



North Star Academy

400 Duane Street • Redwood City, CA 94062 • (650) 482-2411 • Grades 3-8

Sara Shackel, Principal
sshackel@rcsdk8.net
www.rcsdk8.net/northstar

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.rcsdk8.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 Profile

North Star Academy offers an educational experience where students demonstrate critical, logical, and creative thinking skills throughout the core curriculum, and use emerging technologies as tools in all areas of the curriculum to solve problems, to think critically, to express their creativity, and to communicate effectively. North Star Academy allows students a compacted curriculum approach to mastering the core curriculum so that they can move ahead at their own pace and have more time during the school day to pursue a deeper understanding of the curriculum and pursue enriching activities. Enrichment activities at North Star reflect the diverse interests and passions of teachers and students, including field trips, a robust performing arts program, multimedia presentations, engineering, chess, robotics, computer programming, comic book making, science fiction studies, visual arts, after school sports, and independent study. The program focuses on the combination of creativity, task commitment, and high academic rigor, to support students in developing to their fullest potential. The pace of responsive instruction, the depth and complexity of the grade level curriculum, the types of assignments, and the range of experiences provide a learning atmosphere that promotes excellence. All students are expected to demonstrate personal growth through the development of self-discipline, leadership skills, community involvement, and character growth.

North Star Academy students thrive because the staff nurtures our students' social and emotional needs, in addition to their academic desires. Our very engaged and supportive parent community provides volunteer support in and out of the classroom, as well as before and after 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
Grade 3	91
Grade 4	90
Grade 5	90
Grade 6	90
Grade 7	85
Grade 8	87
Total Enrollment	533

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	19.5
Filipino	2.4
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.4
White	47.5
Two or More Races	11.6
Socioeconomically Disadvantaged	8.3
English Learners	0.4
Students with Disabilities	4.9

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 North Star Academy	17-18	18-19	19-20
With Full Credential	20	20	22
Without Full Credential	0	1	0
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 North Star Academy

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 North Star 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>Pearson Literature for California & Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted 2009</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, 3rd through 5th grade – State Approved, Board Adopted 2015</p> <p>CPM Educational Program, Core Connections, Courses 1-4 ©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, 3rd grade 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, 3rd grade 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)

North Star Academy was originally constructed in the 1950s and is currently comprised of 19 classrooms, one computer lab, one library, one gym, one multipurpose room, one staff lounge, a playground, and an athletic field. The following chart displays the results of the most recent school facilities inspection.

The school was completely modernized in 1998, and further renovated in 2002 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included renovation of the administrative support area. Measure B projects have been completed at variable times and have included/will include: installation of energy-efficient lighting in all buildings, and new lighting in the auditorium; remodel of the kitchen; construction of a 6,500 square foot multi-purpose room, and a maintenance and storage building; replacement of window coverings, the sidewalk in front of the library, areas behind playfield backstops, fencing, and the auditorium stage floor; rebuilding of the play field and drainage system along the field; resurfacing of the playground areas and parking lot; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements.

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		
Interior: Interior Surfaces		Room 143: Curtain support broken right side - 78844
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		Room 238: Duct need cleaning - 78845
Electrical: Electrical		Room 104: Need cord covered - need outside light - 78839 Room 105: Vent covered / cord covered - 78829 Room 106: Cord protector/high storage/clean outside light - 78834 - 78834 Room 140: Cord protector needed - 78839 Room 142: Cord protector / vent blocked/ no fire extinguisher - 78829 - 78839 Room 147: cord stip hazard/high storage - 78834 - 78839 Room 242: Cord protector - 78839
Restrooms/Fountains: Restrooms, Sinks/ Fountains		Room 144: High storage/cabinet doors under sink need stop 78834 - 78837
Safety: Fire Safety, Hazardous Materials		Room 100: Vent covered - 78829 Room 105: Vent covered / cord covered - 78829 Room 106: Cord protector/high storage/clean outside light - 78834 - 78834 Room 141: High storage - 78834 Room 142: Cord protector / vent blocked/ no fire extinguisher - 78829 - 78839 Room 144: High storage/cabinet doors under sink need stop 78834 - 78837 Room 147: cord stip hazard/high storage - 78834 - 78839 Room 241: High storage - 78834
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	96	96	51	53	50	50
Math	96	96	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	5.5	33.0	57.1
7	11.4	25.3	59.5

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	531	523	98.49	96.18
Male	268	264	98.51	96.21
Female	263	259	98.48	96.14
Black or African American	--	--	--	--
Asian	102	102	100.00	97.06
Filipino	--	--	--	--
Hispanic or Latino	96	94	97.92	90.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	255	251	98.43	98.41
Two or More Races	65	63	96.92	98.41
Socioeconomically Disadvantaged	49	49	100.00	87.76
English Learners	34	34	100.00	91.18
Students with Disabilities	27	25	92.59	88.00

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	531	523	98.49	95.60
Male	268	264	98.51	96.59
Female	263	259	98.48	94.59
Black or African American	--	--	--	--
Asian	102	102	100.00	98.04
Filipino	--	--	--	--
Hispanic or Latino	96	94	97.92	89.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	255	251	98.43	96.81
Two or More Races	65	63	96.92	96.83
Socioeconomically Disadvantaged	49	49	100.00	89.80
English Learners	34	34	100.00	88.24
Students with Disabilities	27	25	92.59	84.00

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 a significant role in fund raising and supporting various programs at North Star Academy through active participation and involvement in the School Site Council, Parent Club, Art in Action, Project Cornerstone, SEL, Marcy Cook Tiles, Bilingual Parent Committee, performing arts events, and other community building/family fun events.

Parents and community members are encouraged to participate in school-sponsored committees and activities as well as volunteer in classrooms.

Parents who wish to participate in North Star's school committees, school activities, or become a volunteer may contact the school at (650) 482-2411, or visit the school's website at www.rcsdk8.net/nsa. Parents are also encouraged to visit the Parent Club's website at www.northstarparentclub.com. You can also follow North Star Parents Club on Facebook.

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 winter/ spring by staff, parents, and administrators. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include Safety procedures in the event of emergencies, earthquakes, fires, Lock Down (classes have emergency backpacks and emergency supplies are stored in a connex box on campus and in the classrooms). 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 once a month, an earthquake drill is held once a year, and lockdown drills are held twice a year.

Safety of students and staff is a primary concern of North Star School. To ensure student safety, supervision is provided on campus at all times. Teachers and Administrators supervise students before and after school and during recess. Paid yard duty supervise students at recess and lunch. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.6	0.7
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	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+
3	25		3		31		3		23	1	3	
4	17	2	3		21	1	3		18	2	3	
5	30		3		23	1	3		30		3	
6	31	2	15	1	30	2	18	1	30	3	18	1
Other**					9	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: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

State Funding:

- 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	\$12,150	\$4,477	\$7,673	\$89,170
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	-2.0	12.2
School Site/ State	2.2	7.6

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.