

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ___ Elementary Middle ___ High ___ K-12 ___ Charter

Name of Principal Mr. Lou Lichtl
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Redwood Middle School
(As it should appear in the official records)

School Mailing Address 233 Gainsborough Road
(If address is P.O. Box, also include street address)

Thousand Oaks California 91360-3442
City State Zip Code+4 (9 digits total)

County Ventura State School Code Number* 6055891

Telephone (805) 497-7264 Fax (805) 497-3734

Website/URL www.redwoodmiddleschool.org E-mail llichtl@conejo.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Robert Fraisse
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Conejo Valley Unified School District Tel. (805) 497-9511

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Patricia H. Phelps
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 20 Elementary schools
 5 Middle schools
 0 Junior high schools
 5 High schools
 0 Other
 30 TOTAL

2. District Per Pupil Expenditure: \$6,367

Average State Per Pupil Expenditure: \$6,919

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

11 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|--------------|
| PreK | | | | 7 | 219 | 169 | 388 |
| K | | | | 8 | 214 | 213 | 427 |
| 1 | | | | 9 | | | |
| 2 | | | | 10 | | | |
| 3 | | | | 11 | | | |
| 4 | | | | 12 | | | |
| 5 | | | | Other | | | |
| 6 | 174 | 122 | 296 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 1,111 |

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>74</u> | % White |
| <u>2</u> | % Black or African American |
| <u>13</u> | % Hispanic or Latino |
| <u>7</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| <u>1</u> | % Filipino |
| <u>2</u> | % Unknown/Other |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

| | | |
|------------|--|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 20 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 22 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 42 |
| (4) | Total number of students in the school as of October 1 | 1,111 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .0378 |
| (6) | Amount in row (5) multiplied by 100 | 3.78 |

8. Limited English Proficient students in the school: 3 %
35 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Cantonese German Portuguese
 English Hebrew Russian
 Farsi Korean Spanish
 Filipino Mandarin

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 94

10. Students receiving special education services: 8 %
93 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>16</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>17</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>33</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>3</u> | _____ |
| Classroom teachers | <u>37</u> | <u>5</u> |
| Special resource teachers/specialists | <u>4</u> | _____ |
| Paraprofessionals | <u>4</u> | <u>10</u> |
| Support staff | <u>5</u> | <u>3</u> |
| Total number | <u>53</u> | <u>18</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 25

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 96% | 96% | 96% |
| Daily teacher attendance | 93% | 94% | 95% | 95% | 93% |
| Teacher turnover rate | 7% | 13% | 16% | 6% | 16% |
| Student dropout rate (middle/high) | 0% | 0% | 0% | 0% | 0% |
| Student drop-off rate (high school) | % | % | % | % | % |

PART III - SUMMARY

Redwood Middle School

Redwood Middle School is a comprehensive middle school of approximately 1,100 students located in southeastern Ventura County in the City of Thousand Oaks. The student population draws from the communities of Newbury Park, Thousand Oaks, and Westlake Village and is a part of the Conejo Valley Unified School District (CVUSD).

At Redwood, we are extremely proud of the proven success of our educational programs. We believe this success and our solid record of achievement can be attributed to the spirit of cooperation and respect shared by the students and the staff in striving to develop each individual to his or her fullest potential. We believe that using the collective talents, skills, and knowledge of the entire school community is necessary and desirable in fulfilling Redwood's goals, vision, and commitment to providing an outstanding education for every student.

All Redwood students are provided with a rich core curriculum aligned with rigorous State and District standards stressing mastery and the application of acquired skills when solving problems and thinking critically. Our staff reflects a commitment to the whole child by individualizing instruction, integrating learning and technology, and using results-oriented solutions to meet the challenges of educating all students.

Special focus is given to the implementation of innovative instructional strategies, varied organizational models, and timely authentic assessments that collectively foster a meaningful, student-centered curriculum in which all students actively participate. We encourage strong connections within our community and understand the value of collaborative teamwork in providing an outstanding education for each student. Numerous parents give their time, energy, and resources to help make Redwood Middle School a successful learning community. Our goal is for students to become successful and to reach their maximum potential. There is nothing we hold more valuable than the success of every one of our students.

When a student is not successful, a number of interventions are utilized based on the needs of the particular child. Among the options available for struggling students in English language arts (ELA) and mathematics are before, during, and after school intervention programs, guided studies as an elective, SuccessMaker (a computer based program that builds basic skills), a reading class using the High Point curriculum, one-on-one counseling, and peer coaching. Counselors and administrators monitor student progress to move students in and out of these programs as their needs change. In addition, many teachers meet with students for one-on-one and small group study sessions. We use research and experience to inform our planning and decision making as we work together to provide students with the support they need to be successful.

Redwood Mission Statement

At Redwood Middle School, we are a community of students, teachers, staff, and parents who work in partnership, showing respect for ourselves and others, taking responsibility for our actions, and caring for one another in a safe, nurturing, and attractive environment.

Our mission is to develop life long learners who communicate effectively, work both cooperatively and independently, solve problems, and think critically -- preparing them to succeed in an ever-changing world.

We are dedicated to supporting, challenging, and celebrating all of our students, encouraging them to strive with pride as we work together to maximize each one's greatest potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

Each spring, students in grades two through eleven in California complete standards based and norm-referenced exams in ELA, mathematics, science, and social science through the Standardized Testing and Reporting (STAR) program. As part of that program, schools administer the California Standards Test (CST) during the specified testing window and receive test results in early August. The California State and CVUSD Content Standards are infused into the courses of study and delineate what students should know and be able to do upon the completion of a specific course. The content taught in the classroom and what is assessed by the STAR program are aligned, ensuring that all students have the opportunity to meet the high academic standards set forth by the State of California and outlined in the *No Child Left Behind* legislation.

The CST's are criterion-referenced multiple-choice tests on which scores are compared to State-established performance criteria and results are reported as one of five performance levels: Advanced, Proficient, Basic, Below Basic, Far Below Basic. The California State Board of Education defines that the size of a numerically significant subgroup for the API is a minimum of 100 valid test scores or at least 50 valid test scores that constitute 15 percent or more of a school's total valid scores. Based on that criteria three subgroups have been identified at Redwood Middle School: White, Hispanic, lower socioeconomic status students. The 2005 CST results reveal that 74% of 8th grade students scored at "proficient" or above in English-language arts. This is a significant increase of 9% as compared to the 2004 CST results and includes an increase of 3% in the scores of our Hispanic students and an 18% increase in the scores of our lower Socioeconomic status (SES) student population. In mathematics the 2005 composite CST results for 8th grade students indicate an 8% increase as compared to the 2004 results and a significant increase of 16% and 25% in the Algebra 1 scores of our Hispanic and lower SES students respectively. An achievement gap has been identified in the scores of the lower SES and Hispanic students when compared to the scores of the White students, and efforts, including intervention programs, to close this gap have proven successful as illustrated in the data tables provided within this application.

The percentage of our students scoring at proficient or above far exceeds statewide averages. We attribute our success to a school-wide focus on writing, math and reading through our Single School Plan (SSP). Assessment results are available on the California Department of Education website at http://star.cde.ca.gov/star2005/aboutSTAR_reports.asp

Using Assessment Results

Each year as part of the Redwood program evaluation process, the Leadership Team reviews data disaggregated by gender, program, ethnicity, and language and establishes school-wide goals that reflect Redwood's vision for all students. Through the use of Edusoft, a computer program that disaggregates student data by subgroup and individuals, test results are provided for every teacher and include outcomes on all four sections of the CST. This school-wide data is disseminated through department chairs and analyzed by all teachers to identify curricular areas that may need augmentation in addressing State standards as measured by the CST, as well as a number of departmental benchmark assessments. Teachers also use this data as they plan remediation and assistance for individual students to support them in meeting State and District standards.

Following the review of school wide testing data, the Leadership Team and representatives of the

School Site Council (SSC) develop and approve SSP goals for student achievement. These goals target higher achievement on the CST in ELA and mathematics for all students and include an individual goal that targets improvement for all under-performing students including those representing English language learners (ELL), lower SES, and other at risk populations.

Redwood has developed a number of intervention strategies to support any student not achieving at or above proficiency in state standards in ELA or math. For example in English, students' assessment scores are examined to ensure that any student not meeting performance standards is offered a specialized reading class that utilizes High Point, a State-adopted intervention curriculum. Students performing poorly in ELA or math are invited to participate in our after school intervention program or our before school SuccessMaker class, depending on which program better meets their needs.

As well as using assessment data to improve achievement for individual students, the data also drives curricular decisions. For example, when the State moved to offer algebra to all 8th graders, our 7th grade math course was restructured as a pre-algebra course. Additionally, we utilized class size reduction funding from the State to lower the class size to only twenty students in 8th grade algebra classes. Finally, the Redwood math department analyzed student assessment results and determined that the most capable students would benefit from an accelerated three-year program that culminates in Geometry I for 8th graders.

Communicating Assessment Results

Students and their parents or guardian receive detailed reports from the California Department of Education (CDE) related to CST scores that include an explanation of student achievement on each test by content cluster. These reports are delivered to the District Office from the CDE and are mailed by the CVUSD's Department of Research, Evaluation and Assessment to each household. Additionally, the local newspaper, *The Ventura County Star*, features testing data and school information in the Conejo Valley Education Section.

The CVUSD produces an annual School Accountability Report Card (SARC) that is accessible on the Redwood website www.redwoodmiddleschool.org and is available to the community. The SARC includes an easy-to-follow breakdown of school-wide testing data from STAR. Additional data generated at Redwood is extracted from the District's student information program for use by teachers, counselors, program coordinators, and administrators in working with under-performing students including the ELL, lower SES, and Special Education students.

Reports outlining individual and school-wide performance on STAR are provided by the CDE and make up part of the data that is analyzed by Redwood's Leadership Team when reviewing and generating school-wide goals for improvement. Parents play a crucial role in this process and are encouraged to participate in SSC and Parent, Teacher, and Student Association (PTSA) meetings. Progress reports, report cards, a school website with links to teacher e-mail and web pages, grade print outs, and a parent portal are other communication tools for parents regarding their students' performance at Redwood.

For the parents of Redwood's ELL students, our school's English Language Acquisition Committee (ELAC) conducts informational meetings. Translators are at all meetings. In the fall, they help to explain how to read and interpret assessment data and more importantly, to explain our school's response to intervention for students. The winter parent meeting focuses on student progress to date, including how to interpret progress reports and grade reports. Another ELAC parent meeting is held in the spring to explain the testing process before Redwood begins standardized testing in May.

Sharing Success

Communication of our school's success extends beyond our campus on many levels. At the District level, collaboration is fostered between schools by way of District-wide articulation committees.

Teachers in the same department from all the secondary schools with representatives from the elementary schools meet four times a year to discuss programs, strategies, and teaching practices that have been successful at other sites.

Redwood teachers take a leadership role throughout CVUSD by serving on District committees including Family Life Educational Community, Homework Policy, Writing Continuum, Gifted and Talented Education, and Parent Education. Additionally, our teachers share Redwood best practices as we are often called upon to lead District in-services. For instance, two of our English teachers designed and developed a District 6-8 Writing Handbook and successfully in serviced all District middle school ELA teachers on its use last year.

The reach of Redwood's instructional leadership reaches beyond to the greater educational community as well. Our staff members participate and present at numerous workshops and conferences at the local, state, and national level where information related to curriculum and instructional best practices are shared. For example, our Physical Education chair will be presenting at the annual California Association of Health, Physical Education, Recreation and Dance Conference on the topic of our award-winning Abilities Awareness program, a collaborative project that includes the efforts of our PTSA the physical education department, and over 150 members of our community.

The Ventura County Middle School Principals' Consortium, which includes public and private school principals, meets quarterly and provides a forum for the sharing of information, programs, curricula, policies, and ideas that have been effective. Students from area school leadership classes meet to discuss and improve programs and to provide innovative school-wide student activity experiences at all schools. Area teachers and administrators regularly visit our campus to observe programs and engage in the professional dialogue that perpetuates successful school improvement throughout the CVUSD and Ventura County.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Redwood Middle School adheres strictly to District and State standards and District courses of study in the development of a challenging curriculum for all students including:

- Science -- focuses on earth science in 6th grade life science in 7th grade, and physical science in 8th grade.
- Social science -- includes world history and geography: ancient civilizations for 6th grade, Medieval and Early Modern Times for 7th grade, and United States History through the Civil War for 8th grade.
- Foreign language – features a student-centered and communication-based program for Spanish at 7th grade and Spanish and French at 8th grade. Students receive training in speaking, understanding, reading, writing, grammar, and an introduction to the culture of the people who speak the target language.
- Fine arts – encompasses a study of fine arts through our band, music appreciation, and art elective courses. Our band program focuses on performance skills for students at the beginning, intermediate, and advanced levels. Music appreciation includes units on great composers, instruments, and percussion. A survey course in art in is part of our 6th grade wheel in which students dabble in two and three dimensional color, line, shape, and pattern.
- Physical education – progresses through lead up skills and skills related activities in 6th grade, individual sport activities in 7th grade, and team sport activities in 8th grade.
- For the core curriculum in ELA and math, see the specific sections (2b and 3) that follow.

The master schedule, created with input from teachers, counselors, and administrators, provides all students with access to classes that best meet their academic needs across the curriculum. Students are placed in appropriate classes based on their achievement level on the CST, the grades they earned the previous year, and teacher recommendations. Students' class schedules are flexible to allow any changes that might be necessary to better meet a student's academic and/or developmental needs. In order to make the transition from elementary school to middle school to high school, our students follow a three-step classroom organization model. Our 6th graders are assigned to a morning and afternoon two-period block where they have one teacher for ELA and social studies and another teacher for math and science. The next year, 7th graders continue with a two-period ELA/social studies block, and by 8th grade, students have different teachers and periods for every class.

All Redwood students take exploratory elective classes where the intent is to build life skills and to expose students to possible career avenues. Our elective wheel at 6th grade ranges from gardening to mini-society and from bridge building to learning to play recorders. The 7th and 8th grade options include computers, consumer education, wood shop, music appreciation, band, journalism, and art. Our special day class and autistic students are fully-included in these courses and often make meaningful connections with their Redwood peers. All students gain experiences through our elective program, which helps them to connect to the real world.

English Language Arts

The English language curriculum is based on a District course of study designed to prepare students to master State standards using State-approved and District-adopted textbooks and resource materials. A District committee with representatives from each school site designed the current course of study, which features differentiated instruction in reading, writing, speaking, and listening for struggling learners as well as gifted and high achieving students.

Students in all English classrooms work on vocabulary, grammar, and spelling skills; read, analyze, and respond to a variety of literature; and write literary criticism and persuasive essays, autobiographical and fictional narratives, and summaries of both fiction and non-fiction materials. A wide range of writers such as Sandra Cisneros, Langston Hughes, Edgar Allen Poe, William Shakespeare, Amy Tan, Maya Angelou, and Ray Bradbury are studied as students move through the grades. All students assess themselves in writing at the conclusion of 8th grade through a portfolio review, which ranges from a letter to the principal asking for longer lunch in 6th grade to a historical fiction piece of life in Middle Ages Europe in the 7th grade to a research report on the Holocaust in conjunction with a literary analysis of *The Diary of Anne Frank* and *Night* in the 8th grade. Students who have mastered the grade-level standards at advanced levels have the opportunity to participate in honors classes in English. Interested students may enroll in journalism elective, producing the school's yearbook, newspaper, and literary magazine.

ELL students at Redwood are provided with a structured English immersion class until they are ready to move into a mainstream English class. The program adopted for the immersion class, High Point, is aligned to the English language development standards for middle school, and English learners have access to SuccessMaker in their immersion class. A specialized reading program is available for English language learners in mainstream English classes. Additionally, a bilingual paraprofessional works with these students during the school day and after school.

Students who have below grade-level reading skills are assigned to an additional period of reading instruction in small, grade-level classes under the direction of a reading specialist. Students who are struggling may also be assigned to a before school reading lab, utilizing SuccessMaker. In addition, these students may also attend an after school intervention program that focuses on supporting students in standards instruction and providing students with assistance in developing better organization and study skills as well as homework help.

Mathematics Curriculum

The core mathematics curriculum supports students through well-planned and challenging lessons that are aligned with State and National standards. Additionally, mathematics at Redwood emphasizes the learning of skills that apply to real life problems while connecting new concepts to prior learning experiences in an effort to enhance student learning. In support of Redwood's mission statement, the principle goal is to develop mathematics as a habit of mind, encouraging students to think critically, reflect, and solve problems in a logical sequence.

Redwood students receive a well-articulated course of study that includes the nationally-recognized Every Day Math curriculum, pre-algebra, honors pre-algebra, college prep algebra, honors algebra, and honors geometry. Redwood is the only middle school in CVUSD to offer honors geometry. Instructional units for 6th and 7th grade are number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning. In 8th grade algebra, students study number properties; operations; graphing and linear equations; quadratics and polynomials; and functions and rational expression. Students are placed in classes by their readiness, rather than their grade level. Redwood students have the opportunity to progress through mathematics courses based on their achievement, regardless of their grade level in order to maximize their mathematical potential. Advanced students may enroll starting in the 6th grade in the same sequence of courses taught at the honors level and ultimately completing Geometry Honors in the 8th grade for high school credit. The geometry course is articulated with feeder high schools and is in its third successful year of implementation.

Instructional Methods

The developmental needs of our middle school students are met through a wide variety of teaching strategies and instructional methods. Every department at our school utilizes both independent and collaborative student projects and assignments to provide students varying opportunities to be successful by capitalizing on their particular learning styles as illustrated by the examples that follow:

- In science, hands-on and interactive experiences are provided at each grade level whenever practical to support the content standards such as construction and load testing of pasta bridges, trebuchets, and pipe insulation roller coasters; electrophoresis (DNA extraction) lab; squid and frog dissections; and the creation of a plant cell model.
- In social science, teachers supplement their curriculum with interactive, hands-on lessons and simulation activities such as when all 8th grade students demonstrate their knowledge and understanding of the Constitution and Bill of Rights in a simulated congressional hearing by testifying before an audience of community judges acting as congressional committee.
- In ELA, students act out plays in class, write persuasive letters to local politicians on issues of their own choosing, and read biographies of their heroes in order make connections between themselves, the real world, and the curriculum. As students hone their English communication skills, many use PowerPoint demonstrations, student-created websites, and videos to communicate their findings on research projects.
- In math, students are active participants in their learning. They use individual white boards to show their answers, work out problems on the overhead, and check their findings with manipulatives.
- In foreign language, student communication is encouraged through the use of cooperative learning groups, audios tapes, CD's, and videos. The French class visits a French restaurant as a culminating activity each year.
- In the arts, students may experience the study of art through both hands on experiences as well as an optional enrichment program in which students visit local museums. The award-winning music department regularly schedules clinics with college music professors and local professional musicians.

- In physical education, students participate in an incentive fitness program wherein students earn colored strips worn on their gym shorts as they meet fitness goals.
- In all curricular areas, the use of technology has enhanced instructional delivery. Most all teachers access PowerPoint lessons via our school network. To date our school has twenty classrooms equipped with LCD projectors and nineteen teachers use Video Visualizer cameras to clearly communicate their lessons. Teachers and administrators also utilize Personal Digital Assistants (PDA's) to manage student information at their fingertips. A new computer lab was added last year for the purpose of supporting intervention programs. When the lab is not being utilized for intervention, it is available for classes, and is a great addition to our existing 32-station instructional computer lab and our 18-station library/media center.

Professional Development

Our Redwood educational community recognizes that school improvement is dependent on each and every stakeholder. To that end, all of our staff members participate in professional development activities as called for in our SSP, District professional growth plan, and California's continuing education requirements. In order to maximize professional growth for all of our teachers, staff members routinely share gained knowledge and skills at faculty and department meetings. For instance, in an effort to improve learning for all of our students, our principal and eleven teachers recently attended a one-day workshop sponsored by Dataworks. These staff members returned to school and presented a mini-in-service to the entire staff on strategies to ensure grade-level instruction and improving formative assessment.

Redwood regularly sends representatives to conferences and meetings of many national and local organizations such as the National Council for the Teaching of Mathematics, California Association of Teachers of English, California Association for the Gifted, California Science Teacher Association, Computer Using Educators, and California Conference of Social Science. Our administrators are actively involved in the Ventura County VIP Series, which brings nationally recognized speakers to our county and meets our State guidelines for professional growth activities for school administrators. Our counselors attend the Ventura County Counselor Association Conference for peer helping, as well as staff development on topics such as bullying, ADD and ADHD, youth alcohol abuse, and most recently, autism spectrum disorder. Classified staff members attend technology in-services. Yearly, the district offers full-day training for custodians on more efficient cleaning methods.

A significant factor in Redwood's professional growth activities develops from action research. Individual departments use data to drive changes in instructional strategies to boost student achievement. For example, we identified an overall weakness in ELA in writing strategies based on the STAR scores. We selected specific materials from our course of study that would support student success in this area. Subsequently, scores for all subgroups improved in writing strategies. In math, students' results from the CST indicated a weakness in the areas of functions and rational expressions as well as quadratics and polynomials. Our math teachers put much time and effort into researching applicable teaching strategies. The following year our math scores improved by 16% in the area of functions and rational numbers and 11% in the area of quadratics and polynomials.

Table 1
No Child Left Behind – National Blue Ribbon Application
English Language Arts

| California Standards Test (CST) May 2005 | 2003 | | | 2004 | | | 2005 | | |
|---|-------------|----------|----------|-------------|----------|----------|-------------|----------|----------|
| Redwood Middle School | 6 | 7 | 8 | 6 | 7 | 8 | 6 | 7 | 8 |
| % Proficient or above | 81% | 70% | 56% | 81% | 74% | 65% | 78% | 82% | 74% |
| Number of Students Tested | 290 | 485 | 424 | 291 | 457 | 487 | 285 | 420 | 450 |
| Percent of Enrollment | 99.0% | 100.0% | 99.0% | 100.0% | 99.6% | 99.2% | 99.0% | 99.3% | 98.9% |
| Number of students alternatively assessed | 0 | | | 0 | | | 0 | | |
| Percent of students alternatively assessed | 0% | | | 0% | | | 0% | | |
| SUBGROUP SCORES | | | | | | | | | |
| 1. White | | | | | | | | | |
| % Proficient and Above | 82% | 73% | 60% | 81% | 76% | 65% | 79% | 83% | 75% |
| Number of Students Tested | 227 | 381 | 336 | 244 | 357 | 383 | 219 | 329 | 354 |
| 2. Hispanic and Latino Students | | | | | | | | | |
| % Proficient and Above | 62% | 45% | 21% | 75% | 53% | 53% | 53% | 71% | 56% |
| Number of Students Tested | 29 | 59 | 42 | 24 | 55 | 55 | 30 | 52 | 52 |
| 3. Economically Disadvantaged Students | | | | | | | | | |
| % Proficient and Above | 47% | 38% | 26% | 61% | 52% | 38% | 47% | 64% | 56% |
| Number of Students Tested | 17 | 37 | 27 | 18 | 49 | 34 | 15 | 47 | 43 |
| CST Published by Educational Testing Service | | | | | | | | | |

Table 2
No Child Left Behind – National Blue Ribbon Application
Mathematics Composite Scores

| California Standards Test (CST) May 2005 | 2003 | | | 2004 | | | 2005 | | |
|---|-------------|----------|----------|-------------|----------|----------|-------------|----------|----------|
| Redwood Middle School | 6 | 7 | 8 | 6 | 7 | 8 | 6 | 7 | 8 |
| % Proficient or above | 81% | 63% | 54% | 79% | 73% | 54% | 80% | 77% | 62% |
| Number of students tested | 290 | 483 | 423 | 290 | 457 | 484 | 286 | 421 | 445 |
| Percent of students tested | 99 | 99 | 99 | 100 | 100 | 99 | 99 | 100 | 98 |
| Number of students alternatively assessed | 0 | | | 0 | | | 0 | | |
| Percent of students alternatively assessed | 0% | | | 0% | | | 0% | | |
| SUBGROUP SCORES | | | | | | | | | |
| 1. White | | | | | | | | | |
| % Proficient and Above | 83% | 67% | 15% | 77% | 75% | 17% | 82% | 78% | 19% |
| Number of Students Tested | 227 | 380 | 75 | 243 | 357 | 103 | 220 | 329 | 81 |
| 2. Hispanic and Latino Students | | | | | | | | | |
| % Proficient and Above | 62% | 33% | 5% | 75% | 55% | 4% | 57% | 60% | 18% |
| Number of Students Tested | 29 | 58 | 19 | 24 | 55 | 24 | 30 | 52 | 22 |
| 3. Economically Disadvantaged Students | | | | | | | | | |
| % Proficient and Above | 47% | 22% | 8% | 67% | 51% | 11% | 53% | 64% | 6% |
| Number of Students Tested | 17 | 37 | 13 | 18 | 49 | 18 | 15 | 47 | 18 |
| CST Published by Educational Testing Service | | | | | | | | | |

Table 3
No Child Left Behind – National Blue Ribbon Application
General Mathematics Scores

| California Standards Test (CST) May 2005 | 2003 | | | 2004 | | | 2005 | | |
|---|-------------|----------|----------|-------------|----------|----------|-------------|----------|----------|
| Redwood Middle School | 6 | 7 | 8 | 6 | 7 | 8 | 6 | 7 | 8 |
| % Proficient or above | 81% | 63% | 11% | 79% | 73% | 15% | 80% | 77% | 19% |
| Number of Students Tested | 290 | 483 | 108 | 290 | 457 | 133 | 286.0 | 421.0 | 108 |
| Number of students alternatively assessed | 0 | | | 0 | | | 0 | | |
| Percent of students alternatively assessed | 0% | | | 0% | | | 0% | | |
| SUBGROUP SCORES | | | | | | | | | |
| 1. White | | | | | | | | | |
| % Proficient and Above | 83% | 67% | 15% | 77% | 75% | 17% | 82% | 78% | 19% |
| Number of Students Tested | 227 | 380 | 75 | 243 | 357 | 103 | 220.0 | 329.0 | 81 |
| 2. Hispanic and Latino Students | | | | | | | | | |
| % Proficient and Above | 62% | 33% | 5% | 75% | 55% | 4% | 57% | 60% | 18% |
| Number of Students Tested | 29 | 58 | 19 | 24 | 55 | 24 | 30.0 | 52.0 | 22 |
| 3. Economically Disadvantaged Students | | | | | | | | | |
| % Proficient and Above | 47% | 22% | 8% | 67% | 51% | 11% | 53% | 64% | 6% |
| Number of Students Tested | 17 | 37 | 13 | 18 | 49 | 18 | 15.0 | 47.0 | 18 |
| CST Published by Educational Testing Service | | | | | | | | | |

Table 4
No Child Left Behind – National Blue Ribbon Application
Algebra 1 and Geometry Scores

| California Standards Test (CST) May 2005 | 2003 | | 2004 | | 2005 | |
|---|-----------|----------|-----------|----------|-----------|----------|
| | Algebra 1 | Geometry | Algebra 1 | Geometry | Algebra 1 | Geometry |
| Redwood Middle School | | | | | | |
| % Proficient or above | 66% | 97% | 65% | 97% | 73% | 100% |
| Number of Students Tested | 279 | 35 | 314.0 | 37.0 | 309.0 | 27.0 |
| Percent of Enrollment | 65.0% | 8.0% | 64.0% | 7.5% | 67.9% | 5.9% |
| SUBGROUP SCORES | | | | | | |
| 1. White | | | | | | |
| % Proficient and Above | 67% | 96% | 66% | 96% | 71% | 100% |
| Number of Students Tested | 235 | 25 | 250 | 28 | 250 | 19 |
| 2. Hispanic and Latino Students | | | | | | |
| % Proficient and Above | 43% | * | 59% | * | 75% | * |
| Number of Students Tested | 21 | 2 | 29 | 1 | 28 | 1 |
| 3. Economically Disadvantaged Students | | | | | | |
| % Proficient and Above | 42% | * | 40% | n/a | 65% | * |
| Number of Students Tested | 12 | 2 | 15 | 0 | 23 | 1 |
| CST Published by Educational Testing Service | | | | | | |