School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Redwood High School	**District Name**	Tamalpais Union High School District
Street	395 Doherty Drive	**Phone Number**	(415) 945-3720
City, State, Zip	Larkspur, CA 94939	**Web Site**	www.tamdistrict.org
Phone Number	(415) 924-6200	**Superintendent**	Laurie Kimbrel
Principal	David Sondheim	**E-mail Address**	lkimbrel@tamdistrict.org
E-mail Address	dsondheim@tamdistrict.org	**CDS Code**	21-65482-2132587

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

The staff at Redwood High School believes that students are the focus for all endeavors in the school. We believe we have an obligation to educate the "whole person" academically, socially, emotionally, and ethically. Redwood High School is a learning community where students demonstrate academic and personal growth through authentic, rigorous, and relevant pursuits. We strive to instill in our learners the ability to investigate and explore, acquire knowledge through a variety of experiences, and discover personal success through creative, balanced, and healthful endeavors.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Redwood High encourages parent involvement. The varied organizations include PTSA, Redwood Foundation, and booster groups for athletics and music. Parents are encouraged to volunteer at the school helping with such things as new student orientation, assistance in the counseling office and library, parent education, judging for the science fair, and campus beautification. If you have questions about how to get involved at Redwood High School you can access the Redwood website at www.redwood.org or call 415-945-9620.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	390
Grade 10	374
Grade 11	325
Grade 12	369
Total Enrollment	1,458

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.2	White	78.1
American Indian or Alaska Native	0	Two or More Races	4.8
Asian	5.6	Socioeconomically Disadvantaged	7.1
Filipino	0.5	English Learners	2.1
Hispanic or Latino	7.5	Students with Disabilities	6.4
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.9	23	33	0					23.4	13	47	0
Mathematics	23.9	19	33	1					24.7	11	39	0
Science	25.8	6	47	0					24.8	5	51	0
Social Science	26.2	6	46	0					20.6	22	42	0

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The school's Emergency Plan is on file in the principal's office. Drills are held regularly to prepare staff and students for various kinds of emergency situations. Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. The school has a strong working relationship with local law enforcement and emergency services in both Larkspur and Corte Madera including a School Resource Officer from the local police department. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Redwood staff and adjunct support services, such as Bay Area Community Resources. The school safety plan is reviewed and updated as necessary each spring.

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	3.85	5.69	2.95	6.51	7.08	6.67
Expulsions	0.07	0.21	0.27	0.45	0.45	0.55

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• The year and month in which the data were collected
• Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office.

Redwood High School is a 63.88 acre campus which has 81 classrooms, a library, performing arts center, swimming pool, and athletics fields. The original campus was built in 1958. In 1998, the district's Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, mechanical and plumbing systems, electrical system, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, and athletic fields) teacher work areas, food service, paving and drainage, landscape and irrigation. The results of this study are published in the District Facilities Master Plan.

Redwood High School has been undergoing major modernization as part of a $121 million dollar facilities bond measure approved by the Tam District voters. Approximately forty million dollars have been spent to remodel classrooms, refurbish the gymnasium, swimming pool, tennis courts, and performing arts center, and install new athletics fields. During the 2008-09 school year, a new gymnasium was constructed, a new 40 meter pool built, and new tennis courts laid. Modernization has included replacement of the major infrastructures (heating, lights, electrical, plumbing), painting, new floors, lockers, and furniture. Technology networking has been upgraded and is accessible in all instructional spaces. During the summer of 2011, an experimental classroom space was created to allow teachers the opportunity to explore new technologies, classroom management, and instructional strategies. Outfitted with innovations in mobility, technology, and created with learning at the center of classroom design, this environment will have an influence on how we outfit classrooms in the future, and how teachers work within these rooms. A new Fine Arts building is planned for construction in the 2011-12 school year.

The Director of Maintenance has established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An on-line Maintenance Work Order system has been implemented to report and monitor status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

Campus supervisors and administrators are on duty supervising the campus before, during, and after school. They routinely monitor the entire campus, including surrounding streets. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Determination of repair status for systems listed
• Description of any needed maintenance to ensure good repair
• The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[X]	[ ]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	87	86	85	236.25
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence	1	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	6	4	
Total Teacher Misassignments	7	4	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	99.4	0.6
All Schools in District	99.79	0.21
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.78	0.22

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	293.6
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	.3	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 11/2011

The district uses a five-year Curriculum Cycle to ensure that all courses of study are updated regularly. The District Curriculum Cycle can be reviewed at the District website on the instruction page: http://www.tamdistrict.org/index.htm. The state uses a seven-year cycle which means textbooks are reviewed and/or replaced more often in the Tam District than required by the state. The District Curriculum Cycle also provides opportunity to update supplementary instructional materials in all courses.

All students at Redwood High School have copies of standards-aligned textbooks and other instructional materials, which have been adopted by the governing board of Tam District for grades nine through twelve and which are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades nine through twelve as appropriate.

The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated, to ensure that they are aligned with the state content and performance standards for that course. The district also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted within the last five years		NONE
Mathematics	Adopted within the last five years		NONE
Science	Adopted within the last five years		NONE
History-Social Science	Adopted within the last five years		NONE
Foreign Language	Adopted within the last five years		NONE
Health	Adopted within the last five years		NONE
Visual and Performing Arts	Adopted within the last five years		NONE
Science Laboratory Equipment (grades 9-12)	Adopted within the last five years		NONE

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$10,348	968	$9,380	$87,307
District	---	---	$11,889	$87,947
Percent Difference: School Site and District	---	---	-26.7%	-.1%
State	---	---	$5,655	$67,932
Percent Difference: School Site and State	---	---	39.7%	22.2%

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district provides certificated teachers and counselors, certificated administrators, and classified support staff. Support staff includes clerical, custodial, campus supervisory, and ground/maintenance personnel. Each comprehensive high school has a Health Technician, two Technology Support staff, and a Library/Media Teacher on site. English Language Learners have access to a full program of ELD, and Sheltered core academic subjects within the district. An extensive array of supplemental instructional services is provided including summer school, and short term workshops and one-to-one assistance on assessments required for graduation. The district contracts with community agencies to provide extra drug/alcohol and mental health counseling. A full interscholastic athletic program is supported. Students have access to a wide variety of co- and extra-curricular activities including drama, music, journalism, clubs, and other activities. The per pupil allocation also covers the cost of all instructional materials and equipment, including technology.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,525	$41,858
Mid-Range Teacher Salary	$80,370	$65,907
Highest Teacher Salary	$98,306	$85,023
Average Principal Salary (High)	$136,291	$114,791
Superintendent Salary	$185,000	$153,090
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

* California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

* California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

* California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	81	82	84	79	77	79	49	52	54
Mathematics	53	53	59	44	45	50	46	48	50
Science	84	84	84	80	78	79	50	54	57
History-Social Science	77	77	82	74	72	72	41	44	48

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	79	50	79	72
All Student at the School	84	59	84	82
Male	82	60	87	82
Female	87	58	81	82
Black or African American	45	44	0	38
American Indian or Alaska Native				
Asian	86	71	83	85
Filipino	0	0	0	0
Hispanic or Latino	61	42	79	61
Native Hawaiian/Pacific Islander	0	0	0	0
White	88	60	86	85
Two or More Races	86	64	84	90
Socioeconomically Disadvantaged	55	36	55	53
English Learners	0	0	0	0
Students with Disabilities	36	31	40	40
Students Receiving Migrant Education Services				

* Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	87	90	89	86	86	86	52	54	59
Mathematics	90	88	87	84	82	81	53	54	56

* Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	19	67	19	42	40
All Students at the School						
Male	12	17	71	9	41	51
Female	10	12	79	17	40	43
Black or African American	45	27	27	55	36	9
American Indian or Alaska Native	0	0	0	0	0	0
Asian	6	11	83	6	22	72
Filipino	0	0	0	0	0	0
Hispanic or Latino	20	23	57	24	45	31
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	9	13	78	11	42	47
Two or More Races	11	11	79	16	26	58
Socioeconomically Disadvantaged	43	29	29	43	38	19
English Learners	0	0	0	0	0	0
Students with Disabilities	61	22	17	61	30	9
Students Receiving Migrant Education Services	0	0	0	0	0	0

*   Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.3	22	65.9

*   Scores are not shown 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	8	8	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	5	0	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	12	-4	20
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,035	900	2,744	867	4,683,676	778
Black or African American	22	728	77	647	317,856	696
American Indian or Alaska Native	0		5		33,774	733
Asian	57	911	158	887	398,869	898
Filipino	2		10		123,245	859
Hispanic or Latino	76	822	198	791	2,406,749	729
Native Hawaiian/Pacific Islander	3		11	768	26,953	764
White	797	912	2,153	881	1,258,831	845
Two or More Races	67	892	100	874	76,766	836
Socioeconomically Disadvantaged	70	745	252	710	2,731,843	726
English Learners	20	737	54	702	1,521,844	707
Students with Disabilities	64	666	230	611	521,815	595

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Dropout Rate (1-year)	0.3	0.3	0	0.6	0.6	0.3	4.9	5.7	4.6
Graduation Rate	99.1	98.55	99.15	98.1	97.14	97.81	80.21	78.59	80.44

*   The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	98.92	96.61	N/D
Black or African American	N/D	79.41	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	100	98.39	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	100	90.63	N/D
Native Hawaiian/Pacific Islander	N/D	N/D	N/D
White	98.67	97.83	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	100	86.36	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	95.65	86.84	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

The Applied Technology Department offers a wide variety of courses that prepare students for the technological expectations of college and the workplace. All students are required to take the Introduction to Computers course in which the basic skills of typing, word processing, spreadsheets, database, computer ethics, Internet search skills, resume writing, and PowerPoint presentations are developed. Students do, however, have the option of challenging the course by taking an exam which tests the proficiency of these same skills. The department offers computer courses in web page design, four levels of computer programming followed by AP Computer Programming and computer graphics courses. Other courses offered include:

- Accounting
- Computer Graphics
- Construction Technology
- Architectural Design
- Theater Production
- Honors Biomedical Science

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	161
% of pupils completing a CTE program and earning a high school diploma	2%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	20%

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	83.9
Graduates Who Completed All Courses Required for UC/CSU Admission	81.9

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	---
English	6	---
Fine and Performing Arts	5	---
Foreign Language	1	---
Mathematics	6	---
Science	6	---
Social Science	11	---
All courses	36	8.5

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The Tamalpais Union High School District annually schedules five full-day and two minimum day staff development days during each school year. These days are instituted in primarily three ways: Districtwide, district department level, and school site staff development opportunities. Recently, the districtwide staff development days have been focused on creation and implementation of a guaranteed and viable curriculum for all students. District department meetings are used to review the course of study, select textbooks, analyze student performance data, develop new programs, and participate in staff development trainings. At Redwood High School, the site level days are used to examine curricular goals, share best practices, and develop effective interventions when students are not learning. In addition, administrators, counselors, and teachers participate in numerous other staff development opportunities each school year.