation and postsecondary opportunities. Develop and articulate a calendar of dates pertinent to student success. Evaluate the current methods used for students to self-assess and adjust their progress through the high school program to the individual goal desired. | <p>Freshman Study Skills program instructors</p> <p>Counselors</p> <p>Career Center Tech.</p> <p>AVID teachers</p> | <p>Summer 1999</p> <p>Development of 9th study skills, Fall 1999</p> <p>Implement</p> <p>Fall 1999 calendar</p> <p>Summer 2000 Evaluation</p> <p>Fall 2000 implement</p> | <p>Career Center</p> <p>AVID materials</p> <p>Site funding</p> <p>Printing costs</p> | <p>Student survey</p> <p>Study Skills unit evaluation</p> <p>Increase in number of students in specific activities (e.g. testing, career center, etc.)</p> <p>Report of the evaluation</p> <p>Activities for student self-assessment present in the school program</p> | <p>Calendar</p> <p>Freshman plan with parent signature</p> <p>Report from counselors</p> <p>Career center year-end report</p> |

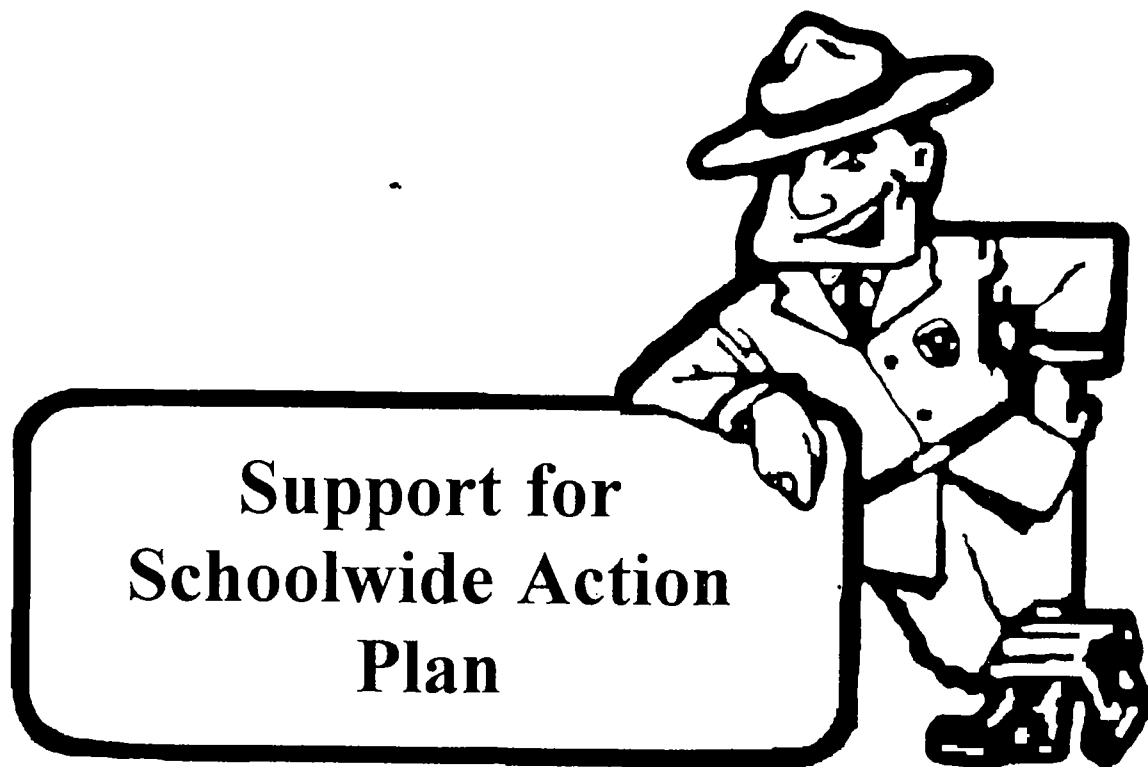
| Specific Steps | Person(s) Responsible | Timeline | Resources | Assessment | Means to Report to School Community |
|---|---|---|---|--|--|
| <p>Enhance and improve the daily communication systems within the school site to increase staff involvement and understanding of logistics, policies, and decisions.</p> <ol style="list-style-type: none"> 1. Evaluate the current system used for school communication and follow-up. Make adjustments to increase its efficiency. <ul style="list-style-type: none"> - Notification of schedule changes - Discipline system (tardies, attendance, etc.) 2. Design a method to improve the connection between Sierra Vista and main campus. 3. Create teacher access to SASI (read only) | <p>Administrative Team Site Discipline Team</p> <p>Administrative Team Sierra Vista staff</p> | <p>Spring 1999 Summer 1999 Implement changes in fall 1999</p> <p>Jan. 2000 until accomplished</p> | <p>Staff meetings Digital High School Funding - Communication Tools - Personnel Staff training (SASI)</p> | <p>Staff evaluation of communication improvements Sierra Vista staff evaluation of communication improvements with main campus SASI stations created</p> | <p>Staff meetings Staff Handbook revisions Student/Parent Handbook revisions Newsletters</p> |

ACTION PLAN: Facilities

Rationale: A school site that is properly maintained and continually improved leads to a school climate that is conducive to student learning and achievement of the ESLRs.

ESLRs addressed: All

| Specific Steps | Person(s) Responsible | Timeline | Resources | Assessment | Means to Report to School Community |
|--|--|--|--|--|---|
| <p>Increase the number and cleanliness of restrooms for students and staff.</p> <ol style="list-style-type: none"> Open and improve existing bathrooms Provide supervision to keep them functional | Administrative Team | Fall 1999 to June 2000 ongoing | Maintenance Dept. Deferred maintenance funds Campus supervisor | Student survey Staff survey | School bulletin Staff memo |
| <p>Develop an emergency communication system so all teachers have immediate access to aid</p> <ol style="list-style-type: none"> Investigate and obtain an emergency communication system appropriate for the entire campus | Administrative Team Volunteer Staff committee | Fall 1999 Investigation Spring 2001 System in place | Funding Communication Consultant Staff | System in place Staff evaluation | Staff meetings Principal report of progress and findings |
| <p>Establish a learning environment which provides technological tools to enhance student success.</p> <ol style="list-style-type: none"> Implement the Digital High School plan Upgrade electrical system | Technology Team | Fall 2000 to Spring 2003 | Digital High School grant | Technology in place Digital High School grant goals met | Digital H.S. grant report Newsletter Principal's report Report to school board |
| <p>Continue to work with the district leadership to provide facility improvement for our growing program.</p> <ol style="list-style-type: none"> Space availability issues: PE fields, classrooms, work areas for teachers Class sizes in lab or project-based courses create safety concerns. Too many stations for proper supervision | Administrative Team District Administration | Fall 1999 Ongoing | Bonds and state funds as available | Plant improvements | Staff meetings Board meetings PTA meetings newsletters |



**Support for
Schoolwide Action
Plan**

Support for the Schoolwide Action Plan

On December 4, 1998, each member of the Redwood staff was given the draft of the schoolwide action plan to review. Staff meetings to explain and review the plan were held December 9th during each period of the day to enable small groups to meet during planning periods. On December 15th, departments met to formulate responses to the plan. The departments were asked to address two questions in their responses:

Does the department agree with the schoolwide action plan?

How will the department support the plan's implementation?

All departments returned written responses which presented their agreement with each part of the action plan. Support for the plan's implementation was also provided in the response. These responses are part of the evidence collection. A summary of the school's response has been provided here.

All departments agreed to support the **student achievement** action plan by

- collecting and analyzing assessment results.
- determining needs in specific subject areas and grade levels.
- distributing the department's determined needs to staff in order to compile a list of needs across the curriculum.
- implementing course specific adjustments based on determined needs.
- continuing attendance at training, conferences and visitations to enhance instructional methodologies.
- participating on a committee to investigate and research the causes and possible strategies to address student under-achievement.

In addition, the following departments made specific responses concerning **student achievement**.

WASC 09779

- Business and agriculture departments will continue meeting with advisory committees and other off-campus groups to determine curriculum needs.
- Consumer and family studies department will activate an advisory committee, the Future Homemakers of America, and the Home Economics Related Occupations Organization. It will also investigate the possibility of acquiring adult aides to assist resource student who are mainstreamed.
- The foreign language and English departments will investigate and analyze the effect of "restart" classes in Spanish I and English I.
- The ELD department will use the Bilingual Advisory Committee to assist in the investigation of student under-achievement.

- The math department will develop out-of-phase classes to aid students with non-performance issues.

All departments agreed to support the **articulation** action plan by

- meeting to discuss issues of consistency in course expectations.
- examining student work.
- sharing instructional strategies.
- reaching consensus on course policies.
- continuing to align course content to ESLRs, state frameworks and standards, and VUSD Board approved criteria.
- identifying connections between courses.
- participating in cross-curricular teams.
- adjusting curriculum for cross-curricular activities.
- working with middle school teachers and administrators to develop an articulation process.
- continuing current agreements and expanding articulation procedures with COS

In addition, the following departments made specific responses concerning **articulation**.

- The agriculture department will work with other departments to utilize skills common across curricular areas such as research, report writing, etc. Students will be encouraged to utilize activities or projects in agriculture for credit in other curricular areas.
- The consumer and family studies department will maintain a staff member on the COS Advisory Board.
- The English and science departments will pursue cross-curricular activities. A schedule which would foster joint planning sessions would be desirable.
- The special education department will participate in meetings with other departments to assure the core curriculum is provided to special needs students.
- The P.E. department will create a survey to determine student interests and provide for student participation in curriculum implementation.

All departments agreed to support the **communication with stakeholders** action plan by

- developing timely and frequent methods of communicating with the families of Redwood High School.
- supporting a six-week grading period under certain conditions.
- contributing to the calendar of dates pertinent to student success.
- participating in the design for an improved communication system between Sierra Vista and main campus.
- participating in training on the SASI computer system.
- making additions to an RHS web page.

In addition, the following departments made specific responses concerning **communication with stakeholders**.

- The special education department will participate in schoolwide efforts to communicate graduation and postsecondary opportunities along with writing an Individual Transition Plan for students with identified learning disabilities. The department will coordinate available services and agencies to accommodate student with special needs and will communicate with the Special Education Vocational Specialist to educate and plan appropriate employment goals and secure employment/job training when appropriate.
- The science department will support the six-week grading period. A concern of the department is the present movement of students during the first four weeks of school for master schedule adjustments. The science department is concerned that the number of changes could create a problem with a six-week grading period.
- The social studies departments will initiate a study skills program within the drivers' education/geography course. The English department, especially English I teachers, will help implement 9th grade study skills.
- The ELD department members will make home visits to discuss the four-year plan with students and parents. The Bilingual Advisory Committee will continue to develop an orientation for new ELD students.
- The consumer and family studies department will require students to participate in the Vocational Career Faire organized by the Redwood career center. The department will continue to explain TCOVE, its philosophy and viability in order to encourage all students to explore this program.
- The VAPA members will implement a career strand in advanced VAPA courses outlining job opportunities in career fields related to the visual and performing arts.
- The industrial technology department will update and continue to use the

Industrial Technology Pathway brochures and will develop a community advisory committee for industrial education.

All departments agreed to support the **facilities** action plan by

- participating in the investigation of an emergency communication system appropriate for the entire campus.
- supporting the Digital High School plan for technology.
- working with the District leadership to improve the facilities.

In addition, the following departments made specific responses to the **facilities** action plan.

- The P.E. department will continue to improve the coordinated use of plant and field space. The department will work with the District leadership to explore the possibility of providing transportation to the bowling alley or roller skating rink. The department will work with District leadership to explore ways to add field space, such as the purchase of the northeast corner of Conyer and Mineral King.
- The science department will continue to contact appropriate District leadership concerning the need for new and upgraded science labs.
- The social studies and consumer and family studies departments will continue to contact the District leadership about the need to address proper heating and cooling in all parts of the Redwood facility.
- The VAPA members will obtain and use computers for publicity and program work in VAPA productions and exhibits. The department members will identify how technology can be utilized in the study of all areas of VAPA.

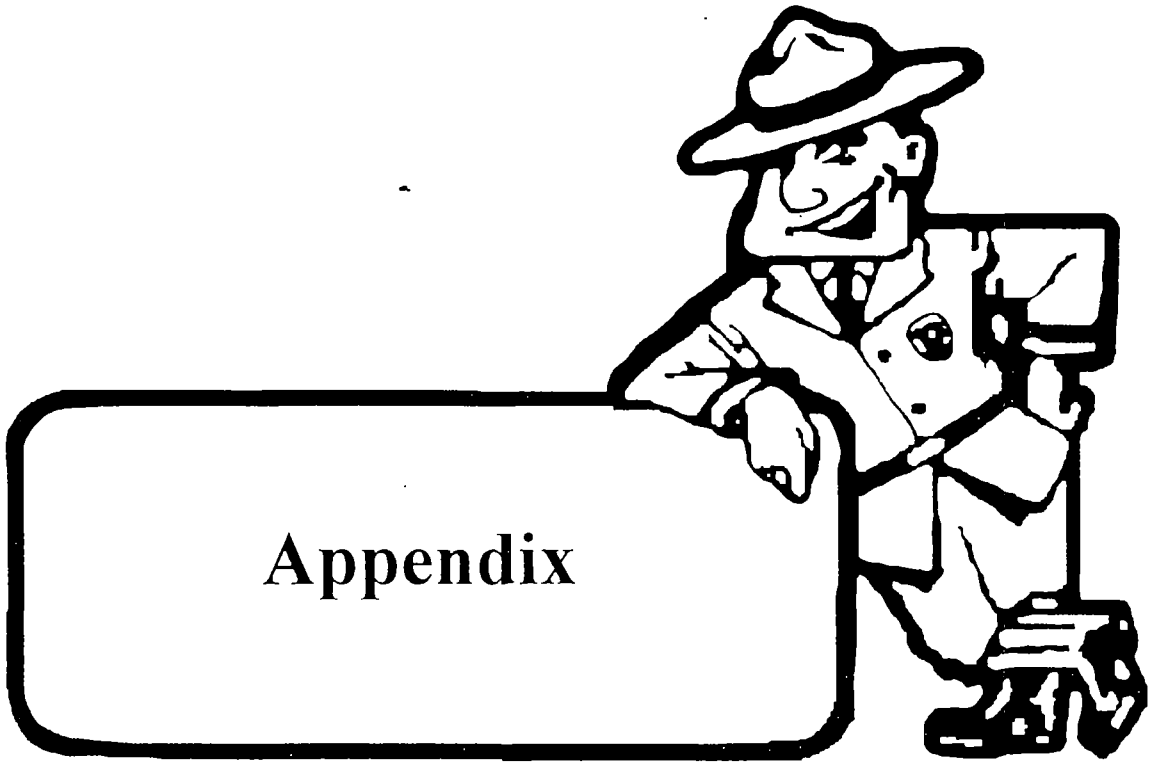
The Follow-up Process

The WASC “Focus on Learning” process at Redwood High School involved all stakeholders in a comprehensive self-study. The involvement of the Redwood staff in this process has produced a realistic awareness of the strengths of our school and of the areas which are in need of improvement. An action plan has been developed in response to those needs and all departments and stakeholders have reviewed and approved the developed plan.

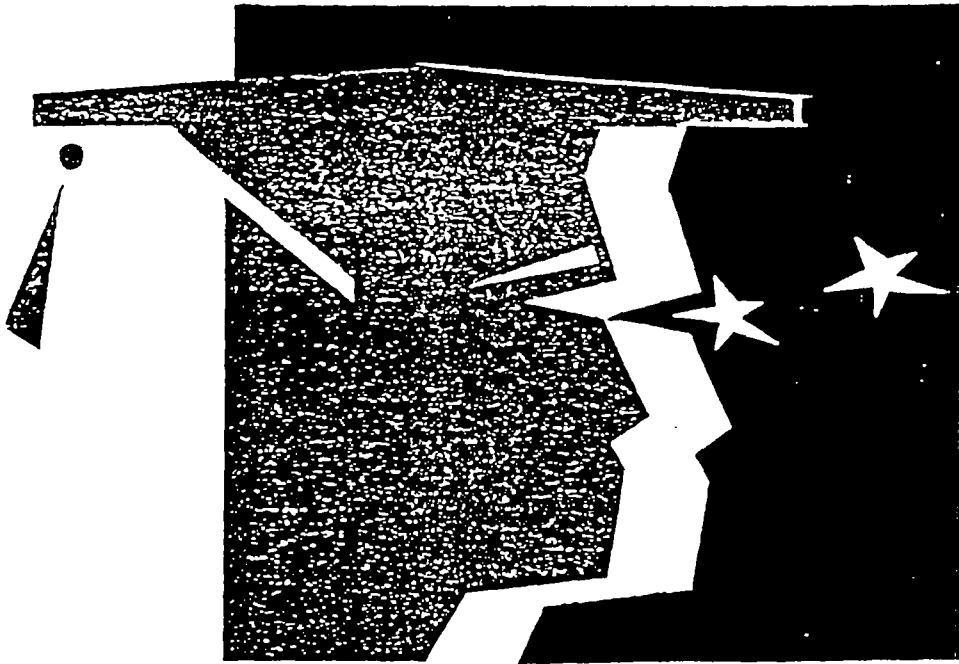
The School Site Council and School Leadership Team will use the schoolwide action plan to develop site goals. The Leadership Team will establish inservice agendas which will structure the activities used to achieve the site goals. Committees developed for the purpose of implementing the plan will be formed from the entire staff and led by members of the School Leadership Team. A network of involvement will be developed to coordinate the goals of the Site Council, the WASC action plan, and the Digital High School grant. Committees and subcommittees formed to address each identified goal will include all stakeholders.

Members of the staff and school community will be informed of the progress made toward each goal and step in the action plan. The principal will be responsible for reporting to the Superintendent and the Board of Trustees, ensuring that all are kept apprised of our progress. Publications such as the principal’s newsletter, the PTA newsletter, the High School Report Card, and the end of the year School Site Council report will regularly report to our school community on the progress made in the implementation of the action plan.

We expect the Schoolwide Action Plan will serve as a document to guide change at Redwood High School. Our follow-up process will ensure and facilitate ongoing implementation of the plan and will keep stakeholders apprised of its progress.



VISALIA UNIFIED SCHOOL DISTRICT



Vision

We will prepare each child
of the Visalia Unified School District
to realize fully his or her potential
to lead a productive life.

Mission

To set high expectations to:

- * Communicate effectively
- * Demonstrate effective interpersonal skills
- * Learn continually (be life-long learners)
- * Respect self and others
- * Solve problems effectively
- * Set goals effectively
- * Demonstrate personal, civic and global responsibility
- * Work hard and efficiently

VISALIA UNIFIED SCHOOL DISTRICT

LIST OF AGREEMENTS

In our continually changing and growing community, nation, and world, the Visalia Unified School District is committed to producing students who will excel in BASIC EDUCATIONAL SKILLS.

In addition, Visalia Unified School District recognizes its responsibility in assisting parents in the positive growth and development of their children.

Through this partnership, all Visalia Unified School District graduates will:

COMMUNICATE EFFECTIVELY

The student will demonstrate the ability to:

- listen actively;
- use written and oral language skills competently;
- use technology in all forms as a tool for communication;
- express self through a variety of forms such as art, music, drama, other languages.

DEMONSTRATE EFFECTIVE INTERPERSONAL SKILLS

The student will:

- share and take responsibility in a team setting;
- appropriately participate in a variety of social settings demonstrating respect/concern for others;
- demonstrate an ability to work cooperatively;
- recognize and appreciate uniqueness of each individual, their talents, skills, abilities through group and class dynamics.

BE RESPECTFUL OF SELF AND OTHERS

The student will be able to:

- recognize and appreciate our similarities and differences;
- show respect for self, others, and the community;
- demonstrate responsibility and accountability in all situations;
- promote and participate in a healthy lifestyle.

BE LIFE-LONG LEARNERS

The student will:

- show a curiosity and a desire to explore and analyze the world around them;
- become risk takers by questioning issues and justifying their own opinions or positions;
- exhibit the ability to access information and use that information in new situations;
- acquire an understanding of leisure time through involvement in such activities as the arts, reading, and recreation;
- use technological resources available to create continuous learning.

BE EFFECTIVE PROBLEM SOLVERS AND DECISION MAKERS

The student will:

- be able to identify a particular or given problem, gather the necessary facts and available resources, and synthesize information in a usable manner;
- be able to demonstrate the ability to critically evaluate data, solutions, and consequences;
- be able to solve problems by analyzing and then applying knowledge to formulate new solutions.

BE EFFECTIVE GOAL SETTERS

The student will:

- demonstrate the ability to define, establish, and evaluate short-term and long term goals that are attainable, yet challenging;
- analyze and prioritize the sequence necessary to attain their goals;
- monitor progress and reevaluate goals.

DEMONSTRATE PERSONAL, CIVIC, AND GLOBAL RESPONSIBILITY

The student will:

- demonstrate knowledge of and responsibility for community and world issues;
- practice democratic principles;
- demonstrate an ability to participate as a contributing member of the family, community, and society.

Visalia Unified School District
 Organizational Model
 A Focus On Accountability And Technology
 Linda Gonzales, Ph.D., Superintendent

Administrative Services
 Don Trigg, Deputy Superintendent

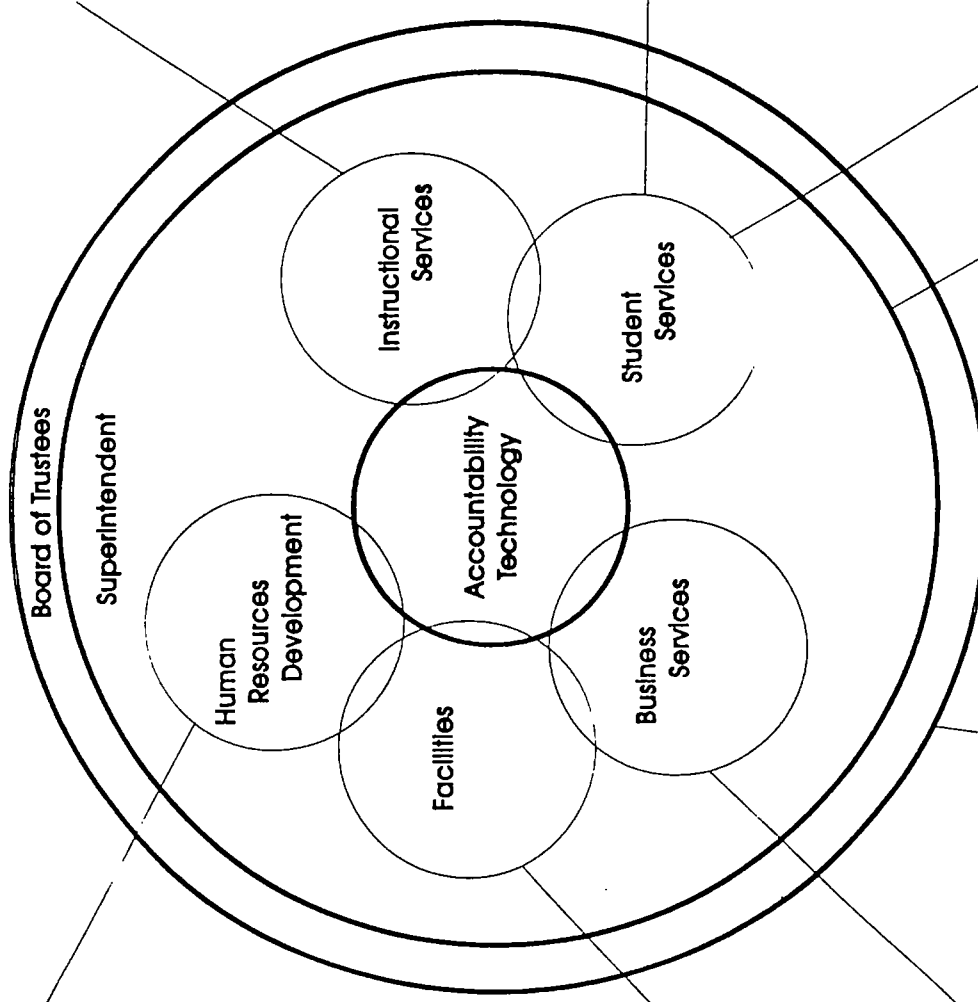
HUMAN RESOURCES DEVELOPMENT
 Georgia Renne, Assistant Superintendent
 Susan Cox, Director Risk Management / Benefits

- Application and Hiring
- Certificated Personnel
- Classified Personnel
- Contracts
- Employee Discipline
- Employment Law
- Evaluation
- Health Benefits/Insurance
- Grievances
- Leaves of Absence
- Mentor Teachers
- Negotiations
- New Employee Orientation
- Recruitment
- Retirement
- Risk Management/Safety
- Salary/Salary Studies
- Staff Recognition
- Staff Development
- Student Teachers
- Substitutes
- Uniform Complaint Procedure - Personnel Component

Education Services
 Sandy Streeter, Deputy Superintendent

INSTRUCTIONAL SERVICES
 Dave Francis, Assistant Superintendent
 Kathy Howerton, Director Elementary Ed.
 Terry Garrett, Director Secondary Ed.

- Compensatory Education
- Compliance Monitoring
- Curriculum Development
- Elmhower
- GAIE
- Instructional Materials
- Music Programs
- Preschool
- Special Education
- STEPPS
- Summer School
- Travelling Teams



Facilities
 Richard Carlson, Director Facilities & Maintenance
 Manuel Rico, Director Operations

- Facilities
- Facilities Development
- New Projects
- Maintenance
- Operations

BUSINESS SERVICES
 Bill Baker, Director Budget & Finance
 Leanni Errolaberie, Director Purchasing
 Jert Leal, Director Nutritional Services
 Terry White, Director Transportation
 Jerry Walkowiak, Director MIS

- Accounting
- Attendance
- Budget Development/Monitoring
- Legal Issues
- Nutritional Services
- Payroll
- Technological Services
- Instruction
- Administrative Technology
- IMC
- Print Shop

STUDENT SERVICES
 Ed Parra, Director Student Services

- Admissions
- Alternative Schools
- Anti-Violence Pilot Program
- Attendance Boundaries
- Character Education
- DAE
- Drug, Alcohol and Tobacco Education
- Expulsions
- Grading Prevention/Education
- Guidance / Psychologists
- Healthy Start
- Intercity Coordination
- Nursing Services
- Prevention Programs
- Pupil Records
- SAB / Saturday Schools
- Safe Schools
- School to Work Program
- Special Friends
- Suspensions/Appeal
- Transfers
- Uniform Complaint Procedure - Program Component
- YOO Program

**Disaster Preparedness
 Emergency Procedures**

Superintendent
 Dr. Linda Gonzales

- Accountability
- Community
- Foundation
- Research
- Evaluation
- Pilot Programs

Board of Trustees

- Russ Bisset
- Nina Clancy
- Chuck Lindahl
- Lynn S. Meyer
- Louis Menton
- Milt Morrison
- Richard Weismueller
- Approve Expenditures
- Community
- Contracts/Agreements
- Goals
- Hire/Release
- Policy
- View/Review

REDWOOD HIGH SCHOOL

Home of the Redwood Rangers



VISION STATEMENT

Redwood High School, recognizing the unique and varied needs of its student body, strives to empower all of its students to reach their fullest potential as positive, contributing members of the communities in which they will live and work.

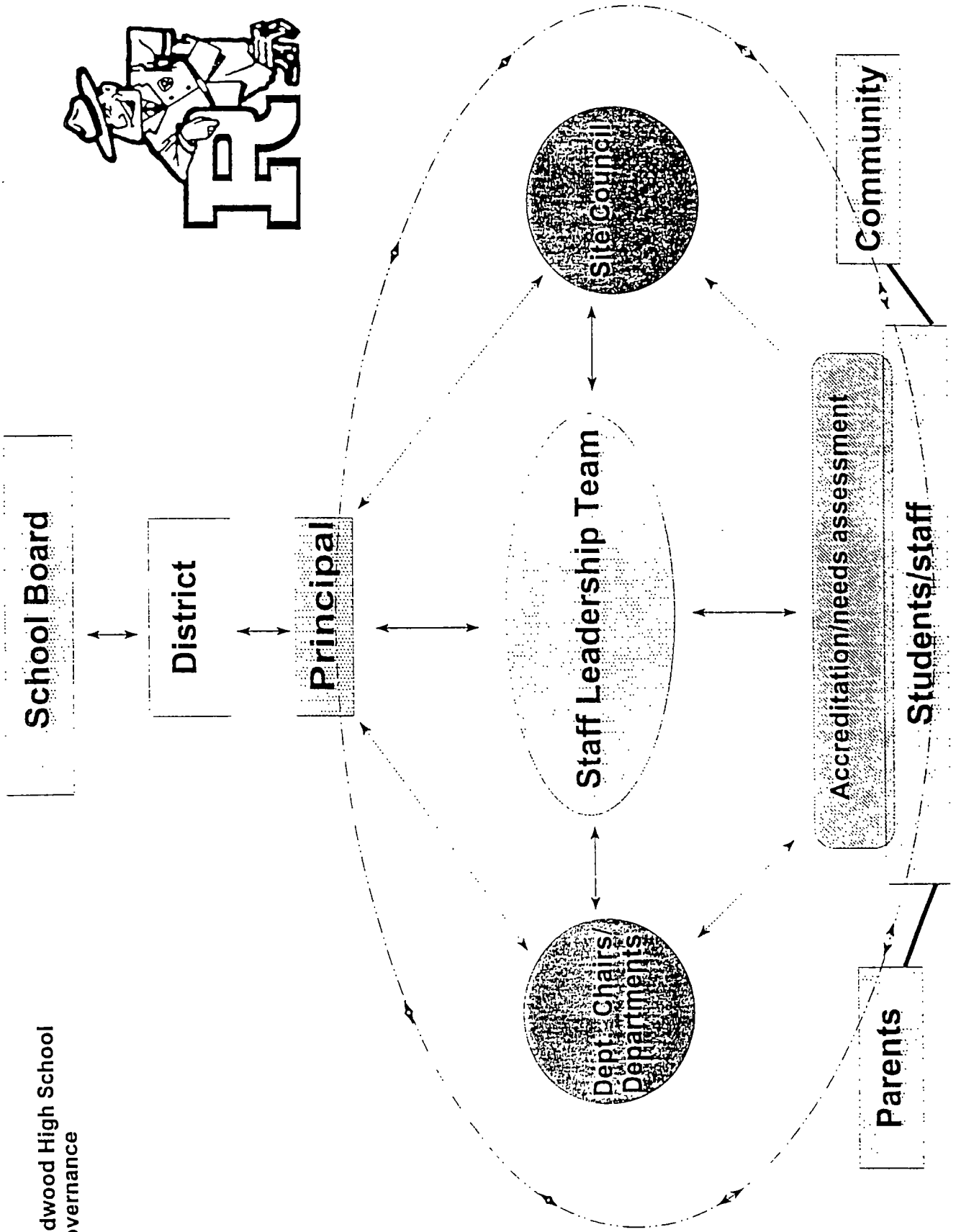
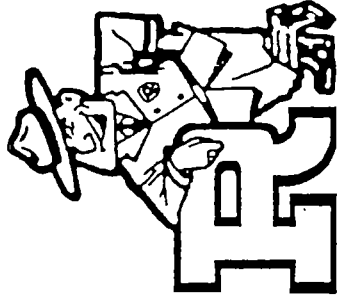
MISSION STATEMENT

Through a supportive and safe environment, Redwood High School's mission is to offer an educational program that focuses on learning, achievement, character, and honor for every individual.

As a result, Redwood Graduates will:

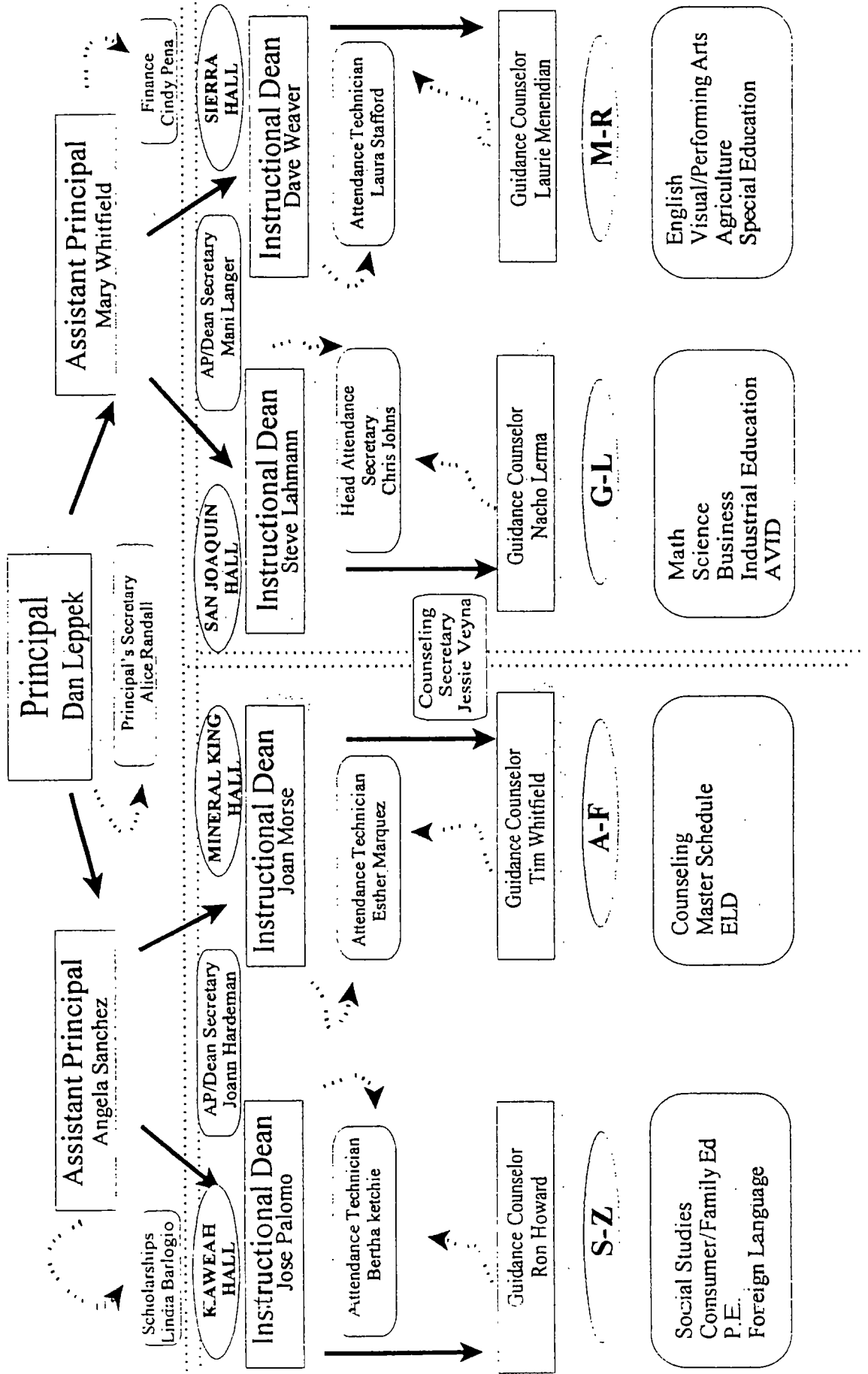
- communicate effectively
- demonstrate effective interpersonal skills
- be respectful of self and others
- be life-long learners
- be effective problem solvers and decision makers
- be effective goal setters
- demonstrate personal, civic, and global responsibility

revisited and adopted: May, 1998



Redwood High School

Administrative and Support Structure



REDWOOD HIGH SCHOOL
 Student Survey
 Composite Results for 1,657 students
 Males 811
 Females 828

1. My gender is

| a) male | b) female |
|---------|-----------|
| 49% | 50% |

2. My ethnic background is

| | a) African-Am | b)Asian | c) Caucasian | d)Hispanic | e) other |
|-----------|---------------|---------|--------------|------------|----------|
| Composite | 3% | 16% | 32% | 38% | 12% |
| Males | 3% | 16% | 33% | 37% | 11% |
| Females | 2% | 15% | 30% | 40% | 12% |

3. My current grade is

| | a) 9 th | b) 10 th | c) 11 th | d) 12 th |
|-----------|--------------------|---------------------|---------------------|---------------------|
| Composite | 32% | 27% | 23% | 17% |
| Males | 31% | 27% | 23% | 17% |
| Females | 33% | 28% | 23% | 16% |

TEACHING AND LEARNING

a) strongly agree b) agree c) disagree d) strongly disagree e) no opinion

4. The learning activities in the classroom are challenging me to think and solve problems.

| | a) | b) | c) | d) | e) |
|-----------|-----|-----|-----|----|-----|
| Composite | 11% | 58% | 14% | 4% | 13% |
| Males | 11% | 56% | 13% | 6% | 14% |
| Females | 11% | 62% | 14% | 4% | 11% |

5. My teachers are available and offer help when I ask.

| | a) | b) | c) | d) | e) |
|-----------|-----|-----|-----|----|----|
| Composite | 20% | 51% | 16% | 5% | 7% |
| Males | 20% | 48% | 17% | 7% | 8% |
| Females | 21% | 54% | 16% | 3% | 6% |

6. My teachers clearly explain the work to be done.

| | a) | b) | c) | d) | e) |
|-----------|----|-----|-----|----|----|
| Composite | 9% | 46% | 29% | 7% | 8% |
| Males | 9% | 45% | 28% | 8% | 9% |
| Females | 9% | 48% | 31% | 5% | 8% |

a) strongly agree

b) agree

c) disagree

d) strongly disagree

e) no opinion

7. My teachers are involved and show an interest in my ability to learn.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 12% | 49% | 20% | 6% | 12% |
| Males | 12% | 47% | 21% | 8% | 12% |
| Females | 13% | 52% | 19% | 4% | 12% |

8. I am aware of what my teachers expect of me.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 16% | 57% | 15% | 3% | 8% |
| Males | 14% | 55% | 16% | 5% | 10% |
| Females | 18% | 59% | 15% | 2% | 6% |

9. My teachers usually grade and return my papers within a reasonable time.

| | | | | | |
|-----------|-----|-----|-----|-----|----|
| Composite | 10% | 45% | 28% | 10% | 7% |
| Males | 12% | 42% | 27% | 12% | 8% |
| Females | 8% | 48% | 29% | 9% | 6% |

10. My teachers use modern technology to enhance the classroom atmosphere.

| | | | | | |
|-----------|----|-----|-----|-----|-----|
| Composite | 6% | 35% | 29% | 13% | 16% |
| Males | 6% | 33% | 28% | 18% | 15% |
| Females | 7% | 38% | 30% | 8% | 17% |

FOR QUESTIONS 11-20, RATE EACH COURSE YOU ARE TAKING ON ITS ABILITY TO PREPARE YOU FOR THE NEXT COURSE, COLLEGE, OR EMPLOYMENT.

a) excellent

b) good

c) fair

d) poor

e) not taking

11. AGRICULTURE

| | | | | | |
|-----------|-----|-----|----|----|-----|
| Composite | 8% | 11% | 8% | 3% | 69% |
| Males | 10% | 13% | 9% | 4% | 63% |
| Females | 5% | 10% | 7% | 2% | 75% |

12. ARTS

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 15% | 24% | 12% | 5% | 45% |
| Males | 15% | 24% | 13% | 8% | 41% |
| Females | 15% | 23% | 11% | 3% | 48% |

13. BUSINESS

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 15% | 20% | 10% | 3% | 52% |
| Males | 14% | 21% | 11% | 4% | 50% |
| Females | 16% | 20% | 9% | 1% | 54% |

| | a) excellent | b) good | c) fair | d) poor | e) not taking |
|----------------------|--------------|---------|---------|---------|---------------|
| 14. FOREIGN LANGUAGE | | | | | |
| Composite | 22% | 33% | 17% | 7% | 21% |
| Males | 17% | 31% | 19% | 9% | 24% |
| Females | 27% | 35% | 15% | 4% | 19% |

| | | | | | |
|-------------|-----|-----|-----|----|----|
| 15. ENGLISH | | | | | |
| Composite | 28% | 44% | 18% | 7% | 3% |
| Males | 24% | 43% | 20% | 9% | 4% |
| Females | 32% | 45% | 17% | 5% | 2% |

| | | | | | |
|-------------|-----|-----|-----|-----|-----|
| 16. SCIENCE | | | | | |
| Composite | 17% | 32% | 19% | 8% | 24% |
| Males | 18% | 32% | 18% | 10% | 22% |
| Females | 15% | 32% | 21% | 6% | 26% |

| | | | | | |
|-----------------|-----|-----|-----|-----|----|
| 17. MATHEMATICS | | | | | |
| Composite | 16% | 35% | 23% | 18% | 8% |
| Males | 18% | 35% | 21% | 18% | 8% |
| Females | 14% | 35% | 24% | 19% | 8% |

| | | | | | |
|-----------|-----|-----|----|----|-----|
| 18. MUSIC | | | | | |
| Composite | 17% | 15% | 8% | 4% | 55% |
| Males | 16% | 14% | 8% | 6% | 56% |
| Females | 18% | 16% | 9% | 2% | 55% |

| | | | | | |
|------------------------------|-----|-----|-----|----|-----|
| 19. HISTORY/CIVICS/ECONOMICS | | | | | |
| Composite | 13% | 28% | 16% | 6% | 38% |
| Males | 14% | 28% | 16% | 7% | 35% |
| Females | 11% | 27% | 15% | 6% | 41% |

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| 20. PE | | | | | |
| Composite | 22% | 20% | 12% | 7% | 39% |
| Males | 25% | 18% | 11% | 8% | 38% |
| Females | 19% | 21% | 13% | 7% | 40% |

a)strongly agree

b) agree

c) disagree

d) strongiy disagree

e) no opinion

21. I feel prepared for standardized testing (GSE, SAT 9, SAT I & II, ACT).

| | | | | | |
|-----------|----|-----|-----|-----|-----|
| Composite | 5% | 31% | 33% | 18% | 13% |
| Males | 5% | 33% | 30% | 17% | 15% |
| Females | 4% | 30% | 36% | 18% | 12% |

22. Redwood High School prepares me for my future. (college, employment, military, etc.)

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 19% | 54% | 13% | 5% | 9% |
| Males | 17% | 52% | 14% | 8% | 9% |
| Females | 22% | 57% | 11% | 3% | 8% |

23. I am made aware of the requirements for graduation.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 36% | 45% | 10% | 4% | 5% |
| Males | 33% | 45% | 11% | 6% | 5% |
| Females | 38% | 46% | 10% | 2% | 4% |

24. TCOVE offers enough opportunities for high school students (CAD, graphics, office coop, etc.).

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 12% | 27% | 9% | 4% | 48% |
| Males | 11% | 27% | 11% | 6% | 44% |
| Females | 13% | 27% | 6% | 2% | 51% |

25. Honors and AP courses are meeting the standards set for courses of this type.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 15% | 35% | 9% | 4% | 37% |
| Males | 14% | 30% | 12% | 6% | 39% |
| Females | 16% | 40% | 7% | 2% | 35% |

26. I agree that students should have a full schedule, regardless of the requirements.

| | | | | | |
|-----------|----|-----|-----|-----|-----|
| Composite | 9% | 17% | 28% | 35% | 10% |
| Males | 9% | 18% | 26% | 37% | 10% |
| Females | 9% | 17% | 30% | 33% | 10% |

27. There are enough elective classes available to prepare me for college.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 14% | 42% | 23% | 12% | 9% |
| Males | 13% | 30% | 14% | 23% | 19% |
| Females | 15% | 43% | 26% | 9% | 8% |

a)strongly agree

b) agree

c) disagree

d) strongly disagree

e) no opinion

28. I believe CPM (college preparatory math) is helpful in preparing me for higher math courses.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 13% | 30% | 15% | 23% | 20% |
| Males | 7% | 36% | 24% | 17% | 15% |
| Females | 13% | 31% | 24% | 22% | 20% |

SUPPORT SERVICES

29. The school administration is responsive to my needs.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 9% | 39% | 24% | 13% | 16% |
| Males | 7% | 36% | 24% | 17% | 15% |
| Females | 11% | 42% | 23% | 8% | 16% |

30. Counselors, teachers, and staff give me help in choosing the right classes.

| | | | | | |
|-----------|-----|-----|-----|-----|----|
| Composite | 19% | 49% | 17% | 9% | 6% |
| Males | 11% | 48% | 18% | 12% | 7% |
| Females | 22% | 50% | 16% | 7% | 5% |

31. There is tutoring and academic assistance available if I need it.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 11% | 44% | 16% | 8% | 20% |
| Males | 11% | 41% | 17% | 11% | 20% |
| Females | 11% | 48% | 16% | 5% | 19% |

32. I am notified on a regular basis about my academic progress.

| | | | | | |
|-----------|----|-----|-----|-----|-----|
| Composite | 8% | 39% | 29% | 15% | 10% |
| Males | 7% | 38% | 28% | 16% | 10% |
| Females | 8% | 39% | 29% | 14% | 9% |

33. The attendance office (robo-dean) is accurate in reporting my absences.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 19% | 28% | 17% | 22% | 14% |
| Males | 17% | 30% | 17% | 23% | 14% |
| Females | 22% | 27% | 17% | 21% | 14% |

34. I am familiar with and know how to use the career center.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 15% | 40% | 24% | 11% | 9% |
| Males | 14% | 38% | 23% | 14% | 10% |
| Females | 15% | 43% | 24% | 8% | 9% |

a)strongly agree

b) agree

c) disagree

d) strongly disagree

e) no opinion

35. I am familiar with and know how to use the library.

| | | | | | |
|-----------|-----|-----|----|----|----|
| Composite | 31% | 54% | 7% | 4% | 4% |
| Males | 29% | 54% | 7% | 5% | 6% |
| Females | 33% | 55% | 7% | 3% | 3% |

36. I have easy access to information on activities, scholarships, SAT tests, etc.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 10% | 34% | 27% | 12% | 16% |
| Males | 10% | 34% | 25% | 15% | 16% |
| Females | 11% | 34% | 28% | 10% | 17% |

SCHOOL CLIMATE AND SCHOOL ACTIVITIES

37. The school is a pleasant and safe place to be.

| | | | | | |
|-----------|-----|-----|-----|-----|----|
| Composite | 12% | 46% | 22% | 11% | 9% |
| Males | 11% | 45% | 23% | 13% | 8% |
| Females | 13% | 48% | 21% | 10% | 9% |

38. Students, faculty, staff, and administration show each other respect.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 10% | 39% | 25% | 14% | 12% |
| Males | 9% | 37% | 26% | 16% | 12% |
| Females | 11% | 42% | 24% | 12% | 11% |

39. Student from every background are given a fair chance to succeed and participate.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 18% | 39% | 20% | 13% | 10% |
| Males | 17% | 40% | 19% | 14% | 10% |
| Females | 18% | 39% | 20% | 12% | 11% |

40. The school aids in promoting extra-curricular activities (drama, music, clubs, journalism events).

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 17% | 46% | 14% | 6% | 17% |
| Males | 14% | 45% | 16% | 8% | 17% |
| Females | 20% | 47% | 12% | 4% | 17% |

41. ASB promotes school spirit.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 27% | 43% | 10% | 6% | 14% |
| Males | 21% | 43% | 12% | 9% | 15% |
| Females | 33% | 43% | 8% | 3% | 13% |

a)strongly agree

b) agree

c) disagree

d) strongly disagree

e) no opinion

42. ASB works to involve everyone.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 13% | 29% | 27% | 15% | 15% |
| Males | 11% | 27% | 27% | 18% | 17% |
| Females | 16% | 31% | 28% | 12% | 13% |

43. Throughout the year, school activities focus on all groups of people.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 15% | 39% | 21% | 15% | 11% |
| Males | 14% | 37% | 19% | 17% | 12% |
| Females | 16% | 40% | 23% | 12% | 9% |

44. Students are respectful during school activities

| | | | | | |
|-----------|----|-----|-----|-----|-----|
| Composite | 6% | 33% | 35% | 17% | 10% |
| Males | 6% | 32% | 34% | 19% | 10% |
| Females | 5% | 34% | 36% | 15% | 10% |

45. Overall, spirit and support is equal for all athletic teams.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 11% | 22% | 26% | 30% | 12% |
| Males | 13% | 23% | 23% | 30% | 10% |
| Females | 9% | 21% | 28% | 29% | 12% |

46. Theft of personal property is a problem at my school.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 16% | 32% | 26% | 9% | 16% |
| Males | 20% | 31% | 26% | 11% | 13% |
| Females | 13% | 33% | 27% | 8% | 19% |

47. My car is safe in the parking lot or parked near school.

| | | | | | |
|-----------|----|-----|-----|-----|-----|
| Composite | 6% | 25% | 18% | 16% | 35% |
| Males | 8% | 25% | 19% | 20% | 28% |
| Females | 5% | 25% | 17% | 11% | 42% |

48. The bathroom facilities are well kept.

| | | | | | |
|-----------|----|-----|-----|-----|----|
| Composite | 3% | 17% | 29% | 44% | 8% |
| Males | 4% | 17% | 27% | 44% | 8% |
| Females | 2% | 17% | 31% | 43% | 7% |

a)strongly agree

b) agree

c) disagree

d) strongly disagree

e) no opinion

49. Discipline is fair and consistently enforced at Redwood.

| | | | | | |
|-----------|----|-----|-----|-----|-----|
| Composite | 9% | 39% | 23% | 18% | 11% |
| Males | 9% | 37% | 22% | 21% | 11% |
| Females | 8% | 41% | 24% | 16% | 11% |

50. Overall, Redwood is a good school, and I am happy here.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 34% | 42% | 8% | 7% | 8% |
| Males | 31% | 42% | 10% | 9% | 9% |
| Females | 37% | 43% | 6% | 6% | 8% |

REWOOD HIGH SCHOOL
Parent Survey
Composite Results for 1080 parents
Results by Grade Level of Parent's Student

1. Your gender is a) male b) female

| | a) male | b) female |
|-----------|---------|-----------|
| Composite | 31% | 67% |
| 12th | 30% | 68% |
| 11th | 29% | 70% |
| 10th | 36% | 64% |
| 9th | 28% | 70% |

2. Your ethnic background:

| | a) African American | b) Asian | c) Caucasian | d) Hispanic | e) other |
|-----------|---------------------|----------|--------------|-------------|----------|
| Composite | 4% | 23% | 35% | 33% | 5% |
| 12th | 3% | 24% | 32% | 28% | 3% |
| 11th | 4% | 21% | 40% | 29% | 6% |
| 10th | 6% | 25% | 32% | 31% | 6% |
| 9th | 5% | 18% | 37% | 37% | 3% |

3. Your highest level of education completed:

| | a) some high school | b) high school graduate | c) 2 year degree | d) 4 year degree | e) graduate degree |
|-----------|---------------------|-------------------------|------------------|------------------|--------------------|
| Composite | 26% | 32% | 18% | 12% | 11% |
| 12th | 31% | 29% | 17% | 12% | 10% |
| 11th | 24% | 34% | 18% | 15% | 9% |
| 10th | 23% | 34% | 19% | 12% | 11% |
| 9th | 25% | 34% | 20% | 17% | 14% |

4. Your oldest student is in a) 9th b) 10th c) 11th d) 12th

| | | | |
|---------------|---------------|---------------|---------------|
| 235 responses | 288 responses | 277 responses | 231 responses |
|---------------|---------------|---------------|---------------|

TEACHING AND LEARNING

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

5. On a daily basis, my student is given homework which reinforces what is learned in class.

| | a) strongly agree | b) agree | c) disagree | d) strongly disagree | e) no knowledge |
|-----------|-------------------|----------|-------------|----------------------|-----------------|
| Composite | 16% | 60% | 14% | 4% | 6% |
| 12th | 14% | 60% | 13% | 5% | 8% |
| 11th | 18% | 61% | 11% | 5% | 5% |
| 10th | 16% | 57% | 18% | 2% | 8% |
| 9th | 17% | 65% | 11% | 3% | 4% |

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

6. My student's classes are helping prepare him/her for the future.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 23% | 58% | 11% | 4% | 4% |
| 12th | 23% | 59% | 12% | 4% | 3% |
| 11th | 20% | 62% | 9% | 4% | 5% |
| 10th | 23% | 57% | 13% | 5% | 2% |
| 9th | 26% | 56% | 11% | 3% | 4% |

7. The assignments my student receives are interesting and challenge him/her to think and solve problems.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 14% | 58% | 18% | 5% | 6% |
| 12th | 13% | 55% | 20% | 5% | 7% |
| 11th | 12% | 56% | 20% | 4% | 7% |
| 10th | 14% | 58% | 18% | 6% | 4% |
| 9th | 15% | 63% | 13% | 4% | 4% |

8. Teachers spend enough time working with and explaining concepts to those who don't fully understand what is being taught.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 11% | 38% | 25% | 13% | 13% |
| 12th | 11% | 39% | 22% | 13% | 15% |
| 11th | 9% | 39% | 23% | 14% | 14% |
| 10th | 9% | 45% | 27% | 12% | 12% |
| 9th | 13% | 35% | 29% | 12% | 12% |

9. My student feels comfortable approaching a teacher for extra help with any problem inside or outside of class.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 15% | 43% | 25% | 9% | 8% |
| 12th | 15% | 42% | 24% | 10% | 10% |
| 11th | 13% | 49% | 23% | 9% | 6% |
| 10th | 15% | 39% | 27% | 10% | 10% |
| 9th | 18% | 42% | 26% | 8% | 6% |

10. The Redwood staff effectively deals with cultural diversity and makes my student feel welcomed and valued.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 17% | 49% | 14% | 8% | 13% |
| 12th | 16% | 45% | 17% | 10% | 13% |
| 11th | 16% | 49% | 14% | 8% | 13% |
| 10th | 17% | 50% | 16% | 6% | 11% |
| 9th | 19% | 52% | 11% | 5% | 13% |

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

11. I feel my student is being graded fairly by his or her teachers.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 15% | 57% | 16% | 6% | 7% |
| 12th | 13% | 55% | 18% | 7% | 7% |
| 11th | 14% | 58% | 17% | 5% | 5% |
| 10th | 16% | 56% | 14% | 6% | 8% |
| 9th | 19% | 57% | 15% | 3% | 6% |

12. My student is able to take the elective courses he or she needs.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 22% | 54% | 14% | 5% | 5% |
| 12th | 21% | 52% | 15% | 6% | 5% |
| 11th | 21% | 54% | 16% | 5% | 4% |
| 10th | 22% | 55% | 14% | 4% | 5% |
| 9th | 23% | 57% | 12% | 3% | 6% |

13. It is possible for my child to move from basic classes to the more advanced level classes.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 18% | 52% | 12% | 4% | 13% |
| 12th | 16% | 50% | 16% | 3% | 15% |
| 11th | 17% | 53% | 12% | 4% | 14% |
| 10th | 20% | 53% | 11% | 5% | 12% |
| 9th | 18% | 52% | 11% | 6% | 13% |

STUDENT SUPPORT

I have had contact with Redwood in the ways listed below and have found these contacts beneficial to my student's education. (Questions 14 - 20)

a) strongly agree b) agree c) disagree d) strongly disagree e) no contact

14. Conferences with teachers

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 13% | 39% | 15% | 4% | 29% |
| 12th | 13% | 43% | 13% | 3% | 27% |
| 11th | 12% | 40% | 16% | 5% | 27% |
| 10th | 16% | 37% | 16% | 2% | 29% |
| 9th | 12% | 32% | 16% | 2% | 33% |

15. Conferences with counselors

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 18% | 40% | 13% | 4% | 25% |
| 12th | 16% | 45% | 14% | 3% | 22% |
| 11th | 21% | 38% | 11% | 6% | 24% |
| 10th | 20% | 40% | 15% | 3% | 22% |
| 9th | 12% | 38% | 13% | 4% | 33% |

a) strongly agree b) agree c) disagree d) strongly disagree e) no contact

16. Conferences with administrators

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 12% | 32% | 14% | 5% | 37% |
| 12th | 9% | 37% | 16% | 3% | 34% |
| 11th | 15% | 28% | 14% | 4% | 39% |
| 10th | 15% | 31% | 13% | 6% | 35% |
| 9th | 8% | 32% | 12% | 5% | 44% |

17. Contacts with the attendance office and main office.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 17% | 55% | 10% | 5% | 13% |
| 12th | 14% | 54% | 16% | 3% | 11% |
| 11th | 20% | 51% | 14% | 4% | 12% |
| 10th | 16% | 57% | 13% | 6% | 10% |
| 9th | 17% | 56% | 12% | 5% | 19% |

18. Attendance at eighth grade orientation night at Redwood.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 17% | 48% | 10% | 4% | 22% |
| 12th | 13% | 44% | 14% | 4% | 24% |
| 11th | 18% | 48% | 9% | 5% | 20% |
| 10th | 17% | 50% | 8% | 4% | 21% |
| 9th | 17% | 47% | 12% | 3% | 22% |

19. Attendance at Open House and Back to School Night

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 18% | 42% | 13% | 4% | 23% |
| 12th | 17% | 34% | 15% | 6% | 27% |
| 11th | 17% | 47% | 12% | 4% | 21% |
| 10th | 19% | 42% | 13% | 4% | 23% |
| 9th | 16% | 43% | 14% | 3% | 23% |

20. Attendance at sporting, drama, or music events

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 22% | 39% | 11% | 5% | 22% |
| 12th | 21% | 30% | 14% | 4% | 30% |
| 11th | 24% | 42% | 11% | 5% | 18% |
| 10th | 24% | 42% | 11% | 4% | 20% |
| 9th | 22% | 39% | 10% | 6% | 24% |

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

21. I receive accurate, clear, and timely advice from the school staff (including counseling staff) regarding choosing the right course of study for my student.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 12% | 41% | 20% | 12% | 14% |
| 12th | 10% | 39% | 20% | 14% | 17% |
| 11th | 12% | 45% | 19% | 4% | 10% |
| 10th | 15% | 41% | 21% | 11% | 12% |
| 9th | 11% | 40% | 20% | 10% | 18% |

22. There are adequate resources (tutoring, support classes, etc.) provided by Redwood to enable my student to succeed.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 14% | 42% | 18% | 7% | 19% |
| 12th | 17% | 41% | 20% | 7% | 16% |
| 11th | 11% | 44% | 19% | 7% | 19% |
| 10th | 15% | 43% | 18% | 8% | 16% |
| 9th | 13% | 41% | 12% | 6% | 28% |

a) Yes b) No

23. I know that my student has the opportunity for career shadowing at school.

| | | |
|-----------|-----|-----|
| Composite | 43% | 47% |
| 12th | 47% | 44% |
| 11th | 39% | 49% |
| 10th | 40% | 49% |
| 9th | 46% | 47% |

24. I know that Redwood is equipped with a library that has many resources for students to complete homework tasks, including tasks which require computer work.

| | | |
|-----------|-----|-----|
| Composite | 68% | 23% |
| 12th | 70% | 23% |
| 11th | 71% | 21% |
| 10th | 58% | 30% |
| 9th | 74% | 16% |

PARENT/SCHOOL COMMUNICATION

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

25. I am notified on a regular basis about my student's academic progress.

| | | | | | |
|-----------|-----|-----|-----|-----|----|
| Composite | 22% | 46% | 19% | 9% | 5% |
| 12th | 23% | 42% | 18% | 13% | 5% |
| 11th | 22% | 45% | 21% | 8% | 4% |
| 10th | 22% | 47% | 18% | 9% | 5% |
| 9th | 19% | 51% | 21% | 6% | 4% |

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

26. The input and decision-making of parents are valued by the Redwood staff.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 13% | 45% | 17% | 7% | 17% |
| 12th | 11% | 43% | 18% | 10% | 18% |
| 11th | 13% | 44% | 17% | 8% | 19% |
| 10th | 13% | 47% | 18% | 8% | 14% |
| 9th | 17% | 47% | 14% | 3% | 19% |

27. My child received adequate orientation about Redwood as a freshmen.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 20% | 56% | 11% | 5% | 8% |
| 12th | 19% | 52% | 14% | 7% | 8% |
| 11th | 19% | 57% | 12% | 4% | 7% |
| 10th | 21% | 54% | 12% | 4% | 10% |
| 9th | 22% | 60% | 8% | 5% | 5% |

28. The school has offered me ample opportunities to be involved in the school's activities.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 16% | 46% | 19% | 6% | 13% |
| 12th | 17% | 39% | 22% | 7% | 16% |
| 11th | 16% | 46% | 21% | 6% | 11% |
| 10th | 16% | 48% | 19% | 5% | 12% |
| 9th | 14% | 53% | 19% | 5% | 13% |

29. I feel I can have a conference with school personnel to discuss any problem which arises concerning my son or daughter.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 24% | 53% | 11% | 6% | 6% |
| 12th | 26% | 46% | 12% | 7% | 8% |
| 11th | 22% | 57% | 12% | 5% | 5% |
| 10th | 25% | 53% | 12% | 5% | 6% |
| 9th | 25% | 56% | 7% | 5% | 7% |

30. I am well informed about college requirements and time lines for college admissions (PSAT/SAT dates, et.).

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 14% | 39% | 25% | 10% | 12% |
| 12th | 14% | 40% | 26% | 11% | 9% |
| 11th | 13% | 37% | 26% | 14% | 9% |
| 10th | 12% | 43% | 26% | 7% | 12% |
| 9th | 17% | 38% | 21% | 7% | 18% |

a) Yes

b) No

31. I am aware of discipline, attendance, and the dress code policies for my student.

| | | |
|-----------|-----|-----|
| Composite | 67% | 24% |
| 12th | 62% | 27% |
| 11th | 70% | 21% |
| 10th | 64% | 27% |
| 9th | 72% | 19% |

32. I am notified of absences in a timely manner.

| | | |
|-----------|-----|-----|
| Composite | 68% | 22% |
| 12th | 68% | 21% |
| 11th | 69% | 24% |
| 10th | 65% | 22% |
| 9th | 74% | 19% |

33. I am notified of excessive tardies.

| | | |
|-----------|-----|-----|
| Composite | 48% | 41% |
| 12th | 41% | 47% |
| 11th | 50% | 40% |
| 10th | 47% | 39% |
| 9th | 55% | 40% |

34. I am aware of how to conduct grade checks for my student.

| | | |
|-----------|-----|-----|
| Composite | 44% | 45% |
| 12th | 47% | 42% |
| 11th | 41% | 49% |
| 10th | 46% | 41% |
| 9th | 43% | 49% |

a) Yes

b) No

c) sometimes

35. I receive timely contacts concerning my student's disciplinary problems.

| | | | |
|-----------|-----|-----|-----|
| Composite | 38% | 38% | 20% |
| 12th | 33% | 38% | 26% |
| 11th | 38% | 39% | 17% |
| 10th | 37% | 38% | 20% |
| 9th | 42% | 36% | 18% |

SCHOOL CLIMATE a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

36. The campus is safe.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 13% | 55% | 17% | 7% | 7% |
| 12th | 13% | 52% | 21% | 8% | 6% |
| 11th | 13% | 58% | 18% | 5% | 6% |
| 10th | 14% | 55% | 17% | 6% | 8% |
| 9th | 13% | 56% | 13% | 8% | 10% |

37. The Redwood staff treats parents with respect and dignity.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 22% | 53% | 12% | 4% | 9% |
| 12th | 15% | 52% | 15% | 4% | 10% |
| 11th | 20% | 54% | 12% | 5% | 9% |
| 10th | 25% | 52% | 13% | 4% | 7% |
| 9th | 25% | 54% | 9% | 3% | 9% |

38. Redwood's atmosphere encourages a positive attitude toward learning in my student.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 16% | 55% | 16% | 6% | 8% |
| 12th | 13% | 51% | 20% | 7% | 9% |
| 11th | 14% | 53% | 16% | 5% | 11% |
| 10th | 16% | 56% | 14% | 6% | 8% |
| 9th | 17% | 60% | 14% | 4% | 4% |

39. Theft of personal property is a problem for my student or for friends of my student.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 15% | 36% | 25% | 7% | 16% |
| 12th | 14% | 34% | 27% | 6% | 18% |
| 11th | 14% | 34% | 29% | 7% | 15% |
| 10th | 15% | 40% | 24% | 7% | 14% |
| 9th | 15% | 35% | 22% | 10% | 18% |

40. Computers are accessible at school.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 18% | 49% | 15% | 6% | 13% |
| 12th | 21% | 50% | 13% | 7% | 9% |
| 11th | 16% | 51% | 16% | 5% | 12% |
| 10th | 17% | 49% | 16% | 5% | 14% |
| 9th | 17% | 41% | 14% | 5% | 11% |

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

41. Sports equipment and facilities are adequate.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 14% | 50% | 15% | 6% | 15% |
| 12th | 14% | 45% | 17% | 4% | 20% |
| 11th | 12% | 57% | 17% | 6% | 14% |
| 10th | 15% | 49% | 16% | 8% | 13% |
| 9th | 13% | 56% | 10% | 4% | 16% |

42. Classroom facilities are adequate.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 10% | 48% | 22% | 7% | 12% |
| 12th | 10% | 48% | 24% | 7% | 11% |
| 11th | 9% | 48% | 21% | 11% | 11% |
| 10th | 11% | 47% | 24% | 6% | 12% |
| 9th | 10% | 48% | 21% | 7% | 13% |

43. There are adequate health services on campus.

| | | | | | |
|-----------|-----|-----|-----|----|-----|
| Composite | 13% | 45% | 15% | 5% | 22% |
| 12th | 15% | 38% | 19% | 5% | 23% |
| 11th | 11% | 45% | 16% | 6% | 22% |
| 10th | 12% | 49% | 15% | 5% | 19% |
| 9th | 13% | 45% | 10% | 6% | 27% |

a) Yes b) No

44. I am aware that the opportunity exists for my student to participate in extra-curricular activities (band, athletics, clubs, drama).

| | | |
|-----------|-----|-----|
| Composite | 67% | 23% |
| 12th | 71% | 20% |
| 11th | 68% | 23% |
| 10th | 62% | 27% |
| 9th | 68% | 22% |

45. Discipline is fair and consistently enforces at Redwood.

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| Composite | 17% | 45% | 15% | 9% | 14% |
| 12th | 14% | 45% | 18% | 12% | 11% |
| 11th | 16% | 44% | 14% | 9% | 16% |
| 10th | 19% | 43% | 17% | 8% | 14% |
| 9th | 20% | 48% | 10% | 5% | 17% |

a) Yes b) No

46. I support the dress code.

| | | |
|-----------|-----|-----|
| Composite | 61% | 31% |
| 12th | 58% | 32% |
| 11th | 59% | 34% |
| 10th | 57% | 35% |
| 9th | 42% | 21% |

47. I support the school's zero tolerance discipline code.

| | | |
|-----------|-----|-----|
| Composite | 72% | 21% |
| 12th | 68% | 26% |
| 11th | 74% | 19% |
| 10th | 68% | 24% |
| 9th | 79% | 14% |

48. I support random drug testing for athletics.

| | | |
|-----------|-----|-----|
| Composite | 66% | 25% |
| 12th | 62% | 29% |
| 11th | 69% | 24% |
| 10th | 61% | 27% |
| 9th | 72% | 21% |

a) strongly agree b) agree c) disagree d) strongly disagree e) no knowledge

49. I agree with the current tardy system in which students are taken to the cafeteria during randomly selected periods rather than being allowed to enter class late (sweeps).

| | | | | | |
|-----------|-----|-----|-----|-----|----|
| Composite | 21% | 32% | 18% | 22% | 7% |
| 12th | 20% | 29% | 18% | 26% | 7% |
| 11th | 18% | 32% | 19% | 24% | 7% |
| 10th | 20% | 36% | 16% | 20% | 8% |
| 9th | 24% | 30% | 17% | 20% | 8% |

50. Overall, Redwood is a good school, and I am happy that my student is here.

| | | | | | |
|-----------|-----|-----|-----|----|----|
| Composite | 35% | 50% | 7% | 4% | 3% |
| 12th | 38% | 44% | 10% | 4% | 4% |
| 11th | 31% | 54% | 6% | 5% | 4% |
| 10th | 34% | 52% | 6% | 5% | 3% |
| 9th | 37% | 52% | 1% | 3% | 1% |

CBEDS

California Basic Educational Data System
California Department of Education

Final Draft - 6/25/98

School Information Form
October 1998

County: _____
District: _____
School: _____
CDS Code: _____

| | Male | | | | | Female | | | | | Totals | | | | | | |
|---|----------------------------------|-------|------------------|----------|--------------------|-------------------------------|--------------------|-------------------------|----------------------------------|-------|--------|------------------|----------|--------------------|-------------------------------|--------------------|-------------------------|
| | American Indian or Alaska Native | Asian | Pacific Islander | Filipino | Hispanic or Latino | African American not Hispanic | White not Hispanic | Multiple or no response | American Indian or Alaska Native | Asian | | Pacific Islander | Filipino | Hispanic or Latino | African American not Hispanic | White not Hispanic | Multiple or no response |
| Paraprofessionals | Full-time | 1 | | | | | | | | | | | | | | | 4 |
| | Part-time | | | | | | | | | | | | | | | | 3 |
| Office/Clerical Staff | Full-time | | 1 | | | | | | | | | | 4 | | | | 12 |
| | Part-time | | | | | | | | | | | | | | | | 1 |
| Other Classified Staff | Full-time | | | | | | | | 1 | | | | 1 | | | | 1 |
| | Part-time | | | | | | | | | | | | | | | | 3 |
| A. Number of Classified Staff - Report in whole numbers (single school districts should report classified staff only on this form) | | | | | | | | | | | | | | | | | |
| B. School Enrollment - In this section report enrollment on Information Day. Count each student only once. | | | | | | | | | | | | | | | | | |
| Kindergarten | | | | | | | | | | | | | | | | | |
| Grade 1 | | | | | | | | | | | | | | | | | |
| Grade 2 | | | | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | | | | |
| Grade 4 | | | | | | | | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | | | | | | |
| Grade 7 | | | | | | | | | | | | | | | | | |
| Grade 8 | | | | | | | | | | | | | | | | | |
| Ungraded Elementary (K-8) | | | | | | | | | | | | | | | | | |
| Grade 9 | 7 | 46 | 1 | 1 | 140 | 7 | 143 | 4 | 52 | 0 | 1 | 166 | 5 | 133 | | 706 | |
| Grade 10 | 1 | 33 | 0 | 1 | 125 | 5 | 145 | 2 | 46 | 0 | 2 | 153 | 8 | 130 | | 651 | |
| Grade 11 | 4 | 41 | 1 | 2 | 116 | 6 | 111 | 1 | 46 | 0 | 1 | 138 | 6 | 100 | | 573 | |
| Grade 12 | 2 | 26 | 0 | 1 | 100 | 9 | 107 | 1 | 34 | 0 | 2 | 102 | 0 | 107 | | 491 | |
| Ungraded Secondary (9-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | |
| Adults in K-12 Programs | | | | | | | | | | | | | | | | | |
| Totals | 14 | 146 | 2 | 5 | 480 | 27 | 506 | 8 | 178 | 0 | 6 | 559 | 19 | 470 | | 2421 | |

* Do not include athletes in Independent Study.

| | Male | | | | | | Female | | | | | | Totals | | | | |
|---|----------------------------------|-------|------------------|----------|--------------------|-------------------------------|--------------------|-------------------------|----------------------------------|-------|------------------|----------|--------|--------------------|-------------------------------|--------------------|-------------------------|
| | American Indian or Alaska Native | Asian | Pacific Islander | Filipino | Hispanic or Latino | African American not Hispanic | White not Hispanic | Multiple or no response | American Indian or Alaska Native | Asian | Pacific Islander | Filipino | | Hispanic or Latino | African American not Hispanic | White not Hispanic | Multiple or no response |
| C. Graduates (1997-98) - Include summer graduates (1998) but do not include students with high school equivalencies (i.e., GED or CHSPE) | | | | | | | | | | | | | | | | | |
| High School Graduates IN PROGRESS | | | | | | | | | | | | | | | | | |
| Twelfth-grade graduates | 0 | 33 | 0 | 1 | 66 | 5 | 94 | 0 | 6 | 28 | 0 | 0 | 70 | 7 | 82 | 0 | 392 |
| High School Graduates Completing all Courses Required for UC and/or CSU Entrance | | | | | | | | | | | | | | | | | |
| Twelfth-grade graduates | 0 | 17 | 0 | 1 | 15 | 2 | 54 | 0 | 3 | 9 | 0 | 0 | 17 | 2 | 47 | 0 | 168 |
| High School Graduates Completing a Vocational Education Sequence of Courses | | | | | | | | | | | | | | | | | |
| Twelfth-grade graduates | 0 | 10 | 0 | 0 | 17 | 1 | 33 | 0 | 0 | 4 | 0 | 0 | 9 | 0 | 13 | 0 | 87 |
| D. Enrollment in Selected High School Courses - (grades 9-12) | | | | | | | | | | | | | | | | | |
| Intermediate Algebra/Algebra II | 0 | 22 | 1 | 3 | 32 | 1 | 81 | 0 | 0 | 20 | 0 | 1 | 51 | 1 | 81 | 0 | 294 |
| Any other 3rd or 4th year advanced math course | 0 | 13 | 0 | 1 | 15 | 0 | 72 | 0 | 1 | 20 | 0 | 1 | 22 | 0 | 66 | 0 | 211 |
| Chemistry - 1st year | 0 | 23 | 0 | 2 | 30 | 3 | 65 | 0 | 0 | 22 | 0 | 1 | 54 | 3 | 70 | 0 | 273 |
| Physics - 1st year | 0 | 8 | 0 | 1 | 7 | 0 | 35 | 0 | 0 | 9 | 0 | 1 | 5 | 0 | 14 | 0 | 80 |
| E. Vocational Education Enrollment - (grades 9-12) - Report each student only once - do not include ROC/P | | | | | | | | | | | | | | | | | |
| Number of students | 7 | 71 | 0 | 1 | 285 | 16 | 303 | 0 | 4 | 85 | 0 | 2 | 231 | 8 | 203 | 0 | 1216 |
| F. Dropouts (1997-98) | | | | | | | | | | | | | | | | | |
| Grade 7 | | | | | | | | | | | | | | | | | |
| Grade 8 | | | | | | | | | | | | | | | | | |
| Grade 9 | 1 | | | | 2 | | | | | | | | 1 | | 2 | | 6 |
| Grade 10 | | | | 1 | 3 | 1 | 6 | | | | | 7 | | | 3 | | 21 |
| Grade 11 | 1 | | | | 5 | | 3 | | | 2 | | 6 | | | 3 | | 20 |
| Grade 12 | | | | | 4 | | 7 | | | | | 10 | | | 5 | 1 | 27 |

*** Please turn form over and complete page 3 ***

| <p>G. Alternative Education - Alternative and continuation schools must complete this Section B</p> <p>Students reported under "Types of Programs/Educational Options" must also be reported in</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:70%;">Types of Programs/Educational Options</th> <th style="width:15%;">Enrollment</th> <th style="width:15%;">9-12</th> </tr> </thead> <tbody> <tr> <td>Continuation classes (see definition)</td> <td></td> <td></td> </tr> <tr> <td>Community/experience based</td> <td></td> <td></td> </tr> <tr> <td>Opportunity</td> <td></td> <td>58</td> </tr> <tr> <td>Magnet Program</td> <td></td> <td>48</td> </tr> <tr> <td>Pregnant/parenting (see definition)</td> <td></td> <td>85</td> </tr> <tr> <td>Independent Study (not adult)</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> </tr> </tbody> </table> <p>Number of graduates meeting high school requirements through Independent Study (1997-98) <input style="width:50px;" type="text" value="11"/></p> | Types of Programs/Educational Options | Enrollment | 9-12 | Continuation classes (see definition) | | | Community/experience based | | | Opportunity | | 58 | Magnet Program | | 48 | Pregnant/parenting (see definition) | | 85 | Independent Study (not adult) | | | Other | | | <p>I. Class Size Reduction</p> <p>For each grade level, check the option(s) in which the school participates even if only some of the students at a grade level participate. If one grade level uses both Option 1 and Option 2, check both boxes.</p> <p>Kindergarten <input type="checkbox"/> Option 1 <input type="checkbox"/> Option 2</p> <p>Grade 1 <input type="checkbox"/> Option 1 <input type="checkbox"/> Option 2</p> <p>Grade 2 <input type="checkbox"/> Option 1 <input type="checkbox"/> Option 2</p> <p>Grade 3 <input type="checkbox"/> Option 1 <input type="checkbox"/> Option 2</p> |
|--|--|------------|------|---------------------------------------|--|--|----------------------------|--|--|-------------|--|----|----------------|--|----|-------------------------------------|--|----|-------------------------------|--|--|-------|--|--|--|
| Types of Programs/Educational Options | Enrollment | 9-12 | | | | | | | | | | | | | | | | | | | | | | | |
| Continuation classes (see definition) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community/experience based | | | | | | | | | | | | | | | | | | | | | | | | | |
| Opportunity | | 58 | | | | | | | | | | | | | | | | | | | | | | | |
| Magnet Program | | 48 | | | | | | | | | | | | | | | | | | | | | | | |
| Pregnant/parenting (see definition) | | 85 | | | | | | | | | | | | | | | | | | | | | | | |
| Independent Study (not adult) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>H. Technology</p> <p>How many computers does the school have that are used for instructionally-related purposes? If none, enter "0" <input style="width:50px;" type="text" value="277"/></p> <p>Of those computers used for instructionally-related purposes, how many have a CD-ROM? If none, enter "0" <input style="width:50px;" type="text" value="211"/> Check if unknown <input type="checkbox"/></p> <p>How many classrooms have access to the Internet through at least one computer? If none, enter "0" <input style="width:50px;" type="text" value="5"/></p> <p>Of those classrooms with Internet access, how many are connected to a Wide Area Network (WAN)? If none, enter "0" <input style="width:50px;" type="text" value="1"/> Check if unknown <input type="checkbox"/></p> | <p>J. Educational Calendar</p> <p>Check the type of calendar on which your school operates</p> <p><input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Single-track <input type="checkbox"/> Multitrack</p> <p>For single-track or multitrack only, check one of the year-round calendars listed below:</p> <p><input type="checkbox"/> 60/20 <input type="checkbox"/> Concept 6</p> <p><input type="checkbox"/> 60/15 <input type="checkbox"/> Modified Concept 6</p> <p><input type="checkbox"/> 90/30 <input type="checkbox"/> Custom Calendar</p> <p><input type="checkbox"/> 45/15</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Name of person completing form (please print)</p> <p>Angela Sanchez</p> <p>Title</p> <p>Assistant Principal</p> | <p>Telephone</p> <p>(209) 730-7702</p> <p>Extension</p> <p></p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Certification: I hereby certify that the data reported on this form are accurate.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Signature of Principal (or designee)</p> <p><i>Angela Sanchez</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Date</p> <p>10/9/98</p> | | | | | | | | | | | | | | | | | | | | | | | | | |

Stanford 9 score results

These numbers represent the percentage of students who tested higher than the average level of performance for that grade. Key school districts in the Valley are listed (in some cases, scores were combined for elementary and high school districts in the same community).

Legend

Enrollment reported

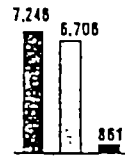
Number tested

Number of limited English proficient children

Fresno County

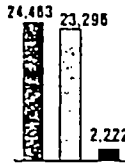
Central Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 45 | 39 | 38 | 34 | 36 | 36 | 38 | 22 | 22 | 23 | |
| Math | 49 | 46 | 42 | 34 | 43 | 39 | 36 | 37 | 30 | 37 | |
| Language | 53 | 38 | 45 | 40 | 47 | 47 | 45 | 36 | 20 | 29 | |
| Spelling | 40 | 37 | 41 | 33 | 36 | 38 | 28 | | | | |
| Science | | | | | | | | 27 | 26 | 24 | |
| Social science | | | | | | | | 37 | 22 | 38 | |



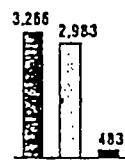
Clovis Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 64 | 61 | 57 | 60 | 63 | 66 | 69 | 52 | 48 | 50 | |
| Math | 75 | 71 | 63 | 65 | 75 | 64 | 60 | 65 | 56 | 61 | |
| Language | 71 | 64 | 64 | 66 | 69 | 73 | 73 | 66 | 50 | 60 | |
| Spelling | 60 | 54 | 54 | 58 | 58 | 63 | 54 | | | | |
| Science | | | | | | | | 57 | 57 | 55 | |
| Social science | | | | | | | | 53 | 47 | 72 | |



Coalinga/Huron Joint USD

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 22 | 20 | 29 | 25 | 26 | 34 | 32 | 17 | 16 | 25 | |
| Math | 32 | 33 | 35 | 27 | 30 | 23 | 25 | 26 | 29 | 32 | |
| Language | 23 | 24 | 33 | 31 | 31 | 30 | 31 | 28 | 16 | 28 | |
| Spelling | 21 | 22 | 29 | 28 | 28 | 30 | 25 | | | | |
| Science | | | | | | | | 22 | 28 | 27 | |
| Social science | | | | | | | | 29 | 16 | 47 | |



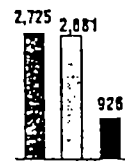
Fresno Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 22 | 21 | 22 | 24 | 28 | 29 | 33 | 22 | 22 | 30 | |
| Math | 28 | 25 | 24 | 26 | 34 | 29 | 29 | 33 | 32 | 40 | |
| Language | 25 | 20 | 26 | 29 | 32 | 36 | 35 | 35 | 26 | 40 | |
| Spelling | 22 | 21 | 22 | 26 | 28 | 32 | 23 | | | | |
| Science | | | | | | | | 27 | 32 | 33 | |
| Social science | | | | | | | | 30 | 27 | 51 | |



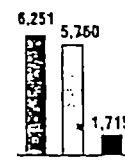
Kerman Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 20 | 21 | 22 | 30 | 30 | 37 | 32 | 15 | 11 | 14 | |
| Math | 19 | 27 | 20 | 27 | 33 | 38 | 30 | 28 | 20 | 23 | |
| Language | 23 | 21 | 22 | 31 | 31 | 40 | 30 | 32 | 16 | 19 | |
| Spelling | 17 | 16 | 17 | 28 | 28 | 28 | 19 | | | | |
| Science | | | | | | | | 20 | 25 | 24 | |
| Social science | | | | | | | | 28 | 16 | 40 | |



Kings Canyon Joint USD

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 32 | 27 | 28 | 30 | 31 | 36 | 29 | 28 | 25 | 29 | |
| Math | 34 | 35 | 38 | 37 | 40 | 30 | 22 | 44 | 39 | 36 | |
| Language | 27 | 28 | 31 | 37 | 37 | 42 | 32 | 45 | 31 | 38 | |
| Spelling | 25 | 28 | 25 | 33 | 31 | 37 | 23 | | | | |
| Science | | | | | | | | 36 | 41 | 39 | |
| Social science | | | | | | | | 33 | 29 | 51 | |



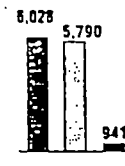
Parlier Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 5 | 9 | 5 | 13 | 14 | 12 | 14 | 6 | 10 | 10 | |
| Math | 24 | 14 | 13 | 14 | 24 | 11 | 11 | 12 | 18 | 19 | |
| Language | 13 | 9 | 11 | 15 | 23 | 17 | 20 | 15 | 11 | 13 | |
| Spelling | 0 | 13 | 7 | 13 | 0 | 21 | 12 | | | | |
| Science | | | | | | | | 9 | 18 | 9 | |
| Social science | | | | | | | | 17 | 11 | 29 | |



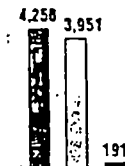
Sanger Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 22 | 24 | 22 | 27 | 29 | 33 | 36 | 19 | 18 | 20 | |
| Math | 26 | 23 | 20 | 23 | 31 | 26 | 24 | 31 | 33 | 27 | |
| Language | 27 | 23 | 32 | 35 | 38 | 38 | 41 | 33 | 21 | 26 | |
| Spelling | 19 | 20 | 20 | 29 | 26 | 33 | 26 | | | | |
| Science | | | | | | | | 26 | 33 | 30 | |
| Social science | | | | | | | | 31 | 24 | 45 | |



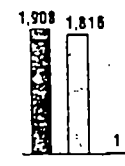
Selma Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 31 | 26 | 32 | 37 | 30 | 37 | 40 | 32 | 18 | 32 | |
| Math | 33 | 38 | 40 | 33 | 36 | 35 | 27 | 38 | 36 | 32 | |
| Language | 33 | 29 | 48 | 41 | 38 | 46 | 40 | 38 | 21 | 34 | |
| Spelling | 28 | 34 | 30 | 36 | 24 | 44 | 30 | | | | |
| Science | | | | | | | | 27 | 31 | 25 | |
| Social science | | | | | | | | 34 | 28 | 58 | |



Sierra Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 49 | 63 | 59 | 62 | 57 | 71 | 71 | 52 | 46 | 49 | |
| Math | 47 | 61 | 46 | 56 | 58 | 59 | 63 | 56 | 51 | 54 | |
| Language | 48 | 61 | 59 | 56 | 55 | 63 | 58 | 55 | 42 | 53 | |
| Spelling | 37 | 45 | 47 | 50 | 45 | 59 | 42 | | | | |
| Science | | | | | | | | 57 | 58 | 60 | |
| Social science | | | | | | | | 52 | 52 | 65 | |



Tulare County

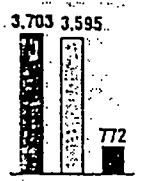
Cutter/Orosi Joint Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 14 | 12 | 13 | 10 | 13 | 18 | 18 | 13 | 11 | 13 | |
| Math | 22 | 27 | 18 | 22 | 23 | 22 | 35 | 29 | 14 | 16 | |
| Language | 19 | 18 | 21 | 17 | 19 | 27 | 30 | 26 | 14 | 27 | |
| Spelling | 13 | 18 | 13 | 19 | 18 | 28 | 21 | | | | |
| Science | | | | | | | | 18 | 24 | 17 | |
| Social science | | | | | | | | 23 | 15 | 39 | |



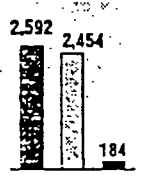
Dinuba Elementary/Joint UHSD

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 27 | 18 | 23 | 21 | 32 | 22 | 30 | 17 | 13 | 20 | |
| Math | 31 | 19 | 29 | 28 | 41 | 31 | 28 | 31 | 20 | 27 | |
| Language | 31 | 17 | 30 | 28 | 36 | 32 | 28 | 29 | 19 | 27 | |
| Spelling | 28 | 15 | 20 | 22 | 29 | 23 | 17 | | | | |
| Science | | | | | | | | 20 | 28 | 24 | |
| Social science | | | | | | | | 23 | 16 | 42 | |



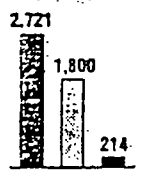
Exeter Union Elementary/UHSD

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 28 | 26 | 31 | 29 | 35 | 47 | 48 | 36 | 28 | 26 | |
| Math | 31 | 27 | 30 | 37 | 38 | 39 | 36 | 42 | 31 | 28 | |
| Language | 30 | 20 | 36 | 37 | 32 | 44 | 35 | 45 | 32 | 33 | |
| Spelling | 24 | 22 | 23 | 23 | 24 | 33 | 30 | | | | |
| Science | | | | | | | | 35 | 33 | 29 | |
| Social science | | | | | | | | 48 | 32 | 52 | |



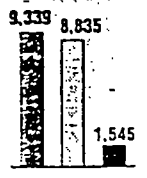
Lindsay Unified

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 32 | 20 | 18 | 23 | 18 | 16 | 21 | 15 | 13 | 18 | |
| Math | 48 | 34 | 22 | 35 | 20 | 16 | 16 | 31 | 24 | 27 | |
| Language | 28 | 21 | 21 | 31 | 15 | 19 | 22 | 31 | 15 | 25 | |
| Spelling | 26 | 17 | 16 | 25 | 18 | 19 | 15 | | | | |
| Science | | | | | | | | 21 | 24 | 17 | |
| Social science | | | | | | | | 24 | 17 | 35 | |



Porterville Elementary/UHSD

| Subject | Grade level | | | | | | | | | | |
|----------------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 18 | 19 | 21 | 23 | 26 | 25 | 31 | 21 | 23 | 25 | |
| Math | 28 | 21 | 18 | 28 | 32 | 26 | 28 | 36 | 33 | 36 | |
| Language | 20 | 18 | 25 | 29 | 28 | 29 | 31 | 37 | 26 | 33 | |
| Spelling | 15 | 18 | 17 | 24 | 23 | 27 | 21 | | | | |
| Science | | | | | | | | 31 | 34 | 32 | |
| Social science | | | | | | | | 32 | 27 | 51 | |



Tulare Elementary/Joint UHSD

| Subject | Grade level | | | | | | | | | | |
|----------|-------------|-----|-----|-----|-----|-----|-----|-----|------|------|--|
| | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | |
| Reading | 35 | 25 | 32 | 32 | 34 | 37 | 39 | 23 | 22 | 22 | |
| Math | 44 | 35 | 33 | 40 | 42 | 33 | 27 | 43 | 35 | 32 | |
| Language | 41 | 28 | 36 | 40 | 45 | 48 | 46 | 43 | 27 | 30 | |
| Spelling | 31 | 20 | 27 | 29 | 30 | 36 | 26 | | | | |

Redwood Distribution of ENGLISH Placement Results: Spring '96, '97 and '98

| Recommended Course Placement | Spring 1996* | | Spring 1997* | | Spring 1998* | |
|------------------------------|----------------|------------------------------------|----------------|------------------------------------|----------------|------------------------------------|
| | All Incoming % | Redwood Incoming Number Percent | All Incoming % | Redwood Incoming Number Percent | All Incoming % | Redwood Incoming Number Percent |
| English 370 | 13% | 17 9% | 10% | 19 8% | 13% | 41 14% |
| English 360 | 27% | 49 26% | 25% | 60 26% | 29% | 84 29% |
| English 251 | 32% | 56 29% | 32% | 62 27% | 28% | 83 29% |
| English 1 - | 28% | 68 36% | 34% | 91 39% | 29% | 79 28% |
| Total Tested | 2782 | 190 100% | 1974 | 232 100% | 3221 | 287 100% |

* Students testing in Spring for attendance in Fall semester.

Due to rounding, percents may not total 100.

Distribution of MATH Placement Results: Spring '96, '97, and '98

| Recommended Course Placement | Spring 1996* | | Spring 1997* | | Spring 1998* | |
|------------------------------|----------------|------------------------------------|----------------|------------------------------------|----------------|------------------------------------|
| | All Incoming % | Redwood Incoming Number Percent | All Incoming % | Redwood Incoming Number Percent | All Incoming % | Redwood Incoming Number Percent |
| See Counselor | 5% | 3 2% | 3% | 3 1% | 5% | 14 5% |
| Math 360 | 58% | 81 41% | 51% | 102 43% | 56% | 125 46% |
| Math 200 | 21% | 57 30% | 25% | 52 22% | 23% | 82 30% |
| Math 230 | 11% | 33 17% | 14% | 60 26% | 11% | 37 13% |
| Math 70.61or75 | 5% | 17 10% | 7% | 17 8% | 5% | 17 6% |
| Total Tested | 2838 | 191 100% | 1990 | 234 100% | 3306 | 275 100% |

a:"hstes... 10/98

Redwood High School 1998-1999 Calendar



27 Freshmen Orientation Activities
31 First day of School

September

4 Icebreaker Dance @ MW
4 Last day for schedule changes*
7 *Labor Day***
9 College Night
24-25 School Pictures (9-11)
25 After Game Dance
25-26 Visalia Volleyball
Invitational
28 Back to School Night

October

2 Homecoming Game & Dance
2, 3 Visalia Tennis Invitational
30 End of 1st Quarter

November

1-30 UC Applications due
1-30 CSU applications (impacted schools)
2 *Staff Development Day***
5-7 Drama Production
7 Moonlight Harvest Dance (tentative)
11 *Veterans Day***
13 Cowhide
24 School Pictures--Make-ups
25 Minimum School Day
26-27 *Thanksgiving***

December

7 Band Performance
10-12 Redwood Girls Basketball
Invitational
11 Winter Ball
16 Choir Performance
21-Jan 1 *Winter Break***
18-22 Polly/Buckman-Mitchell
Boys Basketball Invitational
28-29 Redwood Soccer Invitational

January

16 Redwood Wrestling
Invitational

18 *Martin Luther King Day***
20-22 Final Exams
22 End of first semester
28-30 School Musical
29 Last day for schedule changes*

February

8 *Lincoln Day***
15 *President's Day***
15 Sweetheart Dance

March

1 *Staff Development Day***
1 Academic Letter Awards
12 Tropicfest Dance
26 End of third quarter
29-April 1 *Spring Break***

April

5 *Spring Break***
12 Open House
17 Sadie Hawkins Dance
22-24 Drama Production
27 Jazz Band Performance

May

3 *Staff Development***
7 MEChA Dance
10-21 AP Exams
15 Prom
17 Senior Awards
18 Choir Performance
20 Grad Night (tentative)
31 *Memorial Day***



4 Log Night
8-10 Final Exams
10 Last day of school
11 Graduation
14 First day of summer school



* See page 8 for guidelines regarding schedule changes and dropping classes.

** Non attendance day for students.

Redwood Teaching Staff

Agriculture

Bob Pearcy Department Chairperson
Kris Gomes

Business

Lawrence Chan Department Chairperson
Marcia Dearborn
Les Huber
Doris Lowe
Phil Mirise
Rick Thompson
Walter Yamamoto

English

Margaret Moss Department Chairperson
Linda Adams
Jason Cain
Bonnie Chan
Ed Fischer
John D. Fischer
Tina Fischer
Marianne Frazier
Sandi Heller
Joann Hurley
Terese Lane
Melissa Link
Maggie Meling
John Richardson
Suzy Schweers
Ed Torres
Bernadette Tucker



English Language Development

Robert Gonzales Department Chairperson
Mary Lou Costalez
Moua Vang Bilingual Aide

Visual and Performing Arts

Dennis Bettencourt Department Chairperson
Linda Adams
Barbara Holmes
Doug Moss
Phil Mullins
Luisa Toste

Foreign Language

Angelica Jimenez Department Chairperson
Sandi Heller
Bonnie Karlea
Marie Magill
Maria Montemayor
Xavier Pina
Claudine Urtecho
Dennis Watkins
Judy Werner

Home Economics

Debbie Richardson Department Chairperson
Pam Buldo

Industrial Education

Andy Verhoeven Department Chairperson
Fidel Elizalde
Wayne Rice
Robert Rooney

Mathematics

Patricia Millhouse Department Chairperson
Tony Angeles
John Buenafe
Darren Fraley
Russell Hickey
Jim Hill
Julie Moshier
Cliff Stahl
Frank Vigario
Debbie Weiss

Physical Education

Vicki Whitehouse Department Chairperson
Joe Garcia
Steve Leintz
Shelly Lozano
Thomas Seixas
Bob Vasilovich
Shelly Lozano

Science

Missy Yavasile Department Chairperson
Jack Blunt
Jane Bodine
Pam Buldo
Kris Gomes
Brad Goodbar
Damien Lawrence
Bill Morgans
Paul Olson
Jon Pipes
Charles Qualls
Lisa Lott-Vickers

Social Studies

Frank Bell Department Chairperson
John Beacom
Eric Fuller
Claudia Maddox
Phil Mirise
Terry Oldershaw
Paul Olson
John Richardson
Rick Thompson
Mike Tinnin
Mike Willeford
Walter Yamamoto

Special Education

Sonia Sepulveda Dept. Chairperson/Assessment Specialist
David Kavadas
Nancy Kirkland
Mark Rogers
Pat Thron
John Yavasile
Cristina Baughman Instructional Aide
Debra Pagan Instructional Aide
Linda Romero Instructional Aide
Mary Chancellor Interpreter for Hearing Impaired

Independent Study

Hilda Fischer

Administrative and Support Staff

Administrative Offices:

| | |
|----------------------|------------------------------|
| Dan Leppke | Principal |
| Angela Sanchez | Assistant Principal |
| Mary Whitfield | Assistant Principal |
| Steve Lahmann | Instructional Dean |
| Joan Morse | Instructional Dean |
| Jose Palomo | Instructional Dean |
| Dave Weaver | Instructional Dean |
| Joe Garcia | Athletic Director |
| Claudia Maddox | Activities Director |
| Sandra Juarez | Nurse |
| Alan Dunn | YDO |
| Alice Randall | Principal's Secretary |
| Joann Hardeman | AP/ID Secretary |
| Mani Langer | AP/ID Secretary |
| Cindy Pena | Finance Clerk |
| Liz Schneider | Teachers Workroom Technician |

Counseling:

| | |
|------------------------|----------------------|
| Ron Howard | Counselor |
| Nacho Lerma | Counselor |
| Laurie Menendian | Counselor |
| Tim Whitfield | Counselor |
| Jessie Veyna | Counseling Secretary |
| Linda Barlogio | Counseling Aide |
| Patsy Nuckols | Career Center |

Attendance:

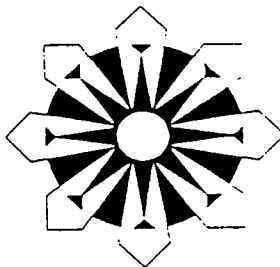
| | |
|----------------------|---------------------------|
| Chris Johns | Head Attendance Secretary |
| Esther Marquez | Attendance Technician |
| Bertha Ketchie | Counseling Secretary |
| Laura Stafford | Attendance Technician |
| Aini Saesee | Community Liaison |

Library

| | |
|----------------------|--------------|
| Norma Cano | Librarian |
| Geneva McClain | Library Aide |

On Campus

| | |
|----------------------|----------------------|
| Rudy Machado | Day Custodian |
| Gordon Price | Head Groundsman |
| Don Breshears | Day Groundsman |
| Ken Davis | Day Groundsman |
| Margaret Nunez | Gym |
| Rudy Rodriguez | Night Lead Custodian |
| Art Lopez | Night Gym |
| David Robles | Campus Supervisor |
| Paula Roberts | Campus Supervisor |
| *** | Campus Supervisor |
| *** | Campus Supervisor |



1998-99 COMMITTEE AND TEAM LISTS

| <u>DEPARTMENT CHAIRS</u> | <u>SCHOOL SITE COUNCIL</u> | <u>ACCRED./FOCUS CHAIR TEAM</u> | <u>STAFF LEADERSHIP *</u> | <u>TECHNOLOGY TEAM</u> |
|------------------------------|--------------------------------|-------------------------------------|-------------------------------|----------------------------|
| Frank Bell | John Beacom | Norma Cano | Dennis Bettencourt | Dennis Bettencourt |
| Dennis Bettencourt | Bonnie Chan | Marianne Frazier | Jack Blunt | Jack Blunt |
| Lawrence Chan | Les Huber | Sandi Heller | Norma Cano | Norma Cano |
| Robert Gonzales | Amanda Lang (P) | Russ Hickey | Robert Gonzales | Lawrence Chan |
| Angelica Jiminez | Dan Leppke | Dan Leppke | Jim Hill | Mary Lou Costalez |
| Trish Millhouse | Margie McKee (P) | Maggie Meling | Angelica Jimenez | Kris Gomes |
| Margaret Moss | Maggie Meling | Angela Sanchez | Steve Lientz | Sandy Heller |
| Robert Pearcy | Alice Randall | Ed Torres | Phil Mirise | Terese Lane |
| Debbie Richardson | JoLynne Watkins(P) | Dave Weaver | Joan Morse | Dan Leppke |
| Sonia Sepulveda | Brady Norvell(S) | Judy Werner | Robert Pearcy | Doris Lowe |
| Andy Verhoeven | Darlene Pascua(S) | Mary Whitfield | Debbie Richardson | Shelly Lozano |
| Vicky Whitehouse | Derrick Rast(S) | Tim Whitfield | Angela Sanchez | Maggie Meling |
| Missy Yavasile | | Mike Willeford | Ed Torres | Bill Morgans |
| | | John Yavasile | Andy Verhoeven | Julie Moshier |
| | | | Mary Whitfield | Paul Olson |
| | | | Mike Willeford | Robert Pearcy |
| | | | John Yavasile | Debbie Richardson |
| | | | *(Accred. Team | Mark Rogers |
| | | | Also) | Angela Sanchez |
| | | | | Ed Torres |

BILINGUAL
ADVISORY

- Tony Aldaco
- Fidel Elizalde
- Robert Gonzales
- Dan Leppke
- Lupe Molina
- Joan Morse
- Ed Torres
- Boua Vang
- Moua Vang

REDWOOD HIGH SCHOOL
1001 West Main
Mr. Dan Leppek
730-7701
Redwood PTA

| | | |
|--|--|-----------------|
| CO Presidents: | Geneva Shannon P.O. Box 2569 Visalia 93291 | 733-8570 |
| | Marietta Linquist 6014 W. Beech Visalia 93277 | 734-0833 |
| CO Vice-President: (Communication) | Pam Wallace 5902 W. Mary Visalia 93277 | 733-5620 |
| | Lupe Bowers 4015 Robinwood CT. Visalia 93291 | 733-5422 |
| CO Vice-President: (Ways & Means) | Sherry Babagian 525 N. Tilden CT. Vis. 93291 | 732-5797 |
| | Ann Kenfield 5532 W. Grove CT. Visalia 93291 | 732-5915 |
| Secretary: | Becky Hatakeyama 1645 Heritage Visalia 93277 | 733-3159 |
| Treasurer: | Nancy Robertson 5533 W. Grove CT. Visalia 93291 | 733-4073 |
| Parliamentarian: | Steve Carnes 1237 Emerald Visalia 93277 | 734-0331 |
| Auditors: | Melinda & Scott Britten 2103 Hyde Way Visalia 93291 | 627-8060 |
| Historian: | Jan Villard 3947 W. Woodside CT. Visalia 93291 | 733-5313 |
| Hospitality: | Karin Kookation | 627-5869 |
| | Margie Mckee 430 N. Fontana Ct. Visalia 93291 | 734-5006 |
| Sunshine : | Morri Nash 3810 W. Damsen Ave. Visalia 93291 | 625-3670 |
| Telephone: | Melinda Britten 2103 Hyde Way Visalia 93291 | 627-8060 |
| | Amanda Lang 1903 Cottonwood Visalia 93277 | 734-0244 |
| | Morri Nash 310 W. Damsen Ave. Visalia 93291 | 625-3670 |
| Bake Sales: | Rhonda Crisp 5036 W. School St. Visalia 93291 | 732-0602 |
| | Wanda McDonald 4747 Leighson Visalia 93291 | 738-1777 |
| TCBY: | Cheryl Gehman 3050 Silvervale Ct. Visalia 93291 | 734-1014 |

REDWOOD HIGH SCHOOL GRADUATION/COLLEGE REQUIREMENTS

| Department | Subject | District Graduation Requirements in units 1 quarter=2.5 units 1 semester=5 units 1 year= 10 units | California State University Requirements in years | University of California Requirements (A-F) in years |
|------------------|--|--|---|---|
| Social Science | Geography | 2.5 units | 1 year of U.S. History | A. 2 years total, including 1 year of World History and: 1 year of U.S. History or $\frac{1}{2}$ year of U.S. History and $\frac{1}{2}$ year of Civics |
| | Drivers Ed | 2.5 units | | |
| | World History | 10 units | | |
| | U.S. History | 10 units | | |
| | Civics | 5 units | | |
| | Economics | 5 units | | |
| English | English I or alt | 10 units | 4 years of college prep English | B. 4 years of college prep English |
| | English II or alt | 10 units | | |
| | jr. or sr. elective | 10 units | | |
| Math | 20 units: first 10 must be in math department, (Course One/Algebra One is required of all students for the class of 2001 and beyond), second 10 can be math alternatives including Recordkeeping, and Accounting | | 3 years of college prep math including Course I, Course II, Course III. | C. 3 years of college prep math including Course I, Course II, Course III. |
| P.E. | 20 units | | | |
| Science | Health Science | 5 units | | |
| | Conceptual Physics and Biology (10 units) are required for all students of the class of 2002 and beyond. (Chemistry or Physics may be substituted for conceptual physics) Life Science, 5 units and Physical Science 10 units or 30 units of Ag Science, 10 of which must be during senior year | | 1 year of and lab science (usually biology) | D. 2 years of lab science (usually biology and chemistry) 3 rd year of lab science recommended (advanced biology or physics) in area F |
| Foreign Language | 10 units or 10 units of Fine Arts or alternatives | | 2 years of the same language | E. 2 years of same language 3 rd year recommended in area F |
| Fine Arts | 10 units or 10 units of Foreign Language or 10 units of Ag. Mech. Construction, Ag Mech. III, Wood I or II, Metal I or II | | 1 year of visual or performing arts (art, music, drama) | |
| Electives | enough to total 220, when added to the requirements listed above. <i>in addition, must pass district proficiency exams in math and English</i> | | 3 years of college prep (math, lab science, foreign language, social science, fine arts, English) | F. 2 years of college prep (math, lab science, foreign language, social science, fine arts, English) |

MEETING SPECIAL NEEDS

Redwood High School recognizes that each student is unique and that there is no one best way to help each student reach toward a successful high school career. The following programs offer services designed to meet some of the needs of our diverse student population. For more information about the services described below, please contact the dean or counselor.

G. A. T. E.

Gifted and Talented Education works with students who are identified as being in the upper two percent nationally in intellectual ability or achievement in reading, math, and language; or who have shown through creativity or productivity a specific academic ability or creative talent.

Although GATE students in our high schools are not separated into exclusive classes, the GATE program does offer additional help in specific classes for the purpose of providing challenging and appropriate programs where GATE students are clustered: English I and II Honors, Civics, Biology, Biology AP, Course 2H/Geometry, Algebra II Honors, AP United States History, AP Seminar in World Literature, AP Spanish and AP Calculus.

GATE strives to challenge the student at appropriate levels, to give instruction and practice in problem solving and critical thinking skills, to give enrichment experiences, and to provide opportunities to develop worth while values and ethics in the academic environment. It considers the total student's needs, interests, and talents, and strives to provide opportunities for understanding of self and for the forming of a positive self-concept.

MIGRANT EDUCATION

Many special hurdles exist for the migrant student who wants to get a high school education. In order to help this student overcome the hurdles, special counseling and tutoring are available. The Migrant Teacher works with other teachers and counselors to provide the support needed to ensure academic success. Test results, activities, records, and student progress all help in determining how to best support the student. Information about community work-study positions is available through the Migrant Teacher. Career Day conferences, summer programs (such as UCLA/MENTE), student leadership symposium, and informative field trips are organized.

The Migrant Teacher works at the school site and in the home providing special work packets and instruction to help the student master subject matter. All work is designed to curb high rates of migrant student drop-out and to help the migrant student realize his potential.

SPECIAL EDUCATION

Students who have an identifiable learning disability may be placed in classes with a Resource Specialist classes in Math, English, and Social Studies or in the Core Program, which provides instruction in all subjects needed to satisfy graduation requirements are taught. Additional vocational education opportunities are provided as well. An Individualized Educational Plan (IEP) is made for each student to determine how the learning needs can best be met. Class sizes are smaller and instructional strategies are individualized according to the student's needs. Students who are placed in resource class can get extra help with other classes from the resource department.

CAREER PATHWAYS AT REDWOOD

A variety of career pathways have been developed or are in the process of being developed to assist students as they move from high school to the world of work. For details about career pathways, please speak with the instructional dean or counselor.

The following are examples of career pathways available through Redwood High School:

- ◆ Agricultural Mechanics Pathway
- ◆ Agricultural Science Pathway
- ◆ Accounting and Finance Pathway

- ◆ Business Management Pathway
- ◆ Computer Science and Information Systems Pathway
- ◆ Marketing Pathway

- ◆ Communication Studies Pathway

- ◆ Food Service Pathway




- ◆ Construction Technology Pathway
- ◆ Drafting Technology
- ◆ Metal Manufacturing Technology
- ◆ Transportation and Energy Technology Pathway

CAREER CENTER

Want to find out about the training needed for a specific occupation? Or maybe the requirements for getting into a specific school or college? How about the prospects for employment in a certain field? Or maybe you just want to understand more about your personal interests, values and aptitudes. If these are of interest to you, come to the Career Center. You'll find a cheerful, helpful director who will show you how to use our computerized information system, Eureka, and other resources of the center.

REDWOOD HIGH SCHOOL

Study Skills Program

| | |
|---|---|
| <p>COME PREPARED: Study Skills Packet: 3-Ring Binder (2" Rings) 3-Hole Lined Notebook Paper Subject Dividers Zipper Pouch 2 Pencils 2 Pens 6-inch Ruler Highlighter Eraser</p>  | <p>Students must have the proper tools to study effectively. A binder, books and the materials listed at left will be needed in most classes on a daily basis. A backpack is helpful for carrying materials.</p> <p>This Study Skills packet may be purchased at the Ranger Lookout Student Store during registration and regular school hours for \$7.00 (complete package)</p> <p>Binders with divider pages and notebook paper may be bought separately for \$5.50 each.</p> <p>Zipper pouch with 2 pens, 2 pencils, eraser, highlighter, and 6-inch ruler may also be purchased for \$2.00.</p> <p>All price quotes above include sales tax. The Ranger Lookout also has other school supplies and snacks available for sale.</p> |
| <p>TRICKS OF THE TRADE</p>  | <ul style="list-style-type: none">• Use the binder to organize homework and notes by class.• Use assignment calendars provided by teachers to write down daily assignments and upcoming events such as tests.• Find a friend in each class and exchange phone numbers in order to have a contact in case of questions or absence.• Find a quiet place at home, away from the television and phone to study and do homework. |
| <p>PARENTS MAKE A DIFFERENCE BY:</p>  | <ul style="list-style-type: none">• Providing your son/daughter with the suggested "tools of the trade" (binder, pens, pencils, ruler, highlighter, etc.)• Checking the assignment calendars and helping your child plan the time he/she needs to set aside and plan for homework and plan for future tests and projects.• Ensuring that your child does his/her homework. The average requirement for good work habits should be two hours of homework per night. Rarely does a student have no homework. |
| <p>KEEP UP TO DATE WITH YOUR PROGRESS</p> | <ul style="list-style-type: none">• Anytime there is a concern or question about the student's progress, the teacher is the most accurate source of information and the best place to begin to seek help.• Grade reports every six weeks serve as progress reports. Semester report cards are part of the students permanent record. |

Academic Honors



All students are encouraged to strive to achieve to their highest academic potential. To that end Redwood offers two formal ways by which students may be recognized for outstanding academic achievement: Academic Letter Awards and membership in the California Scholarship Federation.

Academic Letter

Students who meet the criteria listed below are eligible to receive an academic letter/lantern for their achievement and will be notified of their eligibility. Eligible students must complete a response form by which they demonstrate their interest in receiving the award. Response forms are available in the counseling office during the first week of February and must be turned in completed by the published deadline. Academic Letter Awards for Spring 98 and Fall 98 recipients will be presented at L. J. Williams Theater on March 1, 1999.

Guidelines and Eligibility Criteria

1. You will receive one letter upon completion of your first application.
2. You will receive an academic lantern insert for each additional semester in which you apply and meet the eligibility criteria.
3. The letter and lanterns are to be worn on the standard letterman's coat.
4. You must be enrolled in a minimum of five classes and work experience only counts for one class.
5. To achieve the necessary GPA you must have a minimum of 3.67 average and no "F's". This translates to the following:
 - 19 grade points for 5 classes
 - 22 grades points for 6 classes
 - 26 grade points for 7 classesA=4 grade points, B=3, C=2, D= 1, plus one extra point for each honors or AP class.
6. No suspensions or Saturday school during the semester of qualification.
7. Completed and signed response forms *must* be returned to the counseling office by the deadline to receive the letter or lantern.

California Scholarship Federation

This is a statewide honor society to which a student must apply for membership each semester of eligibility. Students who earn 4 semesters of membership in the sophomore, junior or senior years, with one of the four semesters coming in the senior year, are eligible for life membership in CSF. Life members receive a gold cord to be worn at graduation, and a CSF Life Member seal is placed on the diploma. An application with a complete list of eligibility criteria and accepted classes is available from Mrs. Chan or Mrs. Meling, the CSF advisors. Students normally have about three weeks at the beginning of a semester to apply for CSF membership based on the previous semester's grades.

Get Involved at RHS!!!

Redwood High School offers a great variety of opportunities for students to get involved outside of the classroom. Listed below are the co-curricular and extra-curricular programs that are available for all of our students. Students can take advantage of these activities and expand their experiences here at Redwood High School.

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|---|
| REDWOOD HIGH SCHOOL CLUBS AND ATHLETIC PROGRAM |
|---|

| | | |
|---|---|----------------------------|
| BAND | FUTURE HOMEMAKERS OF AMERICA (FHA) | FOOTBALL |
| BLACK STUDENT UNION | FUTURE TEACHERS OF AMERICA (FTA) | CROSS COUNTRY |
| CALIF. SCHOLASTIC FEDERATION (CSF) | GERMAN | VOLLEYBALL |
| COMPUTER | GIGANTEA | WATER POLO |
| MEChA | JUNIOR STATESMEN OF AMERICA | TENNIS-GIRLS (fall sport) |
| CHESS | KEY | BASKETBALL |
| CHOIR | MATH | SOCCER |
| DRAMA | MOCK TRIAL | WRESTLING |
| ENVIRONMENTAL | ORCHESTRA | BASEBALL |
| SPEECH | PEP SQUAD | SOFTBALL |
| FRENCH | SCIENCE | GOLF |
| FUTURE BUSINESS LEADERS OF AMERICA (FBLA) | SOUTHEAST ASIAN | SWIMMING |
| FELLOWSHIP OF CHRISTIAN STUDENTS | SPANISH | TRACK |
| FUTURE FARMERS OF AMERICA (FFA) | JUNIOR LEAGUE OF MEXICAN AMERICAN WOMEN | TENNIS-BOYS (spring sport) |

All clubs and athletic programs do require compliance with the school's activity code which is included in this handbook. Participation in athletics requires the completion of an activities packet that includes such things as insurance, medical, and emergency card. Students should contact the athletic director or visit the main office to pick up an athletic clearance packet.

VISALIA UNIFIED SCHOOL DISTRICT DISCIPLINE CODE

(1998-99)

NOTICE: This Discipline Code may be subject to change because of new state laws. You will be notified of any changes.

Note The California Constitution was amended in 1982 with the addition of Section 28(c) to Article I, and now states, "All students and staff of primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful." (California Constitution, Article I, Sec. 28 [C]).

Warning: *Depending upon the seriousness of the violation, students who violate the Discipline Code are subject to restrictions or elimination from participating in extracurricular activities, including but not limited to sports, band, choir, clubs, etc.*

ZERO TOLERANCE IS THE POLICY OF THE VISALIA UNIFIED SCHOOL DISTRICT

ZERO TOLERANCE MEANS THAT WE WILL NOT TOLERATE VIOLENCE OR THREATS OF VIOLENCE, WEAPONS OR DESTRUCTION OF PROPERTY. WE ALSO INSIST ON DRUG AND ALCOHOL FREE SCHOOLS.

STUDENTS WHO DO NOT ADHERE TO THE ZERO TOLERANCE POLICY WILL BE HELD ACCOUNTABLE BY MEASURES UP TO AND INCLUDING EXPULSION.

CHILDREN IN THE PRIMARY GRADES (K-3) ARE STILL GROWING IN THEIR ABILITY TO ALWAYS KNOW RIGHT FROM WRONG IN THEIR EVERYDAY DECISIONS. THE BOARD OF EDUCATION RECOGNIZES THIS AND HAS INSTRUCTED PRINCIPALS TO TAKE IT INTO CONSIDERATION WHEN MAKING DISCIPLINE DECISIONS. IN NO CASE WILL A CHILD WHO VIOLATES THE DISCIPLINE CODE BE WITHOUT CONSEQUENCES. SERIOUS OFFENSES WILL BE CAUSE FOR EXPULSION.

REVISED 4/98
I:SHARESTU_SERVDRRESDISCDISCD9899

I. CAUSES FOR MANDATORY RECOMMENDATION FOR EXPULSION:

Length of Suspension Pending Expulsion Hearing:

In all cases, the student will return to school after five day suspension unless presence at school "would cause a danger to persons or property or a threat of disrupting the instructional process...". If the site administrators feel that it is necessary to consider extending the suspension until the expulsion hearing, there is to be a meeting "where the pupil and parents/guardians are invited to participate...". The purpose of the meeting shall be to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting on the merits of the suspension." (See E.C. 48911, sub-section g)

A California Safe Schools Assessment (CSSA) crime report form MAY need to be completed for violations of E.C. 48900, sub-sections a, b, f, g, l, o, .2, and .7 and is MANDATORY for sub-sections a2, c, d, e, and n.

NEW
LAW

1. CAUSED SERIOUS PHYSICAL INJURY to another person, except if an administrative panel determines it was in self-defense. (E.C. 48915 and 48900, sub-section a1 or a2)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

2. POSSESSED, SOLD, OR OTHERWISE FURNISHED ANY FIREARM, KNIFE, EXPLOSIVE, (INCLUDING FIRECRACKERS) OR OTHER DANGEROUS OBJECTS unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (E.C. 48900 and 48915, sub-section b). Confiscated dangerous objects will be given to appropriate law enforcement agency or personally to the parent (whichever is appropriate by law).

1st Offense: 5 day suspension, recommendation for expulsion and notification of appropriate law enforcement agency.

Read Carefully:

KNIVES ARE NOT PERMITTED AT SCHOOL

(This includes pocket knives, key-chain knives and swiss army knives.)

3. POSSESSED AN IMITATION FIREARM--a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (E.C. 48900, sub-section m)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

4. UNLAWFULLY POSSESSED ANY SPECIFIED CONTROLLED SUBSTANCE, EXCEPT FOR THE FIRST OFFENSE FOR THE POSSESSION OF NOT MORE THAN ONE OUNCE OF MARIJUANA, OTHER THAN CONCENTRATED CANNABIS. (E.C. 48900 sub-section c and E.C. 48915)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

NEW 5. SOLD, FURNISHED, OR OTHERWISE FURNISHED (ARRANGED) ANY ALCOHOLIC BEVERAGE OR CONTROLLED SUBSTANCE (as defined and listed in Chapter 2 of the Health and Safety Code), or an intoxicant of any kind. (E.C. 48900, and 48915, sub-section c)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: Furnishing, or possessing an imitation controlled substance (look-alikes) with the intent to distribute will result in a recommendation for expulsion. This offense is also in violation of Health and Safety Code 11680.

6. POSSESSED WITH INTENT TO SELL ANY ALCOHOLIC BEVERAGE OR CONTROLLED SUBSTANCE (as defined and listed in Chapter 2 of the Health and Safety Code), or an intoxicant of any kind. (E.C. 48900 and 48915, sub-section c)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: Furnishing, or possessing an imitation controlled substance (look-alikes) with the intent to distribute will result in a recommendation for expulsion. This offense is also in violation of Health and Safety Code 11680.

NEW 7. OFFERED, ARRANGED, OR NEGOTIATED TO SELL ANY IMITATION OR LOOK-ALIKE CONTROLLED SUBSTANCE (as listed in Chapter 2 commencing with Section 11053 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (E.C. 48900 and 48915, sub-section d)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: Furnishing, or possessing an IMITATION CONTROLLED SUBSTANCE (LOOK-ALIKES) with the intent to distribute will result in a recommendation for expulsion. This offense is also in violation of Health and Safety Code 11680.

NEW 8. THREATENED, ATTACKED, OR COMMITTED ASSAULT OR BATTERY ON SCHOOL PERSONNEL (Penal Code Sec. 240, 242) (E.C. 48900, sub-section a1 or a2, E.C. 44014 and 48915)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

NEW 9. MALICIOUSLY INFORMING ANY OTHER PERSON THAT A BOMB OR OTHER EXPLOSIVE HAS BEEN OR WILL BE PLACED OR SECRETED IN ANY PUBLIC OR PRIVATE PLACE (SUCH AS SCHOOL PROPERTY) (Penal code 148.1) (E.C. 48900 and 48915, sub-section k and sub-section .7)

1st Offense: 5 day suspension, recommendation for expulsion and notification of appropriate law enforcement agency.

10. COMMITTED ROBBERY OR EXTORTION (E.C. 48900, sub-section e)

1st Offense: 5 day suspension, recommendation for expulsion and notification of appropriate law enforcement agency.

Note: Consult with representative from law enforcement to obtain clear guidance as to what constitutes robbery or extortion.

11. COMMITTED OR ATTEMPTED TO COMMIT A SEXUAL ASSAULT OR COMMITTED A SEXUAL BATTERY (E.C. 48900, sub-section n)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: SEXUAL ASSAULT is defined in Penal Code Sections 261, 266c, 286, 288a, or 289.
SEXUAL BATTERY is defined in Penal Code Section 243.4a, b, c, & d.

NEW 12. TERRORISTIC THREATS AGAINST SCHOOL OFFICIALS OR SCHOOL
LAW PROPERTY, OR BOTH. (E.C. 48900.7)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (A noteworthy example is a bomb threat.)

II. CAUSES FOR MANDATORY SUSPENSION ON FIRST OFFENSE:

DEPENDING ON THE SERIOUSNESS OF THE ACT, THE STUDENT MAY BE RECOMMENDED FOR AN ALTERNATIVE EDUCATION PLACEMENT OR EXPELLED ON THE FIRST OR SUCCEEDING OFFENSES.

1. POSSESSING LESS THAN ONE OUNCE OF MARIJUANA OR ANY ALCOHOLIC BEVERAGE. USING...OR BEING UNDER THE INFLUENCE OF ANY ALCOHOLIC BEVERAGE OR CONTROLLED SUBSTANCE (as defined in Section 11053 of the Health and Safety Code), or intoxicant of any kind. (E.C. 48900, sub-section c)

1st Offense: 5 day suspension and notification of appropriate law enforcement agency. School district strongly recommends that the parents/guardians enroll the student in substance abuse counseling. Site discipline team will provide parents/guardians/student with appropriate referral for substance abuse counseling.

2nd Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: The suspension will be reduced to three days if the student or parent shows proof of enrollment in a district-approved intervention program and proof of completion of the program. If this is done after the five day suspension, the official record of suspension will be changed to three days.

2. UNLAWFULLY POSSESSING OR UNLAWFULLY OFFERING, ARRANGING, OR NEGOTIATING TO SELL ANY DRUG PARAPHERNALIA (including but not limited to zig-zag rolling papers, pipe, roach clip, etc.), as defined in Section 11014.5 of the Health and Safety Code. (E.C. 48900, sub-section j)

1st Offense: 5 day suspension and notification of appropriate law enforcement agency. May be assigned to a substance abuse counseling program.

2nd Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: The suspension will be reduced to three days if the student or parent shows proof of enrollment in a district-approved intervention program and proof of completion of the program. If this is done after the five day suspension, the official record of suspension will be changed to three days.

3. FIRE-SETTING OR ATTEMPTED FIRE-SETTING including the activation of false alarms or tampering with emergency equipment. (Penal Code Sec. 451 and 455, 148.4) (E.C. 48900, sub-section k)

1st Offense: 5 day suspension. Law enforcement agencies notified.

2nd Offense: 5 day suspension, recommendation for expulsion notification of appropriate law enforcement agencies notified.

Note: Fire-setting of any nature may lead to recommendation for alternative education program or expulsion on the first offense. Fire-setting is never considered to be a prank. The burning of trash cans can lead to immediate and serious consequences.

Parent/guardian will be held responsible for damage to school district property. When the minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Parents or guardian of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage. (E.C. 48904)

The parent will be notified in writing of the damages incurred. Grades, diplomas and transcript

will be held until the parent/guardian has paid the damages. Visalia Unified School District will notify parent or guardian and any school district where the student may transfer to that grades and transcript will be withheld.

4. **WILLFUL DEFIANCE OR DISRUPTION OF THE SCHOOL, THAT IS SERIOUS IN NATURE AND/OR INTERFERES WITH THE PEACEFUL CONDUCT OF THE ACTIVITIES OF THE SCHOOL** (Penal Code Sec. 628.8, 148.1)
(E.C. 48900 and 48915, sub-section k)

- 1st Offense: 5 day suspension (in-school or home). Law enforcement agencies may be notified.
Option of expulsion.
- 2nd Offense: 5 day suspension, recommendation for alternative education program or expulsion.
program or expulsion. Law enforcement agencies notified.

5. **ATTEMPTED TO COMMIT ROBBERY OR EXTORTION** (E.C. 48900, sub-section e)

- 1st Offense: 5 day suspension. Law enforcement agencies may be notified. Option of expulsion.
- 2nd Offense: 5 day suspension, recommendation for expulsion.

Note: Consult with representative from law enforcement to obtain clear guidance as to what constitutes robbery or extortion.

III. CAUSES FOR SUSPENSION OR OTHER CONSEQUENCES:

DEPENDING ON THE SERIOUSNESS OF THE ACT, THE STUDENT MAY BE RECOMMENDED FOR AN ALTERNATIVE EDUCATION PLACEMENT OR EXPELLED ON THE FIRST OR SUCCEEDING OFFENSES.

NEW LAW 1. CAUSING, ATTEMPTING, OR THREATENING TO CAUSE PHYSICAL INJURY (E.C. 48900, sub-section a1 or a2)

- 1st Offense: 1-3 day suspension.
2nd Offense: 3-5 day suspension.
3rd Offense: 5 day suspension and recommendation for alternative education program or expulsion.

Note: If a student caused serious physical injury (as defined in Penal Code Section 243) to another person, except in self-defense, the principal must recommend expulsion or report in writing to the superintendent who will advise the governing board that expulsion is inappropriate due to the nature of the particular circumstances which shall be indicated in the report of the incident. (E.C. 48915)

2. CAUSING OR ATTEMPTING TO CAUSE DAMAGE TO PROPERTY--graffiti, cutting, defacing, or otherwise injuring any school district property, or the malicious injury or destruction of any other person's real or personal property (including but not limited to desks, buildings, textbooks, etc.). (Penal Code Sec. 594) (E.C. 48904 and E.C. 48900 sub-section f)

- 1st Offense: 3-5 day suspension/warning to student and/or alternative consequences.
2nd Offense: 5 day suspension and recommendation for expulsion.

Note: Parent/guardian will be held responsible for damage to school district property. When the minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Parents or guardian of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage. (E.C. 48904)

The parent will be notified in writing of the damages incurred. Grades, diplomas and transcript will be held until the parent/guardian has paid the damages. Visalia Unified School District will notify parent or guardian and any school district where the student may transfer to that grades and transcript will be withheld.

NEW LAW 3. THREATENING, INTIMIDATING, MENACING OR HARASSING (INCLUDING SEXUAL HARASSMENT) ANY OTHER PERSON; FLASHING OR DISPLAYING GANG SIGNS. (E.C. 48900 sub-section a1 or a2 and/or k, E.C. 48900.2, E.C. 212.6, E.C. 212.5 and E.C. 48900.4)

- 1st Offense: 1-3 day suspension/warning to student and/or other alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension. Recommendation for expulsion or alternative education program.

Note: Sexual harassment as defined in E.C. 212.5 is unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature.

4. HARASSING, THREATENING, OR INTIMIDATING A PUPIL WHO IS A COMPLAINING WITNESS OR WITNESS IN A SCHOOL DISCIPLINARY PROCEEDING FOR THE PURPOSE OF EITHER PREVENTING THAT PUPIL FROM BEING A WITNESS OR RETALIATING AGAINST THAT PUPIL FOR BEING A WITNESS, OR BOTH (E.C. 48900 sub-section o)

- 1st Offense: 1-3 day suspension/warning to student and/or other alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension. Recommendation for expulsion or alternative education program.

NEW
LAW

5. ENGAGING IN, OR HAVING ANY PART IN HAZING or committing any act that injures, degrades, or disgraces any other person attending school. ("Hazing" includes any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause bodily danger, physical harm, or personal degradation, or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions. E.C. 32050) (E.C. Sec. 32050-52) (E.C. 48900, sub-section a₁ or a₂ and/or k)

- 1st Offense: 1-5 day suspension and/or other alternative consequences.
2nd Offense: 5 day suspension/possible alternative education placement.
3rd Offense: 5 day suspension and recommendation for expulsion.

6. CAUSED, ATTEMPTED TO CAUSE, THREATENED TO CAUSE, OR PARTICIPATED IN AN ACT OF, HATE VIOLENCE, INCLUDING BUT NOT LIMITED TO THE USE OF BIGOTED INSULTS, TAUNTS, OR SLURS (E.C. 48900.3 and/or 48900, sub-section k)

- 1st Offense: 1-5 day suspension and/or other alternative consequences.
2nd Offense: 5 day suspension/possible alternative education placement.
3rd Offense: 5 day suspension and recommendation for expulsion.

Note: "HATE VIOLENCE" means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code, including but not limited to using bigoted insults, taunts, or slurs; distributing or posting hate-group literature and/or posters; violent assaults by groups or individuals (E.C. 33032.5, sub-section e).

7. STEALING OR ATTEMPTING TO STEAL SCHOOL PROPERTY OR PRIVATE PROPERTY (E.C. 48900 sub-section g)

- 1st Offense: 1-5 day suspension or alternative consequences.
2nd Offense: 5 day suspension and possible recommendation for alternative education program.
3rd Offense: 5 day suspension and recommendation for expulsion.

Note: Parent/guardian will be held responsible for restitution of stolen school district property. When a minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment.

8. KNOWINGLY RECEIVING STOLEN SCHOOL PROPERTY OR PRIVATE PROPERTY (E.C. 48900 sub-section l)

- 1st Offense: 1-5 day suspension and/or alternative consequences.
2nd Offense: 5 day suspension.
3rd Offense: 5 day suspension and recommendation for expulsion.

9. ANY ACT OF DEFIANCE OR DISOBEDIENCE either in language or in action against school personnel, or refusing to comply with the reasonable requests or directives of school personnel. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension and/or alternative consequences.
2nd Offense: 3-5 day suspension and possible placement in alternative program or expulsion.
3rd Offense: 5 day suspension and recommendation for expulsion.

10. COMMITTING AN OBSCENE ACT OR ENGAGING IN HABITUAL PROFANITY OR VULGARITY either verbally, visually or in writing. (E.C. 48900, sub-section i)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension.

Note: Any act committed against school staff would warrant consequences starting at Offense 2. A student will be suspended on the first offense for 5-days if such behavior disrupts school activities, (E.C. 48900, sub-section K) threatens to disrupt the instructional process, or causes a danger to persons or property (E.C. 48900.5).

11. FORGING, FALSIFYING, ALTERING, OR USING FORGED SCHOOL CORRESPONDENCE, PASSES, OR RE-ADMIT SLIPS (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension and recommendation for alternative education program.

12. POSSESSING OR USING TOBACCO (or any products containing tobacco or nicotine products) (E.C. 48900, sub-section h).

Tobacco and nicotine products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (E.C. 48011, sub-section h)

1st Offense: 1-3 day suspension/warning to student/ alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

Note: No school shall permit the smoking or use of tobacco, or any product containing tobacco, or nicotine products, by pupils of the school while pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees. (E.C. 48901)

13. FAILING TO IDENTIFY ONESELF or giving false information to school personnel. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

Note: Any student also caught loitering that fails to identify him/herself or gives false information will warrant consequences starting at Offense #2.

14. **TAMPERING WITH PROPERTY OF THE SCHOOL DISTRICT** or belongings of any other person. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

15. **CHEATING** (E.C. 48900, sub-section k)

1st Offense: Warning to student. "F" on assignment/test.
2nd Offense: 1-3 day suspension. "F" on assignment/test.
3rd Offense: 3-5 day suspension. "F" on assignment/test

Note: If events involve theft and/or classroom disruption, other consequences may be invoked.

16. **GAMBLING AND WAGERING**, or habitually being present where gambling and wagering are taking place. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences
2nd Offense: 3-5 day suspension and possible recommendation for alternative education program.
3rd Offense: 5 day suspension and possible recommendation for alternative education program or expulsion.

17. **INTERFERING WITH THE PEACEFUL CONDUCT OF THE CAMPUS OR CLASSROOM** causing class or campus disruption of a minor but annoying nature. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.
2nd Offense: 3-5 day suspension.
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

18. **LOITERING ON OR ABOUT ANY CAMPUS** without apparent lawful purpose. (E.C. 48900, sub-section k) (Penal Code 653 G and 627)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.
2nd Offense: 3 day suspension.
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

Note: A student may be subject to arrest according to Penal Code 653G if he/she loiters at or near any school or public place at or near where students attend or normally congregate, or re-enters or comes upon such school or place after being asked to leave by a school official. According to PC 653G, punishment for loitering includes a fine not to exceed \$1,000 and/or imprisonment in the county jail not to exceed six months.

Any student caught refusing or falsely identifying him/herself while loitering will warrant consequences starting at Offense #2.

19. **ANY DRESS, GROOMING, OR APPEARANCE** (which fails to follow dress code) and/or disrupts, or tends to disrupt, the educational process, or affect the health or safety of individuals shall be prohibited. (E.C. 48900, sub-section k) (E.C. 35183)

1st Offense: Warning to student. Notification to parent. Student will be sent home to dress properly or change into appropriate attire at school.
2nd Offense: 1 day suspension and/or alternative consequences
3rd Offense: 1-3 day suspension
4th Offense: 3-5 day suspension

20. POSSESSION OF ANY OBJECT THAT IS DISRUPTIVE IN NATURE (i.e. radios, tape players or other items a school administrator identifies as disruptive) (E.C. 48900, sub-section k) (Unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee which is concurred in by the principal or the designee of the principal.)

1st Offense: Warning to student/alternative consequences.
2nd Offense: 1-3 day suspension.
3rd Offense: 3-5 day suspension.

Note: Parents/Guardians be aware that unauthorized objects will be confiscated by school authorities. Object will only be returned to the parent/guardian. Objects not picked up within 30 days will either be auctioned, donated or otherwise disposed.

21. POSSESSION OR USE OF ANY ELECTRONIC SIGNALING DEVICE- (i.e. beepers, cellular phones) - that operates through the transmission or receipt of radio waves, including, but not limited to paging and signaling equipment, without the prior consent of the principal or the designee of the principal. (No pupil shall be prohibited from possessing or using an electronic signaling device that is determined in writing by a licensed physician to be essential for the health of a pupil and use of which is limited to purposes related to the health of the pupil.) (E.C. 48901.5)

1st Offense: Warning to student/alternative consequences.
2nd Offense: 1-3 day suspension.
3rd Offense: 5 day suspension.

Note: Parents/Guardians be aware that an unauthorized device will be confiscated by school authorities. Device will only be returned to the parent/guardian. Devices not picked up within 30 days will either be auctioned, donated or otherwise disposed.

22. BEHAVIOR ON BUS

1st Offense: Warning to student and/or alternative consequences.
2nd Offense: Not allowed to ride the bus for 1-5 days or alternative consequences..
3rd Offense: Not allowed to ride the bus for 6-10 days.
4th Offense: Not allowed to ride the bus for 11-20 days.
5th Offense: Not allowed to ride the bus for the remainder of the school year.

Note: Depending on the seriousness of the act, the student may lose bus privileges for the remainder of the school year on the first or succeeding offenses.

SUMMARY OF CHANGES VUSD DRESS CODE 1998-99 SCHOOL YEAR

The changes for next year's dress code are minor in nature. To be more accurate, they are really wording clarifications of our current dress code. The three changes are noted on the attached dress code for 1998-99, and the changes are noted with the labels, "NEW." *The new dress code goes into effect on July 6, 1998.*

Here is a quick explanation of the changes (changes are in **bold**) and why they were made:

Section II, Item D **"Lycra and Spandex shorts and pants may be worn if covered; they may not be worn as an outer garment."**

Comment: Since the "Lycra and Spandex *shorts*" provision was added to the dress code, students have begun wearing Lycra and Spandex *pants* as an outer garment. Lycra and Spandex pants have therefore been included in the dress code for the same reason that Lycra and Spandex shorts were added in the past: they create a distraction to the educational process because they are very revealing, especially in the genitalia area.

Section II, Item D **"Skirts and dresses cannot be shorter than four (4) inches from the top of the knee."**

Comment: The 1997-98 dress code has the same provision. However, the current wording ("Skirts and dresses are acceptable so long as they extend to a minimum of four inches from the top of the knee") has been difficult for some people to understand. Therefore, the wording has been simplified.

Section II, Item E **"Pants and shorts are too baggy when the two pant side seams of an individual pant leg are brought to the front of the mid-thigh, and the side seams touch."**

Comment: The 1997-98 dress code has the provision prohibiting "bagging" and "sagging." While it goes on to say, "Pants and shorts must fit at the waist, hips, crotch, and thighs," it fails to give a standard to measure "baggy" or "saggy."

While we have yet to come up with a good guideline for defining "saggy," Former Safe Schools Coordinator Ralph Lomeli asked school sites to use the above, proposed guideline for defining "baggy" during the 1997-98 school year *on a trial basis*. School sites, parents, and students were pleased with the guideline. Therefore, it has been codified.

WASC 09837

VISALIA UNIFIED SCHOOL DISTRICT
DRESS CODE
(1998-99)

The Visalia Unified School District believes that all students should wear clothing to school that fits well, reflects pride in oneself, is conducive to the learning process and demonstrates respect for school. Clothing **MUST** be neat, clean, without holes or rips and acceptable in appearance. Therefore, the Board of Education has adopted the following dress code for all students in the Visalia Unified School District:

- I. Attire that protects the health and safety of the student:
 - A. Shoes that are appropriate for school activities must be worn at all times. Shoes with cleats or spikes are not allowed. At the elementary level, the shoes must have a back strap and cannot be thongs nor high heels.
 - B. Unhemmed clothing shall not be worn in classrooms where student use of equipment poses a danger. Exception: Student is supplied with an apron, smock or a jumpsuit as protective covering. All unhemmed clothing is to be neat in appearance.
 - C. Attire which may be used as a weapon is not allowed. This includes but is not limited to chains, wallet chains and items with spikes or studs.

- II. Attire shall not interfere with the educational process:
 - A. Caps and headgear shall not be worn nor visible at anytime on campus. (Some examples would include: hats, caps, bandanas, hairnets, etc.) In addition, any hair apparel that can be attributed to or denote gang or group membership or affiliation will not be permitted. EXCEPTIONS: 1) Head covering may be permitted with written medical reason and a letter on file from a doctor. Medical reasons may include but are not limited to heat exhaustion, skin conditions, etc. OR 2) During special event days as designated by the school site principal.
 - B. Sunglasses shall not be worn in classrooms nor offices unless there is a verified medical reason and a letter on file from a doctor.
 - C. Students shall not wear tube or halter tops, backless garments or see-through tops. EXCEPTIONS: Athletic apparel such as sports halter tops, etc. may be worn during practice or competition. Tank tops/sleeveless undershirts (basketball jersey style with scooped front, back and armholes) are allowed if worn with t-shirt. Students shall not wear spaghetti straps, fish-net or half-tops, and the mid section shall be covered at all times.
 - D. Shorts, skorts and culottes must cover the underwear when sitting, standing or bending. In addition, the length must meet the following criteria: Inseam must be a minimum of four (4) inches in length. Lycra and Spandex shorts and pants may be worn if covered; they may not be worn as an outer garment. Skirts and dresses cannot be shorter than four (4) inches from the top of the knee.
 - E. **NO BAGGING...NO SAGGING.** Pants and shorts must fit at the waist, hips, crotch, and thighs. **Pants and shorts are too baggy when the two pant side seams of an individual pant leg are brought to the front of the mid-thigh, and the side seams touch.**
 - F. Clothing will be worn as its design is traditionally intended. This includes but is not limited to bib overalls, belts, multiple belt buckles.
 - G. Underwear shall be worn and covered at all times.

- III. Attire shall not advocate, advertise, denote or be recognized as gang activity or affiliation, crude or vulgar printing, slogans, symbols, designs or pictures depicting drugs, alcoholic beverages, tobacco, violence, graffiti, sexual suggestions or unlawful activity.
 - A. Here is a partial list of items that are not to display any of the messages listed above:
 - 1. Any apparel 2. Jewelry 3. Emblem 4. Belt 5. Badge 6. Symbol 7. Sign 8. Accessory
 - 9. Notebook 10. Tattoos

- IV. Principals shall have the discretion to prohibit any other attire that does not meet the criteria listed above.

- V. Principals shall have the discretion to make reasonable exceptions to the above for **SPECIAL DAYS OR SPECIAL EVENTS.**

Any violation of the dress code will result in:

1st Offense: Warning to student. Notification to parent. Student will be sent home to dress properly or change into appropriate attire at school.

2nd Offense: 1 day suspension or alternative consequences

3rd Offense: 1-3 day suspension

4th Offense: 3-5 day suspension

VII. For questions of interpretation or clarification, call the principal of your child's school or the Safe Schools Coordinator, in the Student Services Division, at 730-7579.

NOTE: Goshen, Houston, Washington, Elbow and Ivanhoe Schools have a student uniform code. Contact the site principal for more information.

VISALIA UNIFIED SCHOOL DISTRICT ACTIVITY CODE

In order to emphasize the importance of academic achievement, the following constitute minimum requirements for student participation in student activities as defined in Administrative Regulation 6006.1 (E.C. 35160.5),

- 1/ A grade point average of 'C' (2.0) with no more than one 'F' during each quarter grading period.
- 2/ Should an individual fall below the grade requirement, a quarter (nine weeks) probationary period will be provided to allow the student to bring up his/her grade. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in student activities during the next quarter (9) weeks and until his/her grades meet the academic standards at the regular grade reporting period.

ACADEMIC ELIGIBILITY,

- 1/ Ineligibility letter and probation letter are now issued for each student at end of each reporting period.
- 2/ Transfer students from within district must meet all eligibility guidelines.
- 3/ Transfer students from outside the district have one quarter grace period... they must be passing twenty units for athletics. Former VUSD students do not have this grace period.
- 4/ Any expelled student will be ineligible for one semester upon return to the regular high school programs.
- 5/ Students are not declared 're-eligible' or off probation until the computer printout is issued (approximately one week after each quarter) unless a student specifically requests the dean to look up grades from the grade reports. Students will then become eligible on the first Monday of the new quarter.
- 6/ It is the responsibility of students to see their counselor/dean at the beginning of the fall semester if they feel that their summer school grades have affected their eligibility. The eligibility letter will state this and also state that the school will not notify students of summer school re-eligibility.

Summer school grades may not necessarily improve eligibility. The following factors are to be considered:

- a. A summer class can replace a failed semester class only when the class is an exact duplicate. This could affect both the G.P.A. and the 'no more than one 'F' rule.
- b. A summer class will be added to the semester classes if it is not a duplicate. This would affect the G.P.A., but not the 'no more than one F' rule.
- c. Summer school proficiency classes do not count toward the G.P.A.

Students, if eligible under C.I.F. rules, may compete in extracurricular activities at the time of first enrollment in a high school in the Visalia Unified School District.

To maintain academic eligibility, students participating in extracurricular activities must weekly have passing grades in 5 of 6 of the enrolled classes (or failing no more than 1 class) up to and including the week prior to the event.

ATTENDANCE:

Students shall be in attendance all periods of the day of the event/practice (or in attendance the day prior on a weekend event/practice) unless excused by the Principal of his/her school in advance or be ineligible for the first event following administrative contact.

A student participating in a sport may drop a sport with no penalty providing that the student left that sport prior to 6 weeks from the legal (CIF regulations) start of the season. If a student quits a sport after the defined period, the student must wait until the end of the season of that sport, excluding playoffs before participating in another sport.

CITIZENSHIP/ATTITUDE:

Students are expected to display satisfactory citizenship and attitude as a participant in extracurricular activities. Every incident will be treated as an individual case and judged on its own merit. The seriousness of the offense, conditions under which it occurred, and the student's past school record are factors to be considered. The student's adviser reserves the right to then decide the course of action that will be taken. Situations that involve administrative intervention in compliance with the Secondary School Discipline Guidelines will result in suspension from participation in extracurricular activities for a period of up to 10 weeks.

TOBACCO (CHEW, CIGARETTES, POSSESSION OR USE OF):

Each incident will involve action as prescribed by the Secondary School Discipline Guidelines. Violations will result in suspension from participation in extracurricular activities.

ALCOHOL, DRUGS, NARCOTICS:

Possession, use, sale, furnishing, or being under the influence of alcohol, drugs, or narcotics, or any kind of controlled substance listed in Health & Safety Code 1-1053, will result in suspension from participation in extracurricular activities for a period of up to 10 weeks.

PERIOD OF ENFORCEMENT:

This activity code takes effect with the initiation of school activities in August and terminates with the last activity in June. This code is in effect 24 hours a day, seven days a week, including vacation days, during the school year. It is also in effect during any summer event in which students participate as representatives of the school. Ineligibility created by suspension from activities and not completed by end of spring semester will be carried over for completion at the beginning of the fall semester.

ACADEMIC HONESTY--BOARD POLICY 5131.9(a)

STATEMENT OF PHILOSOPHY

The primary goals of any educational institution should be to enhance the learning environment and to promote the pursuit of intellectual excellence. The District believes that our public schools should reinforce the values of our democratic society, teach citizenship, and provide an environment conducive to ethical behavior. The entire Visalia Unified School District community believes that the school should maintain a climate in which honesty, courtesy, consideration, integrity and a concern for others are highly valued.

Cheating is an obstacle to achieving these goals. Many factors lead to cheating, however, no reason makes cheating acceptable. In any of its forms, and for whatever reason cheating denies the value of education. Our teaching staff strives to place the importance of learning above that of grades and to impress upon students that their best efforts are always expected.

Definition of Honesty and Cheating

Deriving its root from the word honor, honesty is refraining from lying, cheating; being truthful, trustworthy or upright, sincere, straightforward and fair. The honest person is respected as one who is truthful and trustworthy. They are viewed being of high moral character or integrity, and honor.

Cheating is defined as obtaining or providing any help on an assignment or test where the intent was that the student complete the assignment or test by himself/herself.

The teacher's professional judgment will determine whether cheating has occurred. Students shall not give the instructor cause to consider their actions dishonest.

The following should be considered a sample list of types of cheating that may occur. It is not intended to be all inclusive or comprehensive.

1. Looking at someone else's paper during a test or quiz.
2. Unauthorized talking with another student during a test or quiz.
3. Using any unauthorized "cheat notes."
4. Allowing someone to see or use one's own or another's paper during a test or on any individual assignment.
5. Copying work assigned to be done independently or allowing someone else to copy one's own or another's work.
** Since individual teachers hold different expectations with regard to homework, it is up to the teacher to clarify their expectations to the students regarding individual assignments.
6. Copying sentences phrases, or passages from an uncited source while writing a paper or doing research.
7. Giving or receiving any test information.
8. Submitting individual projects or assignments not wholly one's own, with or without the permission of the author. This may also include computer generated information and programs (i.e. copying from a diskette or downloading from the Internet).
9. Fabrication or altering any information or lab data.

**REDWOOD HIGH SCHOOL
MASTER SCHEDULE BY TEACHER
FALL SEMESTER 1998/1999**



| | Prefirst | Period One | Period Two | Period Three | Period Four | Period Five | Period Six |
|---------------------|-----------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Time: | 7:20 - 8:15 | 8:25 - 9:19 | 9:28 - 10:27 | 10:36 - 11:30 | 11:39 - 12:33 | 1:17 - 2:11 | 2:20 - 3:15 |
| Adams, Linda | | English 2H Rm 14 | Eng 2 Rm 14 | Drama Rm 14 | Prep | Drama Rm 14 | Drama Prod. Rm 14 |
| Angeles, Tony | | Math B Rm 8 | Prep | Math B Rm 8 | Jr/Sr Math Rm 8 | Math Assist Rm 8 | Math Assist rm 8 |
| Beacom, John | | W Cultures Rm 38 | US History Rm 38 | W Cultures Rm 38 | US History Rm 38 | US History Rm 38 | US History rm 38 |
| Bell, Frank | | Dept Chair | Civics Rm 30 | Civics Rm 30 | Civics Rm 30 | Civics Rm 30 | Prep |
| Bettencourt, Dennis | Wind Rm 81 | Concert Band Room 81 | Jazz Band Room 81 | Dept Chair | March Band Rm 81 | Prep | |
| Blunt, Jack | | Physics Rm 92 | Prep | AP Physics Rm 92 | Physics Rm 92 | Con. Physics Rm 92 | Con. Physics Rm 92 |
| Bodine, Jane | | | | Biology SI Rm 93 | Biology SI Rm 91 | Biology Rm 91 | Biology Rm 91 |
| Bueneffe, John | Crs2 Rm 3 | Course1/Alg 1 Rm 3 | Math Assist Rm 3 | Course1/Alg 1 Rm 3 | Course1/Alg 1 Rm 3 | Course2/Geo Rm 3 | |
| Buldo-McGowan, P | | Foods/Nutr. Rm 22 | Foods/Nutr. Rm 22 | Prep | Teen Living Rm 22 | Health Rm 22 | Health Rm 22 |
| Cain, Jason | | Prep | English 2 Rm 42 | Comp/Gram Rm 35 | Comp/Gram Rm 32 | English 2 Rm 32 | English 2 Rm 32 |
| Cano, Norma | | Library Media LIB | Library Media LIB | Library Media LIB | Library Media LIB | Library Med. LIB | Library Med. LIB |
| Chan, Bonnie | | Survey Lit Rm 25 | English 1H Rm 25 | Prep | English 1 SI Rm 25 | English 1H Rm 25 | English 1H Rm 25 |
| Chan, Lawrence | | Bus Graphics Rm 70 | Bus Graphics Rm 70 | Recordkping Rm 74 | Keyboarding Rm 72 | Dept Chair | Prep |
| Costalez, Marylou | | ELD 1 Rm P1B | ELD 1 Rm P1B | ELD 1 Rm P1B | ELD 3 Rm P1B | Prep | ELD 3 Rm 12A |
| Culbreth, Charles | Ensemb Rm 80 | Int Chorus Rm 80 | Bass Chorus Rm 80 | Beg Chorus Rm 80 | Prep | Adv Choir Rm 80 | |
| Dearborn, Marcia | | Keyboarding Rm 71 | Keyboarding Rm 71 | Keyboarding Rm 72 | Computer Ap Rm 71 | Prep | Computer Ap Rm 71 |
| Elizalde, Fidel | | Metal Manuf. Rm 56 | Intro Metal Rm 56 | Prep | Intro Metal Rm 56 | Intro Metal Rm 56 | Intro Auto Rm 55 |
| Fischer, Ed | | English 3 Rm 76 | Prep | English 1 Rm 76 | English 3 Rm 76 | English 3 Rm 76 | Engli Rm 76 |

| | Prefirst | Period One | Period Two | Period Three | Period Four | Period Five | Period Six |
|-------------------|-------------|-------------------------|-------------------------|-------------------------|-----------------------|-------------------------|------------------------|
| Time: | 7:20 - 8:15 | 8:25 - 9:19 | 9:28 - 10:27 | 10:36 - 11:30 | 11:39 - 12:33 | 1:17 - 2:11 | 2:20 - 3:15 |
| Fischer, Hilda | | | | | | | |
| Fischer, J.D. | | English 1 Rm 43 | English 1 Rm 43 | English SK 1 Rm 43 | English SK 1 Rm 43 | Eng SK 1 Rm 43 | Prep |
| Fischer, Tina | | English SK 4 Rm 31 | Prep | English SK 2 Rm 31 | English SK 2 Rm 31 | Migrant Tut. Rm 31 | English SK 2 Rm 31 |
| Fox, Shannon | | Course 1/Alg1 Rm 13A | Course 1/Alg1 Rm 13A | Course 1/Alg1 Rm 13A | Prep | Crse 1/Alg 1 Rm 13A | Crse 1/Alg 1 Rm 13A |
| Fraley, Darren | | Prep | Math B Rm 6 | Course 1/Alg1 Rm 6 | Math Assist Rm 6 | Math B Rm 6 | Math B Rm 6 |
| Frazier, Marianne | | English 1H Rm 44 | English 1H Rm 44 | Prep | Adv Comp Rm 44 | Adv Comp Rm 44 | Adv Comp Rm 44 |
| Fuller, Eric | | WoHist/Cult Rm 39 | WoHist/CultSI Rm 39 | WoHist/CultSI Rm 39 | Driver Ed Rm 39 | Driver Ed Rm 39 | Driver Ed Rm 39 |
| Galvan, Stacy | | | | English 2 Rm 45 | English 2 Rm 41 | English 1 SI Rm 46 | English 2 Rm 46 |
| Garcia, Joe | | Coed PE Gym | AD | AD | AD | AD | AD |
| Gomes, Kris | | Ag Biology Rm 95 | Ag Science 1 Rm 60 | Ag Sci 3/4 Rm 60 | Ag Science 2 Rm 60 | Prep | Orn Hort Rm 60 |
| Gonzales, Robert | | ELD 2 Rm 12A | ELD 2 Rm 12A | ELD 2 Rm 12A | ELD 2 Rm 12A | Intro Spanish Rm 12A | Prep |
| Goodbar, Brad | | Prep | Biology Rm 95 | Biology Rm 95 | Biology Rm 95 | AP Biology Rm 95 | AP Biology Rm 95 |
| Guerrero, Dan | | Course 1 SI Rm 7 | Course 1 SI Rm 7 | Math B SI Rm 4 | Prep | Math B SI Rm 5 | Course 1 SI Rm 5 |
| Heller, Sandi | | German 1 Rm 24 | German 2 Rm 24 | German 3 Rm 24 | Prep | English 1 Rm 24 | English 1 Rm 24 |
| Hickey, Russ | | Course 2/Geo Rm 5 | Course 2/Geo Rm 5 | Trig/An Geom Rm 5 | AP Statistics Rm 5 | Prep | Crse 2/Geom Rm 5 |
| Hill, Jim | | Course 3/Alg2 Rm 9 | Course 3/Alg2 Rm 9 | Course 3/Alg2 Rm 9 | Course 3/Alg2 Rm 9 | Crse2/Geo H Rm 9 | Crse3/Alg2H Rm 9 |
| Holmes, Barbara | | Studio Art 1 Rm 16 | Prep | Studio Art 3/4 Rm 16 | Studio Art 1 Rm 16 | Graphic Arts Rm 2 | Graphic Arts Rm 2 |
| Huber, Les | | | Keyboarding Rm 72 | Office Coop Rm 70 | Office Coop Rm 70 | Work Exp OC | Work Exp OC |
| Hurley, Joann | | English 1 Rm 33 | English 1 Rm 33 | English 1 Rm 33 | English 1 Rm 24 | Yearbook Rm 75 | Prep |
| Jimenez, Angelica | | Prep | Spanish 1 SS Rm P3 | Spanish 1 SS Rm P3 | Spanish 2 SS Rm P3 | Dept Chair | Spanish 2 SS Rm P3 |

| | PreFirst | Period One | Period Two | Period Three | Period Four | Period Five | Period Six |
|---------------------|-------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|-----------------------|
| Time: | 7:20 - 8:15 | 8:25 - 9:19 | 9:28 - 10:27 | 10:36 - 11:30 | 11:39 - 12:33 | 1:17 - 2:11 | 2:20 - |
| Karlea, Bonnie | | AP Spanish 4 Rm P6 | Spanish 1 Rm P6 | Spanish 1 Rm P6 | Prep | Spanish 1 Rm P6 | AP Spanish 4 Rm P6 |
| Kavadas, Dave | | English SDC Rm P2A | English SDC Rm P2A | English SDC Rm P2A | English SDC Rm P2A | Prep | English SDC Rm P2A |
| Kirkland, Nancy | | Prep | US/WHISDC Rm 34 | Pre Alg RS Rm 34 | ConPhys.SDC Rm 34 | Pre Alg RS Rm 34 | SDC RS Rm 34 |
| Lane, Terese | | English 2 Rm 47 | English 2 Rm 47 | Prep | Comp/GramSI Rm 47 | Survey Lit Rm 47 | Survey Lit Rm 47 |
| Lawrence, Damien | | Conc. Physics Rm 91 | Conc. Physics Rm 91 | Conc. Physics Rm 91 | Prep | Biology Rm 94 | Biology Rm 94 |
| Lientz, Steve | | Coed PE Gym | Coed PE Gym | Coed PE Gym | Coed PE Gym | Prep | Coed PE Gym |
| Link, Melissa | | Comp/Gram Rm 40 | Comp/Gram Rm 40 | Survey Lit Rm 40 | American Lit Rm 40 | Prep | Survey Lit Rm 40 |
| Lott-Vickers, Lisa | | Health Rm 26 | Health Rm 26 | Health Rm 26 | Health Rm 26 | Prep | Health SI Rm 26 |
| Lowe, Doris | St Store Rm SS | Keyboarding Rm 72 | Accounting Rm 74 | Comp Ap 2A Rm 71 | Prep | AVID 3 Rm 74 | |
| Lozano, Shelly | | Coed PE Gym | Coed PE Gym | Prep | Coed PE Gym | Coed PE Gym | Coed P Gym |
| Maddox, Claudia | | | St Activities Rm 27 | St Activities Rm 27 | Stu Govern Rm 27 | AVID 1 Rm 27 | AVID 1 Rm 27 |
| Magill, Marie | | Spanish 2 Rm P5 | Spanish 3 Rm P5 | Spanish 3 Rm P7 | Prep | Spanish 2 Rm P5 | Spanish 2 Rm P5 |
| Meling, Maggie | | | | | AP World Lit Rm 33 | AP World Lit Rm 33 | AP World Lit Rm 33 |
| Mikkelsen, Clarissa | | Journalism 1 Rm 75 | Journalism 1 Rm 75 | Journalism 2 Rm 75 | Journalism 2 Rm 75 | Prep | English 2 Rm 75 |
| Millhouse, Trish | | Course 2 S1 Rm 14A | Crse3/Alg2 H Rm 14A | Crse2/GeomH Rm 14A | Crse2/GeomH Rm 14A | Crse3/Alg2H Rm 14A | Dept Chair |
| Mirise, Phil | | Recordkeep. Rm 73 | Economics Rm 73 | Economics Rm 73 | Economics Rm 73 | Economics Rm 73 | Prep |
| Montemayor, Maria | | Spanish 3 SS Rm P3 | Prep | Spanish 2 Rm P1A | Spanish 2 Rm P1A | Spanish 1 Rm P1A | Spanish 1 Rm P1A |
| Morgans, Bill | Chem Rm 96 | Chemistry Rm 96 | Chemistry Rm 96 | Chemistry Rm 96 | Prep | Chemistry Rm 96 | |
| Moshier, Julie | | Crse 1/Alg 1 Rm 6 | Prep | Math B Rm 7 | Math B Rm 7 | Math B Rm 7 | Crse1/Alg 1 Rm 7 |
| Moss, Doug | | 3D Art 1 Rm 18 | 3D Art 2/3/4 Rm 18 | 3D Art 1 Rm 18 | Prep | 3D Art 1 Rm 18 | 3D Ar Rm 18 |

| | Prefirst | Period One | Period Two | Period Three | Period Four | Period Five | Period Six |
|--------------------|------------------|-------------------------|-------------------------|------------------------|------------------------|-----------------------|----------------------|
| Time: | 7:20 - 8:15 | 8:25 - 9:19 | 9:28 - 10:27 | 10:36 - 11:30 | 11:39 - 12:33 | 1:17 - 2:11 | 2:20 - 3:15 |
| Moss, Margaret | | Prep | English 2 H Rm 41 | English 2 H Rm 41 | Dept Chair | Comp/Gram Rm 41 | Comp/Gram Rm 41 |
| Mullins, Phil | | | | Adv Orchestra Rm 81 | Adv Orchestra Rm 80 | | |
| Oldershaw, Terry | | Prep | WoHist/Cult Rm 37 | WoHist/Cult Rm 37 | WoHist/Cult Rm 37 | WoHist/Cult Rm 37 | WoHist/Cult Rm 37 |
| Olson, Paul | | Health Rm 77 | Biology Rm 23 | Biology Rm 23 | Geography Rm 77 | Geography Rm 77 | Geography Rm 77 |
| Pearcy, Robert | | Ag Mech 3/4 Rm 61 | Ag Mech 3/4 Rm 61 | Ag Mech 1 Rm 61 | Ag Mech 1 Rm 61 | Ag Mech 2 Rm 61 | Prep |
| Pina, Xavier | | Spanish 1 Rm P1A | Spanish 1 Rm P1A | Spanish 2 Rm P5 | Spanish 1 Rm P5 | Spanish 2 Rm P1B | Spanish 1 Rm P1B |
| Pipes, Jon | Biology Rm 94 | Biology Rm 94 | Biology Rm 94 | Adv Biology Rm 94 | Adv Biology Rm 94 | Prep | |
| Qualls, Charles | | Chemistry Rm 93 | Chemistry Rm 93 | Prep | Conc Physics Rm 93 | Chemistry Rm 93 | Chemistry Rm 93 |
| Rice, Wayne | AutoDi Rm 55 | Auto Engine Rm 55 | Auto Engine Rm 55 | IntroAutoTech Rm 55 | IntroAutoTech Rm 55 | Int AutoTech Rm 55 | |
| Richardson, Debbie | | Fash Fab 1/2/3 Rm 20 | Fash Fab 1/2/3 Rm 20 | Teen Living Rm 22 | Family/Health Rm 20 | Prep | Fam/Health Rm 20 |
| Richardson, John | | Psych/AdvPsy Rm 42 | Prep | American Lit Rm 42 | Speech 1 Rm 42 | Psych/AdPsy Rm 42 | Peer Comm Rm 42 |
| Rogers, Mark | | English RS Rm P2B | Pre Alg RS Rm P2B | English RS Rm P2B | Pre Alg RS Rm P2B | Pre Alg RS Rm P2B | Prep |
| Rooney, Robert | | Intro Drafting Rm 2 | Tech Drafting Rm 2 | Intro Drafting Rm 2 | Prep | Intro Wood Rm 54 | Intro Wood Rm 54 |
| Schweers, Suzi | Comp Rm 46 | FCC EngRead Rm 46 | FCC EngRead Rm 46 | FCC EngRead Rm 46 | FCC EngRead Rm 46 | Prep | |
| Seixas, Tom | | Coed PE Gym | Coed PE Gym | Coed PE Gym | Coed PE Gym | Prep | Coed PE Gym |
| Senac-Urtecho, C. | | | | French 2 Rm P4 | French 2 Rm P6 | | |
| Sepulvida, Sonia | | Special Ed | Special Ed | Special Ed | Special Ed | Special Ed | Special Ed |
| Stahl, Cliff | | Crse 2/Geom Rm 10 | Crse 2/Geom Rm 10 | Crse 2/Geom Rm 10 | Crse 1/Alg 1 Rm 10 | TrigAnGeom Rm 10 | TrigAnGeom Rm 10 |
| Thompson, Rick | | AP US Hist Rm 32 | AP US Hist Rm 32 | US History Rm 32 | Prep | Keyboarding Rm 72 | Keyboarding Rm 72 |
| Thron, Pat | | | | | | Civics RS Rm P2A | English RS Rm P2B |

| | Prefirst | Period One | Period Two | Period Three | Period Four | Period Five | Period Six |
|-------------------|--------------|--------------------|---------------------|--------------------|----------------------|--------------------|--------------------|
| Time: | 7:20 - 8:15 | 8:25 - 9:19 | 9:28 - 10:27 | 10:36 - 11:30 | 11:39 - 12:33 | 1:17 - 2:11 | 2:20 - |
| Tinnen, Mike | | WoHist/Cult Rm 35 | US History SI Rm 35 | Prep | US History Rm 35 | WoHist/Cult Rm 35 | US History Rm 35 |
| Torres, Ed | | American Lit Rm 45 | American Lit Rm 45 | Prep | English 2 H Rm 45 | AVID 3 Rm 45 | AVID 2 Rm 45 |
| Toste, Luisa | | Studio Art 1 Rm 11 | Prep | Studio Art 1 Rm 11 | 3D Art 1 Rm 18 | Studio Art 2 Rm 11 | Studio Art 1 Rm 11 |
| Vasilovich, Bob | | | | | | Coed PE Gym | Coed PE Gym |
| Verhoeven, Andy | | Fund Constr. Rm 54 | Fund Constr. Rm 54 | Wood Rm 54 | Intro Wood Rm 54 | Prep | Dept Chair |
| Vigario, Frank | | AP Calculus Rm P7 | TrigAnGeom Rm P7 | Prep | Crse3/Alg2 Rm P7 | AP Calculus Rm P7 | Crse3/Alg2 Rm P7 |
| Watkins, Dennis | Span 3 Rm 15 | Spanish 1 Rm 15 | Spanish 2 Rm 15 | Spanish 1 Rm 15 | Spanish 1 Rm 15 | Spanish 3 Rm 15 | |
| Weiss, Deborah | | Crse 2/Geom Rm 4 | Crse 1/Alg 1 Rm 4 | Prep | Crse 2/Geom Rm 4 | Crse 1/Alg 1 Rm 4 | Crse 1/Alg 1 Rm 4 |
| Werner, Judy | | French 3 Rm P4 | French 4 Rm P4 | Prep | French 1 Rm P4 | French 1 Rm P4 | French 1 Rm P4 |
| Whitehouse, Vicky | | Prep | Coed PE Gym | Coed PE Gym | Coed PE Gym | Coed PE Gym | Dept C. |
| Willeford, Mike | | US History Rm 36 | WoHist/Cult Rm 36 | US History Rm 36 | Prep | US History Rm 36 | WoHist/Cult Rm 36 |
| Yamamoto, Walter | | Prep | Keyboarding Rm 70A | Keyboarding Rm 70A | Computer Ap Room 70A | Keyboarding Rm 70A | Driver Ed SI Rm 73 |
| Yavasile, John | | Om Hort RSC Rm 13 | Om Hort RSC Rm 13 | Pre Alg RS Rm 13 | Biology SDC Rm 13 | Health SDC Rm 13 | Prep |
| Yavasile, Missy | | Biology Rm 23 | Prep | Dept Chair | Biology Rm 23 | Biology Rm 23 | Biology Rm 23 |
| | | | | | | | |

Redwood High School

Bell Schedules for Collegial Time

1998-1999

Regular Schedule

| | |
|-----------|-------------|
| Pre-first | 7:20-8:15 |
| Period 1 | 8:25-9:20 |
| Period 2 | 9:29-10:29 |
| Period 3 | 10:38-11:33 |
| Period 4 | 11:42-12:37 |
| Lunch | 12:37-1:12 |
| Period 5 | 1:21-2:16 |
| Period 6 | 2:25-3:20 |

Assembly Schedule

| | |
|-----------|-------------|
| Pre-first | 7:29-8:15 |
| Period 1 | 8:25-9:11 |
| Period 2 | 9:20-10:11 |
| Assembly | 10:20-11:06 |
| Period 3 | 11:15-12:01 |
| Period 4 | 12:10-12:56 |
| Lunch | 12:56-1:30 |
| Period 5 | 1:39-2:25 |
| Period 6 | 2:34-3:20 |

Collegial Schedule

| | |
|------------------------------|-------------|
| Pre-first | 7:20-8:15 |
| Period 1 | 8:25-9:10 |
| Period 2 | 9:19-10:09 |
| Period 3 | 10:18-11:03 |
| Period 4 | 11:12-11:57 |
| Lunch | 11:57-12:32 |
| Period 5 | 12:41-1:26 |
| Period 6 | 1:35-2:20 |
| Students are excused at 2:20 | |
| Collegial Time 2:25-3:20 | |

Pep Assembly Schedule

| | |
|-----------|-------------|
| Pre-first | 7:26-8:15 |
| Period 1 | 8:25-9:14 |
| Period 2 | 9:23-10:16 |
| Assembly | 10:25-10:53 |
| Period 3 | 11:02-11:51 |
| Period 4 | 12:00-12:49 |
| Lunch | 12:49-1:24 |
| Period 5 | 1:33-2:22 |
| Period 6 | 2:31-3:20 |

COLLEGIAL DAYS

September 15
 September 29
 October 13
 October 27
 November 17
 December 1
 December 15
 January 12
 January 26
 February 2
 February 23
 March 9
 March 23
 April 13
 April 27
 May 11

Minimum Day Schedule

(November 25 & June 10)

| | |
|-------------------|-----------|
| Pre-first | 7:42-8:15 |
| School Day Begins | 8:25 |
| School Day Ends | 12:25 |

Actual times of classes to be announced

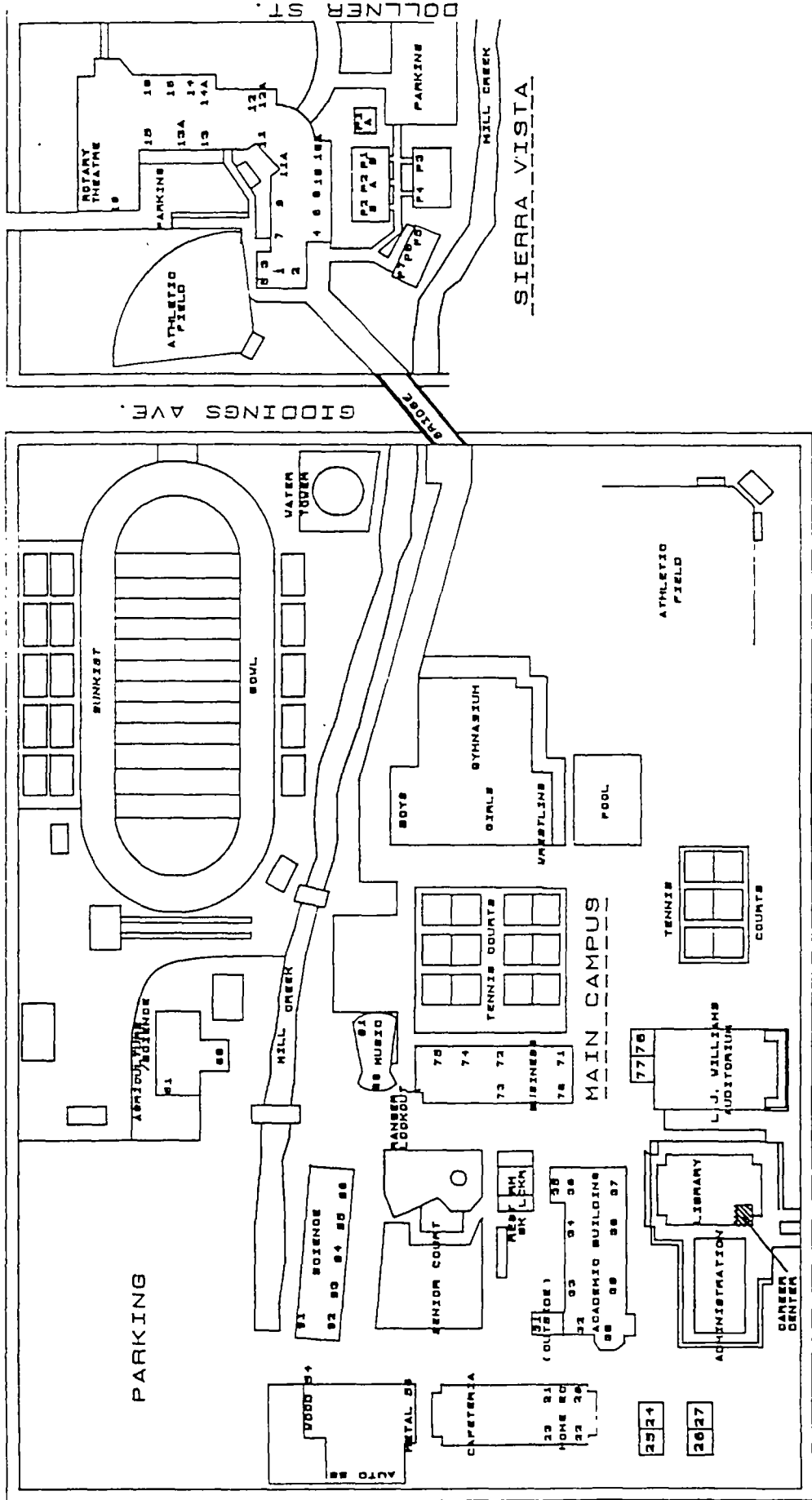
First Semester Finals: January 20, 21 & 22

Second Semester Finals: June 8, 9 & 10

| |
|--|
| 380 x 162 full instructional days = 61560 minutes |
| 320 min x 16 collegial days = 5120 minutes |
| 240 min x 2 minimum instructional days = 480 minutes |
| Total Instructional Minutes = 67160 minutes |
| (State Requirement = 64800 minutes) |
| (District Requirement = 65450 minutes) |

REDWOOD HIGH SCHOOL

MINERAL KING AVE.



MAIN ST.

CONTR

WASC 09848

List of Acronyms

| | | | |
|----------------|--|--------------|---|
| ACT | American College Test | CUE | Computer Using Educators |
| ADD | Attention Deficit Disorder | CVFLA | Central Valley Foreign Language Assoc. |
| AFDC | Aid to Families with Dependent Children | CWCA | Classroom Writing Competency Assessment |
| AP | Advanced Placement | ELD | English Language Development |
| ASB | Associated Student Body | ESL | English as a Second Language |
| ASVAB | Armed Services Vocational Aptitude Battery | ESLRs | Expected Schoolwide Learning Results |
| AVID | Advancement Via Individual Determination | FBLA | Future Business Leaders of America |
| BCLAD | Bilingual Cross-cultural, Language, Academic Development | FCC | Freshmen Core Curriculum |
| BSM | Bilingual Syntax Measure | GATE | Gifted and Talented Education |
| BTSA | California Beginning Teacher Support and Assessment Program | GPA | Grade Point Average |
| CABE | California Association of Bilingual Educators | GSE | Golden State Exam |
| CAHPERD | California Association of Health, Physical Education, Recreation & Dance | HOSA | Health Occupation Students of America |
| CAPS | Career Ability Placement Survey | IDEAS | Interest Determination, Exploration and Assessment System |
| CBI | Communication Based Instruction | IEP | Individual Education Plan |
| CLAD | Cross-cultural, Language, Academic Development | IRI | Informal Reading Inventory |
| CLHS | California League of High Schools | ISS | In-school Suspension |
| CMEA | California Music Educators Association | ITP | Individual Transition Plan |
| COCI | Classroom Oral Competency Interview | JTPA | Job Training Partnership Act |
| COPS | Career Occupational Preference System | LEP | Limited English Proficient |
| COS | College of the Sequoias | MEChA | Movimiente Estudiantil Chicano de Axtlan |
| CPM | College Preparatory Math | PASS | Portable Assistance Study Sequence |
| CSET | Community Services & Employment Training | PDS | Professional Development Services |
| CSF | California Scholarship Federation | PIC | Private Industry Council |
| CSU | California State University | PSAT | Preliminary Scholastic Aptitude Test |
| CSUF | California State University at Fresno | PTA | Parent Teacher Association |

| | |
|---------------|---|
| ROP | Regional Occupational Program |
| SAT | Scholastic Aptitude Test |
| SAT9 | Stanford Achievement Test |
| SDAIE | Specially Designed Academic Instruction in English |
| SIRS | Social Interest Resource Service |
| SOLOM | Student Oral Language Observation Matrix |
| STAR | Standardized Testing and Reporting Program |
| SSTARS | Students Striving Toward Achievement and Responsibility |
| TAPP | Teen Age Pregnancy Program |
| TCAP | The California Arts Project |
| TCI | Teachers Curriculum Institute |
| TCLMAW | Tulare County League of Mexican-American Women |
| TCOVE | Tulare County Occupational-Vocational Education |
| TIMS | Third International Math and Science Report |
| UC | University of California |
| UCAPP | University of California Admission Preparation Program |
| VAPA | Visual and Performing Arts |
| VCAS | Visalia Comprehensive Assessment System |
| VICA | Vocational Industrial Clubs of America |
| VUSD | Visalia Unified School District |
| WASC | Western Association of School and Colleges |
| YEM | Young Expectant Mothers program |