



# Redwood High School

18400 Clifton Way • Castro Valley, CA 94546 • (510) 537-3193 • Grades 9-12

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www.cv.k12.ca.us/redwood

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Castro Valley Unified School District

4400 Alma Ave.  
Castro Valley, CA 94546  
(510) 537-3000  
www.cv.k12.ca.us

#### District Governing Board

Dot Theodore, Trustee  
Gary C. Howard, Trustee  
Jo A.S. Loss, Trustee  
Monica Lee, Trustee  
Lavender Lee Whitaker, Trustee

#### District Administration

Parvin Ahmadi  
**Superintendent**  
Dr. Jason Reimann  
**Assistant Superintendent,  
Educational Services**

Dr. Sherri Beetz  
**Assistant Superintendent,  
Human Resources**

Suzy Chan  
**Assistant Superintendent,  
Business Services**

#### **School Mission Statement:**

Redwood High School is a WASC accredited continuation education site located in Castro Valley. Redwood provides small class size, individual attention, and a sense of community that enable diverse learners to access instruction and obtain their high school diploma. This unique environment gives students who have faced challenges the tools they need to be successful in high school and beyond.

#### **School Description:**

Redwood is an alternative to large traditional high schools that offers students small class size, individual attention, and options for earning a high school diploma. We provide a school environment where students receive individualized attention and develop a sense of community. Our program is designed to assist students in earning a high school diploma and being college and career ready. Redwood's program offers students the chance to overcome academic and/or social challenges and experience success in school. The program is designed to allow students the opportunity to make up academic and credit deficiencies in an accelerated manner. The goal of the program is for each student to graduate with a high school diploma and be prepared for post-secondary college and/or career.

Redwood strives to provide a safe and secure learning environment for all students. Our learning community has high expectations for student achievement and conduct. All RHS staff are highly qualified educators who are committed to providing the essential tools students need to earn a diploma and be college and career ready. All students participate in an extensive Advisory Program where they develop an Individual Learning Plan, monitor progress, discuss assessment information, and plan for the future through a variety of weekly activities. Each student also participates in an exit program upon graduation to ensure they are prepared for life beyond high school. These activities include applying to college, investigating financial aid, creating a resume, completing a career interest inventory, and setting both short and long-term goals for post-graduation.

Redwood High School welcomes parents, prospective students, educators and members of the community to visit and tour our campus. If you are interested in visiting or have any questions, please call the office at (510) 357-3193.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	7
Grade 11	42
Grade 12	60
<b>Total Enrollment</b>	<b>109</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.9
Asian	1.8
Filipino	1.8
Hispanic or Latino	44.0
Native Hawaiian or Pacific Islander	0.0
White	23.9
Socioeconomically Disadvantaged	52.3
English Learners	3.7
Students with Disabilities	22.0
Foster Youth	2.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Redwood High School	16-17	17-18	18-19
With Full Credential	11	10	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Castro Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	443
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Redwood High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Redwood students have access to appropriate standards-based textbooks and supplemental materials in all core academic areas as well as in elective courses. The school meets all components of the Williams Act and ensures students access to all needed materials to successfully pursue a high school diploma.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Elements of Literature – Fourth Course: Holt, Rinehart, Winston Elements of Literature – Fifth Course: Holt, Rinehart, Winston Multicultural America: McDougal-Littell American Short Stories: McDougal Littell Measuring Up to the California Content Standards – Exit Level English Language Arts : Peoples Education  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	CPM Core Connections Integrated I, II, and III Pre-Calculus: PreCalculus with Limits: A Graphing Approach, Houghton Mifflin Calculus: Calculus with Analytic Geometry, Houghton Mifflin & Calculus: Graphical, Numerical, Algebraic, Pearson Statistics: Modeling the World, AP Edition: Pearson AP Statistics: The Practice of Statistics, Yates, Starn, & Moore Edgenuity  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Biology, 5th Edition: Holt, Rinehart, Winston Environmental Science: Holt, Rinehart, Winston Lifetime Health: Holt, Rinehart, Winston Criminalistics – An Introduction to Forensic Science, 8th Ed. : Prentice-Hall  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Modern World History – Patterns of Interaction: McDougal Littell Inc. American Odyssey, U.S. in the 20th Century: Glencoe McGraw-Hill Economics Principles and Practices: Glencoe, McGraw-Hill World Cultures – A Global Mosaic: Prentice Hall U.S. Government – Democracy in Action: Glencoe, McGraw-Hill  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Holt Health Holt, Rinehart, and Winston  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Gardner’s Art Through the Ages, 12th Edition Art Talk: Glencoe, McGraw Hill  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

To properly maintain the school facility, a scheduled maintenance program is administered by Castro Valley Unified School District to ensure that all classrooms and facilities are maintained. District maintenance staff ensure that repairs necessary to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. Redwood High School completed a three-year multimillion dollar renovation project at the beginning of the 2008/2009 school year. The campus now houses several new classrooms, a media center, a multi-use gymnasium, and an outdoor amphitheater. These additions to the campus joined a science lab, garden, and counseling center. The Redwood community is committed to maintaining a clean and safe environment for all students, staff, and community. Redwood strives to preserve and protect the environment and has worked to become a Green School within the community as well as being Energy Star rated school in the 2012-13 school year. In 2016, voters approved Measure G which will bring many improvements to the campus.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Admin/Classroom Wing: Vinyl and floor rotting in custodial closet upper wing.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	25.0	13.0	66.0	67.0	48.0	50.0
Math	0.0	2.0	60.0	62.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	65	60	92.31	13.33
<b>Male</b>	44	41	93.18	19.51
<b>Female</b>	21	19	90.48	0.00
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	24	21	87.50	9.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	16	14	87.50	7.14
<b>Two or More Races</b>	11	11	100.00	27.27
<b>Socioeconomically Disadvantaged</b>	32	29	90.63	6.90
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	12	10	83.33	20.00
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	59	90.77	1.69
Male	44	41	93.18	2.44
Female	21	18	85.71	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	21	87.5	4.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5	0
Two or More Races	11	11	100	0
Socioeconomically Disadvantaged	32	28	87.5	0
English Learners	--	--	--	--
Students with Disabilities	12	10	83.33	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

Redwood High School welcomes and encourages parental involvement. From family outreach to committee participation, Redwood offers many opportunities for parents to become actively involved in the school community. Redwood offers parent/guardian conferences five times each year as well as regular tours. Both provide an opportunity for parents and students to review the latest report card, receive a current transcript and meet with the student's teachers. Parents are encouraged to speak with teachers and other staff regularly to help ensure your student is experiencing success at Redwood. We also encourage prospective students and their parents to visit the Redwood campus, observe classes, and speak with a counselor about attending our school.

To partner with Redwood and participate on leadership teams, school committees, School Site Council, school activities, or volunteer, please contact the main office at (510) 537-3193.

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

In accordance with the CVUSD vision Redwood strives to educate students to become adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world. Our learning community has high expectations for student conduct. The Redwood staff and administration use all possible methods to ensure the school is a safe environment for all students. To ensure school safety, the RHS Safety Plan is revised annually each fall by the Safety Committee. Emergency drills (including earthquake, fire, and lock-down drills) are held on a regular basis. Redwood High School also participates in the national Great Shakeout. A parental phone, email and text notification system, School-Messenger, provides timely information to parents in the event of an emergency on campus. Parents are also kept informed of campus events and emergency situations by e-mail, phone calls, and website updates. Redwood has policies in place to proactively address bullying and help create a welcoming environment for all students. The staff works to create an inclusive and respectful environment for all students. Additionally, Redwood participates in restorative practices, the SARB process, Tri-Valley Youth Court, and partners with the Alameda County Sheriffs Department to provide students with a safe and effective environment in which to learn.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	8.4	16.5	8.7
Expulsions Rate	0.4	0.6	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	3.4	2.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.6
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	200

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	9.0	10.0	8.0	16	14	16						
Mathematics	8.0	7.0	7.0	12	12	10						
Science	5.0	7.0	6.0	9	8	7						
Social Science	10.0	7.0	7.0	23	31	30	2					

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



### Professional Development provided for Teachers

Staff members at Redwood High School participate in on-going professional development activities to better serve students. In addition to district wide professional development, the staff at Redwood participates in bi-monthly collaboration with a focus on culturally responsive teaching and learning; technology; response to intervention and MTSS; PBIS; and restorative practices. Many of the professional development activities are focused on the Action Plan areas related to our most recent WASC accreditation. In addition, a focus on equity and culturally responsive instructional practices are at the center of all professional development initiatives. Teachers have participated in on-line webinars, job-alike meetings, and training with professional consultants to improve the variety of instructional delivery methods incorporated in the classrooms. The Redwood staff has weekly collaboration to share best practices, innovative lessons, and student updates. Staff are also encouraged to participate in professional development activities outside of the school which include coursework toward Master's degrees, online learning, and areas of professional interest. Teachers use professional development training to deliver innovative instruction that allows students to be actively engaged in their own learning.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,398	\$47,547
Mid-Range Teacher Salary	\$77,920	\$74,775
Highest Teacher Salary	\$99,896	\$93,651
Average Principal Salary (ES)	\$131,253	\$116,377
Average Principal Salary (MS)	\$135,127	\$122,978
Average Principal Salary (HS)	\$156,277	\$135,565
Superintendent Salary	\$268,260	\$222,853
Percent of District Budget		
Teacher Salaries	39.0	35.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

- Education Protection Account
- ESSA: Title II, Part A, Supporting Effective Instruction
- ESSA: Title III, English Learner Student Program
- ESSA: Title III, Immigrant Student Program
- Lottery: Instructional Materials
- Ongoing Federal & State Programs Only

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Redwood High School	2014-15	2015-16	2016-17
Dropout Rate	21.5	16.5	12.2
Graduation Rate	76.9	82.3	82.4
Castro Valley Unified School District	2014-15	2015-16	2016-17
Dropout Rate	3.3	2.3	2.2
Graduation Rate	95.1	96.1	95.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	NA
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,149	\$45	\$9,104	\$80,227
District	◆	◆	\$5,309	\$81,219
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			52.7	1.6
Percent Difference: School Site/ State			32.3	7.4

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	3.3

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	97.1	88.7
Black or African American	100.0	94.6	82.2
American Indian or Alaska Native	0.0	50.0	82.8
Asian	100.0	98.8	94.9
Filipino	0.0	97.4	93.5
Hispanic or Latino	100.0	97.0	86.5
Native Hawaiian/Pacific Islander	100.0	83.3	88.6
White	100.0	96.7	92.1
Two or More Races	0.0	98.5	91.2
Socioeconomically Disadvantaged	75.0	95.4	88.6
English Learners	80.0	72.2	56.7
Students with Disabilities	100.0	82.5	67.1
Foster Youth	0.0	100.0	74.1

### Career Technical Education Programs

Redwood High School offers courses that are specifically focused on career and work preparation in the following areas: Forensic Science, Horticulture, Culinary Arts, Graphic Design, and Journalism. Each of these programs incorporates instructional practices and material related to academic course offerings. The 'real-life' or 'hands-on' application of core standards from academic courses are incorporated daily into the instruction in the Career and Technical Education courses.

Redwood High School focuses on all students having the opportunity to earn a high school diploma and become prepared for post-secondary education and/or entry into careers. All students are encouraged to seek career preparation through our External Learning Program and through on-campus events such as career fairs, resume writing workshops, career interest inventories, and the Advisory program. Students can earn high school credit for Outside Work Experience (OWE), internships, job-shadowing, and volunteer work in the community. In addition, students in our special education programs are connected with the Department of Rehabilitation, WorkAbility, and Regional Center programs designed for career preparation or entry into the workforce.

While Redwood offers CTE classes, it does not have a CTE program (i.e. a sequence of courses in a designated CTE subject area and Capstone course) for students. However, students do have access to the Regional Occupational Program (ROP) where they can participate in a full CTE program. The Eden Area ROP offers students the opportunity to participate in and earn certificates in a variety of areas. An ROP tour and informational meeting is provided to all students during the Spring semester. Interested students 16 and older are encouraged to enroll in the ROP program. Transportation and support for the ROP program is available to all students.

Redwood students also complete a Individual Learning Plan (ILP) through the Advisory program that focuses on transition activities. Students research colleges, careers, and complete career interest inventories as part of the ILP. It is our goal that each student exit Redwood college and career ready.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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