



# Garfield Community School

3600 Middlefield Ave. • Menlo Park, CA 94025 • (650) 482-2405 • Grades K-8

Michelle Griffith, Principal

mgriffith@rcsd8.net

www.rcsd8.net/garfield

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Redwood City School District

750 Bradford Street  
Redwood City, CA 9406  
(650) 482-2200  
www.rcsd8.net

#### District Governing Board

Janet Lawson  
**President**

Alisa MacAvoy  
**Vice President**

Maria Díaz-Slocum  
**Clerk**

Cecilia I. Márquez  
**Member**

Dennis McBride  
**Member**

#### District Administration

Dr. John Baker  
**Superintendent**

Dr. Linda Montes  
**Assistant Superintendent,  
Educational Services, Grades PreK-  
5 and English Learner Services,  
Grades PreK-8**

Wendy Kelly  
**Assistant Superintendent,  
Educational Services, Grades 6-8  
and Human Resources**

Priscilla Aquino-Dichoso  
**Chief Business Official**

### School Description

Garfield Community School, housed on the border of Redwood City and Menlo Park, is surrounded by a beautiful tree-lined field, full size gymnasium, amazing murals, an inviting, supportive Family Center and a newly remodeled library. Garfield Community School is a culturally-responsive, child-centered, and family-focused positive learning community. Our students are provided a supportive educational experience while supporting their social, emotional, physical, and intellectual needs. Technology reinforces students' daily classroom experiences, with one device for each 3rd through 8th grade student and 1 device for every 2 students in grades k-2. Garfield offers families additional assistance with school uniforms, health needs, emergency financial support, food banks, Parent Universities, and mental health. Our on-site Boys and Girls Club facilitates social and academic opportunities through an extended day option for students in kindergarten through eighth grades.

Garfield Community School is more than a building where students learn basic subjects—it is a safe learning atmosphere where students and their families are part of a bigger family. The support and care of teachers, staff members and other Garfield families encourage each student's individual gifts, talents, and their social, emotional, physical and intellectual growth. Students have various opportunities to engage in experiences to build social-emotional and leadership skills through: Peer Empowerment, Student Council, Community Circles, Jujitsu, music and PE classes, BaileFolklorico, BAWSi Girls', and various other student activities. Throughout the school year our school community enjoys events such as Read On The Green, Reading Banquet, Spring Fling, awards ceremonies and the Winter Festival. Through our positive school behavior focus, students learn to approach conflicts and problem solving using respect, responsibility, relationship building and relationship repairing. Garfield Community School flourishes because our entire school community—parents, staff, students, and community partners—embrace families, which are at the core of our students' cultures.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	62
Grade 2	57
Grade 3	59
Grade 4	46
Grade 5	71
Grade 6	63
Grade 7	60
Grade 8	61
<b>Total Enrollment</b>	<b>533</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	97.9
Native Hawaiian or Pacific Islander	0.6
White	1.1
Socioeconomically Disadvantaged	95.5
English Learners	60.2
Students with Disabilities	11.8

## 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 for Garfield Community	17-18	18-19	19-20
With Full Credential	23	17	19
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redwood City School	17-18	18-19	19-20
With Full Credential	◆	◆	330
Without Full Credential	◆	◆	13
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Garfield Community School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	.5	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 2019-20)

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, the district is using EngageNY <http://www.engageny.org> to support English language arts instruction as we transition to the Common Core State Standards.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2019-2020 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2019 District Textbook Audit, in regards to student editions in use at Garfield Elementary School during the current school year (2019-2020).

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017  Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015  Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008  <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>	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014  Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015  CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016  <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>	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008  CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007  <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>	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006  Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

Garfield Elementary School was originally built in 1926 and is currently comprised of 30 classrooms, one computer lab, library, multi-use building, two playgrounds and a baseball and soccer field. There are two additional portable classrooms. The school was completely modernized in 1998 and further renovated in 2001-2005 as a result of two separate bond projects. The following projects were completed with these two bond measures:

- Construction of a new seven classrooms building.
- Construction of a new Multi-use building.
- Renovation of all classrooms and restrooms in the old buildings.
- Upgrade of computer lab and library building
- Roofing replacements
- Installation of fencing, security systems and security cameras on the campus.
- Resurfacing of parking lot.
- Upgrading of restrooms to meet the ADA requirements

Garfield School provides a safe and clean environment for students, staff and parents. Basic cleaning operations are performed on a daily basis throughout the school year on the campus by three custodians. A thorough maintenance occurs during the summer break. In the 2008-2009 school year, the school converted an existing classroom into a state-of-the-art science lab, and replaced the roof on the main building using state emergency repair funds. Major investments in facilities repair took place in the beginning of the 2009-2010 school year with the return to the school district, including resurfacing of the playground, safety upgrades to the parking lot, and tree-trimming, as well as numerous carpentry repairs in the classrooms. Garfield is about to begin a large construction project that will provide a new middle school building, library, outside amphitheater and eating area. Existing classrooms will be upgraded and our early childhood education program will receive a new complex as well.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		
<b>Interior:</b> Interior Surfaces		Room 17: Loose valve on faucet - 78927 / Broken diffuse and fix broken closet - 78928
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		MUB: Needs soap dispenser / Lights out in alcove near bathroom - 78941 Room 18: Needs soap - 78929 / Cord protector - 78930 Room 20: Needs soap - 78931 / Blocked vents - 78933 Room 5: Paper debris in vent / ladder in hall - 78911
<b>Electrical:</b> Electrical		Computer Lab: Needs outside light - 78947 MUB: Needs soap dispenser / Lights out in alcove near bathroom - 78941 Room 15: Vent blocked - 78918 / Install shades - 78919 / Connect LED - 78920 Room 16: Roof light removal - 78921 Room 18: Needs soap - 78929 / Cord protector - 78930 Room 22: Cord protector - 78934 Room 26: Needs extension cord - 78937 Room 28: Remove hot plate - 78938 Room 29: Cord protector - 78939 Room 30: Cord protector - 78940 Room 8: Cord protector - 78914

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		Boys' RR: Urinal is blocked/Push valve needs adjustment - 78916 Room 23: Appliance removal - 78935 / Toilet doesn't work - 78936 Room 6: Blocked extinguisher / high storage - 78912 / Eye wash sink fix - 78913
<b>Safety:</b> Fire Safety, Hazardous Materials		Room 1: High storage - 78910 Room 10: Heater vent blocked - 78915 Room 14: Vent blocked - 78917 Room 15: Vent blocked - 78918 / Install shades - 78919 / Connect LED - 78920 Room 20: Needs soap - 78931 / Blocked vents - 78933 Room 23: Appliance removal - 78935 / Toilet doesn't work - 78936 Room 5: Paper debris in vent / ladder in hall - 78911 Room 6: Blocked extinguisher / high storage - 78912 / Eye wash sink fix - 78913
<b>Structural:</b> Structural Damage, Roofs		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		Library: Check door closure - 78945 Room 15: Vent blocked - 78918 / Install shades - 78919 / Connect LED - 78920
<b>Overall Rating</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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	30	34	51	53	50	50
Math	16	24	44	46	38	39

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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	364	343	94.23	33.53
Male	179	165	92.18	23.03
Female	185	178	96.22	43.26
Hispanic or Latino	355	336	94.65	33.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	352	332	94.32	32.83
English Learners	304	284	93.42	28.17
Students with Disabilities	51	50	98.04	8.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	29.2	29.2	6.9
7	24.1	20.7	10.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 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 2018-19 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	364	354	97.25	23.51
Male	179	171	95.53	22.81
Female	185	183	98.92	24.18
Hispanic or Latino	355	347	97.75	23.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	352	342	97.16	23.75
English Learners	304	296	97.37	20.00
Students with Disabilities	51	50	98.04	4.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 2019-20)**

Parents play an integral role at Garfield School and in their child's education. We offer and encourage formal and informal opportunities for parent involvement. Parents are asked to participate and co-lead School Site Council, English Language Advisory Committee, PTA, School-Wide events and various school committees. Monthly meetings are held to inform parents of our academic programs, social/emotional child development, and various other school information. Twice a month Garfield holds Cafecitos so parents can have an open dialogue with the school administration (principal, assistant principal, and community school coordinator) and various other community members. The Sheriff's Department holds periodic open dialogues to learn about our community needs and provide parent information nights to address their requests. At the classroom level, parents are encouraged to help during the instructional day, prepare materials, and escort on field trips. To inform parents about our school and upcoming events, parents receive a monthly newsletter, flyers and ConnectEd communications through phone calls and texts. Staff and parents join together to implement various community events such as Winter Festival, Spring Fling, Read on the Green, Movie Nights, 8th Grade Promotion Ceremony and various other events.

**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

The school health and safety policy is annually updated and reviewed, in consultation with staff and the School Site Council. The policy is shared with all staff at the August staff meeting before school begins and is included in the staff handbook. The Safety Plan is also shared with parents through a Parent Information Meeting in September of each school year and included in the Student/Family Handbook. Partners also receive a copy of the plan and a copy is kept in the school office.

The policy includes the following information:

Behavior Expectations, Interventions, and Consequences

- Big 5 Emergency Information
- Emergency drill procedures and schedule (earthquake, fire, and lock-down)
- Health screening procedures (vision, hearing, and scoliosis)
- Immunization requirements
- Procedures expected of staff and parents in case of a sudden illness or injury occurring at school.
- Procedures for administration of medication at school
- Requirements for reporting child abuse
- Suggestions for families as to good nutrition for their children
- Explanation of the necessity of physical education for the child's health
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use
- Safe use, maintenance, and sanitation of school equipment and facilities

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	0.8	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	2.3	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	2		21	1	2		27		2	
1	24		2		23		2		45			2
2	24	1	1		24	1	2		27	1	2	2
3	23		3		29		1		25	1	3	
4	26		2		30		1		25	1	1	
5	25	1	2		31		2		21	3	3	
6	32		13	3	27	2	9	2	31		16	
Other**					31		2					

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2

The Redwood City School District has a system of professional growth and improvement that includes teachers from the induction program to veteran teachers, including principals, other school leaders and the private school personnel.

The Redwood City School District has invested in the professional development of its staff and focuses the work on the essential elements of high quality professional learning that cut across specific content knowledge, pedagogical skills, and dispositions.

The professional standards guide the work that is done for Professional Development and include: Data, Content and Pedagogy, Equity, Design and Structure, Collaboration and Shared Accountability, Adequate Resources, and Alignment and Coherence.

#### 2017-2018

RCS D continued to provide Professional Development as per data analysis targets. There was a new adoption for English Language Arts and English Language Development curriculum. The focus for the year was on the understanding and implementation of the new ELA/ELD curriculum. There were two full days in August, one faculty meeting in October and one full day in January for Professional Development. In addition, each school site was asked to commit two minimum planning days for data analysis. Professional Development was provided to all teachers to ensure alignment on the data analysis process that included SMART Goals development.

Special Education teachers were provided with more focused PD to meet the needs of their specialized population. As per the SBAC results, more support was needed in instructional practice in all grades.

The Middle School teachers in Math worked on their second year of implementation on their new Math program. PD was provided with a focus on supporting language learners on this more rigorous math program.

Principals continued with Instructional Rounds to better develop their understanding of the teaching of reading.

SEAL Training continued for new teachers. SEAL Planning days were also provided for the development or refinement of their integrated content-base units.

This year coaches were added to ensure that classroom teachers were provided with real time coaching to implement the instructional practices expected. The SEAL and Literacy Coaches, as well as the district level Staff Development personnel, were visible each day at school sites. We have learned that one day PD is not enough, teachers need the real-time coaching to develop strong instructional practice.

#### 2018-2019

The Redwood City School District Staff Development team continues to plan and provide professional development for PreK-8 classified and certificated staff.

This year the focus of professional development is on the social emotional and academic success of all learners. Administrators, teachers, and classified staff will gain an awareness and understanding of current challenges, which include Trauma Informed Classroom Practices, Human Trafficking Issues, a presentation on Gender Spectrum, implications for instruction with the new English Learner Performance Assessment of California, content specific pedagogy for integrating academic language across content, and including writing across the content areas.

In order to further deepen state standard implementation, RCSD will embark on a new Instructional Coaching model. The Instructional Coaching Model has the potential to raise the academic rigor across the district.

“The goal of the RCSD Instructional Coaching Model is to remove any barriers obstructing the implementation of effective instruction that positively impacts student success. “

Together, with the Staff Development personnel, each principal will be released two days a month to provide coaching for teachers and/or lead data analysis meetings to target coaching sessions.

The Staff Development Team, including the SEAL and Literacy Coaches, will continue to provide additional coaching support to all school sites on the implementation of the Platinum Ticket using district-adopted curriculum. Clifford School has been added as an official SEAL Site.

Finally, in partnership with the National Urban Alliance (NUA) and international speaker, Dr. Yvette Jackson, the Redwood City School District will work to create classrooms as places where there is truly a belief in the intellectual capacity of all students. Instructional practices that develop the cognitive potential of students will be highlighted and shared. These “gifted” practices will be implemented with all students through this work. The understanding is students develop higher cognitive potential through the intentional implementation of high order teaching practices. RCSD understands that instruction begins with student strengths and provides enriching options and direction to bring those strengths to the surface and promotes high intellectual performance for all students.

#### 2019-20

Principals and teachers have received training in strategic use of data to improve instruction, collaboration through professional learning communities, technology in the classroom, equity, and implementation of the new Common Core State Standards to better align the teaching and learning toward District Goals. In addition, all staff take part in the required mandatory reporting and other federally required professional development through online modules at the start of each school year.

Using a train-the-trainer model, the District is calling on the rich and varied expertise of its own staff. Veteran teachers work with Staff Development coaches to further their knowledge, practices and language to explain to other staff.

Each administrator determines the progress of individual teachers based on a district agreed upon tool for implementation of effective instruction across the content areas. The tool is called the Platinum Ticket Scoring Guide, which indicates levels of implementation from beginning to maturing practice in all content areas.

#### Induction Program

The Induction program serves two functions: it is the program second tier of the teacher credentialing system, and provides comprehensive support to eligible beginning teachers; primarily the understanding of the California Standards for the Teaching Profession. The objectives of the RCSD Induction Program are to:

- Development of the habits of mind expected in the teaching profession
- Meeting the learning needs of students
- Increasing teacher retention
- Continuing professional growth through the application of knowledge and skills acquired in the credential program.

#### Veteran Teachers, Principals and Other School Leaders

Principals and teachers have received training in strategic use of data to improve instruction, collaboration through professional learning communities, technology in the classroom, equity, and implementation of the new Common Core State Standards.

Using a train-the-trainer model, the District is calling on the rich and varied expertise of its own staff. A standard defines what students should know and skills they should master at each grade level.

Finally, the principals participate in annual retreats both at the end of the year and the beginning of each school year to learn more in-depth regarding federal requirements, district adopted curriculum, assessments, assessment analysis, and ways to develop site plans. The trainings may also include assistance in the development of the School Plan for Student Achievement, budget development and monitoring, faculty evaluations, the instruction of English Learners and Special Education populations.

#### Classified Personnel

Classified personnel meet regularly with their department Directors to learn more specifically their assigned responsibilities. All classified staff are provided with professional development through small group or like position collaboration time. The content is determined by the Directors using state and local regulations as well as observations of personnel.

#### Advancement

The Redwood City School District believes personnel are most effective when they are up to date on responsibilities. There are opportunities for advancement within a site and in the district. Directors work with staff to set goals for their professional advancement. Many staff members have risen through the ranks into leadership positions.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,607	\$45,741
Mid-Range Teacher Salary	\$75,896	\$81,840
Highest Teacher Salary	\$96,544	\$102,065
Average Principal Salary (ES)	\$130,467	\$129,221
Average Principal Salary (MS)	\$130,467	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$211,040	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	7%	5%

\* 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**

Federal Funding:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title IV: Part B 21st Century Community Learning Centers
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

State Funding:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education

**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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12370	4775	7595	72673
District	N/A	N/A	7826	78923
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.0	-8.2
School Site/ State	6.4	-15.4

Note: Cells with N/A values 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.