



Taft Community School

903 10th Avenue • Redwood City, CA 94063 • (650) 482-2416 • Grades K-5

Anna Herrera, Principal

aherrera@rcsdk8.net

www.rcsdk8.net/taft

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 Diaz-Slocum
Clerk

Cecilia I. Marquez
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

Vision Statement

Taft Community School, by providing a quality education, will be a source of empowered, successful members who reinvest in the community they create.

Mission Statement

We are Taft Community School. Our students, parents, staff, and community members work together to ensure every student meets or exceeds academic standards in a safe and caring environment. Building on diverse backgrounds, providing educational opportunities and resources, and fostering successful learning experiences, we are dedicated to being lifelong learners and contributing members of a global society.

School Profile

Taft Community School offers a preschool through fifth grade English and Spanish biliteracy program. The goal of our school is to develop a strong pathway to biliteracy leading into high school and beyond. This assures our students great opportunities in college and career by giving them skills that translate into the workplace. We are the only school in the Redwood City School District that has both a biliteracy path and an English path from preschool to fifth grade. Our teachers are at the forefront in integrating technology, critical thinking, communication, creativity, and collaboration skills into their lessons. Taft Community School also offers enrichment programs in art and music, in addition to clubs and programs to both inspire and develop creativity and innovation.

Taft Community School works in partnership with families in a community that respects diverse backgrounds and treats everyone equitably with the goal of preparing all students for success in high school, college and career paths. Taft Community School offers a biliteracy program with English and Spanish language strands for preschool, transitional kindergarten, and kindergarten through fourth grade students. Our Partnering with Parents Program aims to engage parents in at least 10 hours of volunteer service at the school by supporting students with reading assistance, providing classroom and office support, engaging in computer and job skills classes, serving on school committees, helping with school-wide events, and more! Taft Community School and our students flourish due to a positive and supportive culture provided by the staff and parents and the community resources that support the whole child and their families.

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	41
Grade 1	38
Grade 2	48
Grade 3	51
Grade 4	52
Grade 5	49
Total Enrollment	279

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	97.5
Native Hawaiian or Pacific Islander	0.4
White	1.4
Socioeconomically Disadvantaged	92.5
English Learners	55.9
Students with Disabilities	12.5
Foster Youth	0.4
Homeless	0.4

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 Taft Community School	17-18	18-19	19-20
With Full Credential	14	12	26
Without Full Credential	0	0	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 Taft 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	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 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 Taft Community 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	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Taft Community School was originally constructed in 1951, and is currently comprised of 33 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play 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 December 2001 and included the addition of 7 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: remodeling of restrooms in older buildings; replacing of damaged sidewalks, old perimeter fencing, and window coverings; installation of energy efficient lighting in older buildings; the addition of a covered walkway; fresh painting on a number of 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: 5/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Boys' RR: Urinal water pressure low - 78922
Interior: Interior Surfaces		Room 105: Replace pencil sharpener - 78925 / High storage - 78926
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		Boys' RR: One light out - 78924 Room 102: High storage - 78926 / cord protector - 78923 Room 201: Cord protector - 78923 Room 401: Leaky water faucet - 78922 / Cord protector - 78923 Room 403: One light out - 78924 / Cord Protector 78923 Room 404: Cord protector - 78923 Room 502: Cord protector - 78923 Room 602: Cord protector - 78923 Room 603: Cord protector - 78923 Room 605: Cord protector - 78923
Restrooms/Fountains: Restrooms, Sinks/ Fountains		Boys' RR: Graffiti in the stall - 78943 Girls' RR: Graffiti in the stall - 78943 MUB: Drinking fountain needs water pressure - 78922 Room 103: Water pressure low - 78922 Room 401: Leaky water faucet - 78922 / Cord protector - 78923
Safety: Fire Safety, Hazardous Materials		Room 102: High storage - 78926 / cord protector - 78923 Room 105: Replace pencil sharpener - 78925 / High storage - 78926 Room 503: Blocked vent - 78924
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
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	34	43	51	53	50	50
Math	33	30	44	46	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	147	93.63	42.86
Male	80	76	95.00	38.16
Female	77	71	92.21	47.89
Black or African American	--	--	--	--
Hispanic or Latino	154	145	94.16	42.76
White	--	--	--	--
Socioeconomically Disadvantaged	139	130	93.53	42.31
English Learners	119	109	91.60	39.45
Students with Disabilities	23	23	100.00	17.39
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.1	23.9	4.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	156	99.36	30.13
Male	80	80	100.00	28.75
Female	77	76	98.70	31.58
Black or African American	--	--	--	--
Hispanic or Latino	154	153	99.35	30.07
White	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28	28.99
English Learners	119	118	99.16	28.81
Students with Disabilities	23	23	100.00	30.43
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents play a crucial role at Taft Community School through active participation and involvement in the Community School with Parents United/Padres Unidos, PTO, School Site Council, Leadership, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and other support committees. Parents are encouraged to volunteer at school events and in classrooms to collect volunteer hours of service. There are many opportunities for parents to take classes in leadership, helping their children with homework and projects, financial planning and more. Additional parent trainings this year will focus on helping your children with mathematics, reading, writing and more.

Taft Community School is proud of the support it receives from the community and its strong collaboration with the Boys and Girls Club, Sequoia Health Foundation, STAR VISTA, Friendly Acres Neighborhood Association, Redwood City Police Department, Police Activity League, Menlo School, Canada College, Kaiser Foundation and the San Mateo County Health Department.

Parents who wish to participate in Taft Community School's committees and activities, or become a volunteer may contact the school at (650) 482-2416 or the Family Center at (650) 482-2847.

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 safety of students and staff is a primary concern of Taft Community School. The School Site Safety Plan is evaluated and revised annually by administrators, staff and parents and approved by the School Site Council. Revisions to the Safety Plan are communicated to staff and community members annually. Key elements of the Safety Plan emphasize disaster preparedness and drill schedules (intruder, earthquake, and fire). 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 and earthquake drills are conducted on a monthly basis throughout the school year. The school also practices lock down drills and all safety/evacuation drills in accordance with the District & County adopted- The Big Five Emergency Response Protocols.

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, wear a visitor pass and receive prior authorization to be on campus at least 24 hours in advance. The Taft ELAC & School Site Council began the process of reviewing and updating the School Safety Plan on Tuesday, November 27, 2018 with staff and parent stakeholder input. The draft updated school safety plan was provided to the Taft Staff on Friday, January 7, 2018 for review prior to discussing it during a staff meeting on Thursday January 20, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	3.3	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)	1.0
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	21	2	1		22		2		17	1	2	
1	21	1	2		27		2		17	2	1	
2	20	2	1		30		2		22	2	2	
3	26		2		27		2		19	2	2	
4	28		2		26		2		19	2	2	
5	31		2		30		2		17	2	2	
6	24		10									
Other**	9	1			7	1			8	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	\$13,299	\$4,626	\$8,673	\$87,307
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	10.3	10.1
School Site/ State	14.4	5.5

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.