



Hoover Community School

701 Charter Street • Redwood City, CA 94063 • 650-482-2408 • Grades K-8

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



Redwood City School District

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

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School Mission Statement

Our mission is to prepare our students for future educational opportunities and careers. We teach rigorously, advance technological proficiency, foster critical thinking, build confidence, and promote collaboration. As a community school, we are dedicated to student success through family and community partnerships. Hoover provides a joyful, safe, and caring learning environment based on mutual respect.

School Profile

Hoover Community School offers bilingual and English-only education, rooted in a tradition of excellence and delivering a 21st century education based on critical thinking, problem-solving, using technology, and working together. We bring together both Spanish and English speaking students in a community school and challenging academic environment that supports families before, during, and after school through its on-site Family Center where students and their families can engage in educational and enrichment activities. Students in both our Bilingual Education Strand and English Strand learn rich and advanced vocabulary development, while learning science, social studies, and technology in our integrated thematic units.

Hoover Community School provides innovative, award-winning bilingual and English academic programs centered on science, social studies, mathematics, and technology to help students achieve their highest success. Parents are engaged in and out of the classroom and at school events, to ensure that you are a partner in your child's academic journey and success. Hoover students learning English in all third grade classrooms are outperforming students in the state of California on academic English examinations. Hoover Community School and our students flourish due to incredible community partnerships that support bilingual education, after school programs, and family learning opportunities. For these reasons and more, we invite you to meet, choose, and love Hoover Community School.

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	84
Grade 1	61
Grade 2	66
Grade 3	60
Grade 4	69
Grade 5	77
Grade 6	63
Grade 7	89
Grade 8	83
Total Enrollment	652

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1.4
Filipino	0.9
Hispanic or Latino	94
Native Hawaiian or Pacific Islander	0.5
White	1.5
Two or More Races	0.8
Socioeconomically Disadvantaged	94.8
English Learners	63
Students with Disabilities	12.4
Foster Youth	0.3

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 Hoover Community	17-18	18-19	19-20
With Full Credential	32	26	36
Without Full Credential	1	3	3
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 Hoover 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	0	0

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hoover Community School was originally constructed in the 1950s and is currently comprised of 47 classrooms, one computer lab, one library, one science laboratory, one multi-purpose room, one staff lounge, a playground, and a play field.

The school was completely modernized in 1998 and also passed two separate bond projects (Measures A & B). Measure A renovations included technology and electrical upgrades. Measure B projects have been completed at variable times over the past three years and have included/will include: installation of energy efficient lighting; remodeling of all restrooms; resurfacing of the parking lot, and playground/wings; replacing of window coverings and sidewalks along Charter Street; the addition of a new parking area; improvements to the multipurpose room and kitchen area; and campus-wide American Disabilities Act (ADA) improvements, and fencing repairs. Community partners have donated resources and materials to recently renovate our staff room, computer lab and Family Center.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/3/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Room 104: Running toilet - 78869 / Door sweep - 78872 Room 207: Faucet doesn't work - 78869
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		Room 103: Blocked vent - 78867 / Broken diffuser 78868 Room 206: Cord protector - 78869 Room 208: Cord protector - 78871 / Vent blocked - 78677 Room 209: Cord protector - 78871 Room 309: Electrical plug doesn't work - 78873 Room 310: Cord protector - 78871 Room 406: Cord protector - 78871 Room 410: Cord protector - 78871 / two lights out - 78868 Room 507: Cord protector - 78871 / Vent blocked - 78867
Restrooms/Fountains: Restrooms, Sinks/ Fountains		Room 302: Faucet under pressure - 78869 Room 604: Faucet doesn't work -78869
Safety: Fire Safety, Hazardous Materials		Room 103: Blocked vent - 78867 / Broken diffuser 78868 Room 208: Cord protector - 78871 / Vent blocked - 78677 Room 210: Blocked vent - 78867 Room 306: High storage - 78867 Room 405: High storage - 78867 Room 503: Blocked vent - 78867 Room 507: Cord protector - 78871 / Vent blocked - 78867
Structural: Structural Damage, Roofs		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		Room 104: Running toilet - 78869 / Door sweep - 78872
Overall Rating		

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	32	31	51	53	50	50
Math	39	35	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.

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	26.6	19.0	16.5
7	26.7	18.6	11.6

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.

**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	448	436	97.32	30.57
Male	228	221	96.93	26.36
Female	220	215	97.73	34.88
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	417	405	97.12	29.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	429	419	97.67	30.38
English Learners	374	362	96.79	25.97
Students with Disabilities	57	57	100.00	5.26
Students Receiving Migrant Education Services	26	26	100.00	19.23
Foster Youth	--	--	--	--

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

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

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

School Year 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	448	447	99.78	34.68
Male	228	228	100.00	33.77
Female	220	219	99.55	35.62
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	417	416	99.76	33.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	429	429	100.00	34.97
English Learners	374	373	99.73	30.83
Students with Disabilities	57	57	100.00	12.28
Students Receiving Migrant Education Services	26	26	100.00	19.23
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents play an important role at Hoover Community School through active participation and involvement in the School Site Council, the Principal's Monthly Cafecito/Coffee, and the English Language Advisory Committee (ELAC). Parents and community members are also encouraged to volunteer in classrooms and run school projects like our monthly produce distribution. Many of our parents also participate in our parent education and adult education classes. We collaborate with our parents in planning our holistic services such as our food support, mental health resources, and extended day programs for students.

Hoover Community School is proud of its strong partnerships with the following foundations and businesses: The Boys and Girls Club, the TOSA Foundation, and the Sobrato Family Foundation.

Parents who wish to participate in Hoover's leadership teams, school committees, school activities, or become a volunteer may contact the school at (650) 482-2408. The school's website, <http://www.rcsdk8.net/hoover>, also provides a variety of helpful resources and information about the school and includes our monthly calendar.

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 Site Safety plan is evaluated and revised annually in the spring by members of the School Site Council. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: location of emergency supplies in each wing and staff members' assigned duties during a disaster. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are held monthly, earthquake drills are held at least once a year, and lockdown drills are held twice a year at the very least.

Safety of students and staff is a priority for Hoover Community School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

Hoover has a proactive administration group that monitors behavior data collection which they share with the rest of the staff through the Leadership Team and through all site staff meetings. There is also a school-wide discipline committee comprised of teachers, administrators, and after school staff, they meet at the end of the trimester to review data and plan ways to continue to nurture our respectful learning environment. At the heart of our plan is the belief that all students are entitled to learn in a safe and caring environment that not only promotes high expectations for academic growth, but also offers students a sense of confidence to freely take the academic risks. Through our collaboration as a learning community, all of our students will learn the skills that will help them find their greatest potential as learners and citizens.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	6.0	3.0
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)	1.0
Other	1.0

* 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.

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	18	2	2		28		4		18	5	3	
1	21	1	2		28		1		20	1	2	
2	25		3		29		2		24	1	3	
3	25		3		29		3		25		5	
4	23		3		29		2		23	1	2	
5	30		3		24	1	3		20	3	3	
6	24		21		27	3	21		31		8	
Other**	13	1			10	1						

*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/.

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 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	\$12,819	\$5,088	\$7,730	\$83,618
District	N/A	N/A	\$7,826	\$78,923
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.2	5.8
School Site/ State	2.9	1.1

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.