

# Selby Lane School

170 Selby Lane • Atherton, CA 94027 • (650) 482-2415 • Grades K-5

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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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#### 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

In November of 2018, the Redwood City School District (RCSD) Board of Trustees voted to merge the Adelante Spanish Immersion School program, formerly located at 3150 Granger Way in Redwood City, with the Spanish immersion strand at Selby Lane School in Atherton on the Atherton site. Parents and community members reading this School Accountability Report Card (SARC) should also review the Adelante Spanish Immersion School SARC especially when looking for 2019-20 school year information. It is important to understand that any section prior to 2019-20 will be found in the Adelante Spanish Immersion School SARC as the merge did not take effect until the end of school year 2018-19. You will also notice that this Selby Lane School SARC does not reflect the school's temporary name as the official name had not been adopted by the time the SARCs were due to the California Department of Education (CDE).

### Spanish Immersion's Mission Statement

The Adelante Spanish Immersion is a partnership composed of teachers, parents, students, administrators, and community members dedicated to preparing children linguistically, academically and socially to contribute to, and thrive in an ever-changing world. In an environment which depends on each person's strengths and contributions, students will achieve academic excellence in all subjects in English and Spanish. Building upon our diverse backgrounds and through rich learning opportunities, students will develop respect for each other and for different cultures. The two-way Spanish Immersion School brings together both Spanish speaking and English speaking students in a unique opportunity to learn and achieve in two languages.

### School Profile

The Spanish Immersion School is a two-way Spanish Immersion School of Choice. Our student population is composed of 50% Spanish-speaking students and 50% English-speaking students. We have high expectations for our students. We expect them to show high levels of proficiency in two languages by the time they exit our school. We have observed what research supports – participation in our immersion program has made the students confident, respectful and academically engaged! In an ever-expanding global economy, our nation will need its future leaders to be both biliterate and have an understanding of multiple cultures. Our school not only provides a rigorous and innovative educational curriculum, but we also prepare our students to be future 21st century leaders through our Spanish Immersion Program. In addition to the enrichment of learning in two languages, our school offers an array of activities for students. Our Spanish Immersion School flourishes due to its warm, nurturing, and family-centered culture. We encourage you to visit us and marvel at the capacities of our students to read, write, explain, analyze, and problem solve in two languages!

In 2015/16, our school was named the second place winner in the national Spanish School of the Year competition. Our school was also awarded placement as an International Spanish Academy school in 2015/16.

## 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	107
Grade 1	93
Grade 2	96
Grade 3	93
Grade 4	66
Grade 5	68
Grade 6	57
Grade 7	62
Grade 8	88
<b>Total Enrollment</b>	<b>730</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	0.5
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.8
White	5.6
Two or More Races	1.1
Socioeconomically Disadvantaged	82.5
English Learners	45.9
Students with Disabilities	13.7
Foster Youth	1.1
Homeless	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 Selby Lane School	17-18	18-19	19-20
With Full Credential	31	29	29
Without Full Credential	3	1	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 Selby Lane School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 2018-2019 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 2018 District Textbook Audit, in regards to student editions in use at Selby Lane School during the current school year (2018-2019).

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

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%

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

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

Selby Lane School was originally constructed in the 1950's and is currently comprised of 41 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play/athletic field.

The school was completely modernized in 1993, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by September 2001 and included the addition of 20 new classrooms, two reclaimed classrooms, and a new library/media center and cafeteria/multipurpose room. Measure B projects have been completed at variable times over the past three years and have included/ will include: landscaping and painting; renovation of all restrooms in older buildings; resurfacing of two parking lots and the playground; replacing of window coverings and old fencing; and campus-wide American Disabilities Act (ADA) improvements.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 5/7/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		Boys' RR: Urinal not flushing - 78949
<b>Interior:</b> Interior Surfaces		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		
<b>Electrical:</b> Electrical		Room 101: Provide electrical cord for wall lug - 78948 / Cord protector - 78944 Room 105: Tighten switch cover - 78948 Room 201: High storage - 78946 / Cord Protector - 78944 S3962 Room: Burnt out light - 78961
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		
<b>Safety:</b> Fire Safety, Hazardous Materials		Room 102: High storage - 78946 Room 104: High storages - 78946 Room 201: High storage - 78946 / Cord Protector - 78944 Room 202: Blocked vent - 78955 / High storage - 78496 Room 212: Cord protector - 78944 Room 213: Vent blocked - 78955 Room 215: Vent blocked - 78955 Room 302: Vent blocked - 78955 Room 401: Vent blocked - 78955 Room 406: Vent blocked - 78955
<b>Structural:</b> Structural Damage, Roofs		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		Room 408: Adjust closure - 78962
<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	41	43	51	53	50	50
Math	37	36	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	27.3	15.2	33.3
7	21.7	21.7	5.0

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	415	406	97.83	42.86
Male	205	202	98.54	41.58
Female	210	204	97.14	44.12
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	389	381	97.94	41.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	64.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	360	353	98.06	41.93
English Learners	269	262	97.40	31.68
Students with Disabilities	77	75	97.40	17.33
Students Receiving Migrant Education Services	13	13	100.00	53.85
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	415	411	99.04	35.52
Male	205	204	99.51	38.24
Female	210	207	98.57	32.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	389	386	99.23	34.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	360	357	99.17	35.57
English Learners	269	267	99.26	28.46
Students with Disabilities	77	75	97.40	9.33
Students Receiving Migrant Education Services	13	13	100.00	46.15
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 through active participation and involvement in the School Site Council, the English Language Advisory Council, and our parent group Unidos y Adelante. Parents are encouraged to volunteer at school events and in classrooms.

Unidos y Adelante is a nonprofit PTO group open to all families. Membership in this organization is encouraged, and no membership dues or fees are required in order for families to participate. As members of Unidos y Adelante, parents have the opportunity to provide visible support for their child's language acquisition, to help maintain and improve our school programs, expand their cultural horizons, and network with other schools running similar two-way language programs. Specifically, Unidos organizes all fundraising, social and community outreach events, including the school auction, the Take Home Reading Program, the Fall Festival, Walk-a-thon, School Book Fairs and the Ice Cream Social. Adelante School also benefits from partnerships with local business and services to provide numerous enrichment opportunities to all Adelante students.

For more information, please see the Unidos y Adelante webpage at <https://sites.google.com/site/unidosyadelante/>

The principal's newsletter and the school's Facebook page keep parents and community members aware and better informed about activities, events, and what is happening at school.

Parents who wish to participate in our school's leadership teams, school committees, school activities, or become a volunteer may contact the office at (650) 482-2415, or visit the school's website at [www.rcsdk8.net/spanishimmersion](http://www.rcsdk8.net/spanishimmersion)

**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**

Safety of students and staff is of primary importance at our 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 breaks. Yard duty supervisors, PE + staff, and the administration supervise students during the lunch periods. All visitors to the school must sign in and out at the office. Visits to classrooms are always welcome with prior notification to teachers.

The School Site Safety plan is evaluated and revised annually in the spring by parents, staff, and administrators via the School Site Council. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: evacuation routes, staff assignments, intruder alert, and student release procedures. 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 every month and earthquake drills and intruder alert drills are held twice a year. Additionally, our school has implemented a highly effective school-wide Positive Behavioral Interventions and Supports (PBIS) plan where we try to "catch" students doing a good job with following our common expectations around respect, responsibility, safety, being friendly and caring, and being focused and ready to learn.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.2	1.8	0.9
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)	2.0
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	24		5		22	3	2		24	1	4	
1	26		3		25		3		24	2	5	
2	23		3		25		4		25		5	
3	23	1	2		24		1		27	1	8	
4	28		2		28		3		27		4	
5	28		2		19	1	2		20	3	5	
6	22	3	21		24	3	12		17	9	10	
Other**	5	1			17	1	1		5	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	\$12,290	\$4,686	\$7,604	\$74,302
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	-2.9	-6.0
School Site/ State	1.3	-10.7

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.