

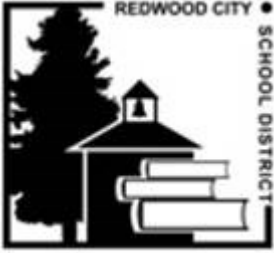


Hawes Community School

909 Roosevelt Avenue • Redwood City, CA 94061 • (650) 482-2407 • Grades K-5

Dr. Al Rosell, Principal
arosell@rcsdk8.net
www.rcsdk8.net/hawes

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Redwood City School District

750 Bradford Street
Redwood City, CA 94063
(650) 482-2200
www.rcsdk8.net

District Governing Board

Dennis McBride, President
Janet Lawson, Vice President
Alisa MacAvoy, Clerk
Maria Díaz-Slocum, Member
Cecilia I. Márquez, Member

District Administration

Dr. John Baker
Superintendent
Dr. Linda Montes
**Assistant Superintendent,
Educational Services, Grades TK-5**
Wendy Kelly
**Assistant Superintendent,
Educational Services, Grades 6-8
and Human Resources**
Priscilla Aquino-Dichoso
Chief Business Official

School Mission Statement

Hawes School aspires to be a safe, nurturing environment that encourages responsibility, a sense of self-worth, and respect for all. Students learn the skills necessary to grow academically, socially, and creatively in order to be self sufficient, contributing members of society.

Hawes students develop critical thinking, communication, and information processing skills through collaboration, cooperation, problem solving and applying technology.

We believe in teaming to efficiently utilize the talents of our school community to benefit our community and to enhance our students' learning.

We believe that through reciprocal relationships between parents, community, businesses and school, Hawes students are empowered to manage real world challenges and become lifelong learners.

School Profile

Hawes is a community School with an Early Academic Language Focus and Multicultural Approach. On any given day, you will see our students learning rich academic language through interactive and engaging approaches to ensure that they will achieve grade-level mastery of academic material and become more motivated and confident learners. Hawes students also learn in a multicultural approach and have access to art, music, dance, physical education, and technology.

There is something special when you first walk onto the Hawes Community School campus: with its small campus surrounded by a beautiful park and classrooms encompassed by beautiful courtyards, Hawes provides an intimate and safe atmosphere for preschool through fifth grade students and their families. Hawes promotes a positive mindset to develop critical thinking skills that nurture a deeper understanding of the core curriculum, the fine arts, and physical education. We believe in educating the whole child—if your child has special interests, skills, or needs, we will find ways to support, encourage, and recognize your child. To prepare your child for success in the 21st century, technology education is embedded throughout our curriculum with a variety of tablet devices for all students. Students enjoy expressing their creativity through our Arts in Action and music programs. After school, we offer various enrichment programs including dancing, music, student council, and sports. Our REACH (Recreation, Enrichment, Academics, Community service, and Health & Wellness) after school program serves first through fifth grade students, and provides a safe, engaging, and nurturing environment. Hawes Community School thrives because its staff, parents, and community collaborate to develop positive self-esteem, academic success, social responsibility and global awareness for all of our students.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	63
Grade 1	52
Grade 2	49
Grade 3	51
Grade 4	40
Grade 5	43
Total Enrollment	298

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	1.3
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	2.0
White	1.7
Socioeconomically Disadvantaged	79.2
English Learners	68.1
Students with Disabilities	11.7
Foster Youth	0.0

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			
Hawes Community School	16-17	17-18	18-19
With Full Credential	14	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Redwood City School District	16-17	17-18	18-19
With Full Credential	♦	♦	300
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hawes Community School	16-17	17-18	18-19
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 2018-19)

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 Hawes 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
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)

Hawes School was originally constructed in 1957 and is currently comprised of 19 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 1998, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included the renovation of three reclaimed classrooms and administrative support center, and the addition of 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: installation of energy-efficient lighting in older buildings; replacement of old fencing; resurfacing of the lunch area; construction of a traffic turnout lane on Roosevelt Avenue; replacement of window coverings; 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: 4/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MUB: Adjust drinking fountain - 67333, (1) egress out - 67334
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	MUB: Adjust drinking fountain - 67333, (1) egress out - 67334
Safety: Fire Safety, Hazardous Materials	Good	Room 10: High storage - 67331 Room 14: High storage - 67331 Room 7: High storage, blocked HVAC vent - 67331
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 4: Missing backpack hooks outside - 67332 Room 5: Missing backpack hooks outside - 67332
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	41.0	44.0	46.0	51.0	48.0	50.0
Math	26.0	36.0	39.0	44.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.0	31.8	15.9

* 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.

**School Year 2017-18 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	137	135	98.54	44.44
Male	73	72	98.63	44.44
Female	64	63	98.44	44.44
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	124	124	100.00	42.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	100	98.04	42.00
English Learners	116	115	99.14	41.74
Students with Disabilities	30	29	96.67	6.90
Students Receiving Migrant Education Services	--	--	--	--

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 2017-18 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	137	135	98.54	36.3
Male	73	72	98.63	41.67
Female	64	63	98.44	30.16
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	124	124	100	33.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	100	98.04	30
English Learners	116	115	99.14	32.17
Students with Disabilities	30	29	96.67	6.9
Students Receiving Migrant Education Services	--	--	--	--

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 2018-19)

Parent & Community Involvement

Parents play an important role at Hawes School through active participation and involvement in School Site Council (SSC), Parent Teacher Association (PTA), School English Language Advisory Committee (SELAC), Multicultural Committee, Family Engagement Team, Raising a Reader Team, and other support committees. Parents are encouraged to attend school meetings and events. We also have our Coffee with Principal meetings every six weeks. We invite and encourage parents to volunteer at school events and in classrooms as well.

Each year a series of parent education classes are offered to help parents learn how to better support their children with reading, math, and loving behavior. The PTA and our community partners such as the REACH program and other organizations help sponsor these classes and provide support to our parents.

There is also a variety of opportunities where parents are able to participate at school in addition to volunteering in the classroom and attending family events. Parents also participate supporting PTA during movie nights, fundraising events, literacy night, community fair, Winter festival, father/daughter dance, mom/son soccer match, and International Walk to School Day.

Contact Information

Parents who wish to participate in Hawes School committees, school activities, or become a volunteer may contact the school at (650) 482-2243 or visit the school's website at <http://www.rcsdk8.net/hawes>.

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 a primary concern of Hawes School. To ensure student safety, supervision is provided on campus at all times. Hawes Staff supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

The School Site Safety Plan is evaluated and revised annually by members of the School Site Council and Faculty Leadership Team. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: the Healthy Kids Survey, our PSWD (Proactive School Wide Discipline Plan). Additionally, emergency drills are conducted on a regular basis.

Our proactive school-wide discipline plan is the belief that all students are entitled to learn in a safe and caring environment that not only promotes high expectations for academic growth, but also offers students a sense of confidence to freely take the academic risks that make that growth possible. Through our collaboration as a learning community, all of our students will learn the skills that will help them find their greatest potential as learners and citizens. We recognize students for following the expected behaviors by providing "Hawks Tickets" that can be traded at the student store for a variety of school supplies, games and collectables toys and gifts.

Hawes Behavior Expectations are:

- Be Respectful
- Be Responsible
- Be Safe

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 conducted monthly, while Code Red and Code Blue (lockdown) drills are held twice annually, and earthquake/ natural disaster drills occur once a year. The following chart displays the results of the most recent school facilities inspection.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.9	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	1.5	2.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.4
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	19	23	1	1	1	2	2	2			
1	23	23	30				2	2	1			
2	24	24	28				2	2	2			
3	24	22	30				2	2	2			
4	27	30	28				2	1	1			
5	25	31	28				3	2	2			

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

Professional Development provided for Teachers 2016-2017

A District Curriculum Planning Committee was formed to monitor district progress toward Common Core State Standards implementation and ultimately ensure students' academic achievement. The Curriculum Planning Committee met to establish a district timetable, conduct a needs assessment, analyze results of the needs assessments and determine a plan toward CCSS implementation. The professional development plan was directly connected to meet student needs as per data analysis. Reading instruction, language acquisition and a systematic approach toward student achievement was developed. RCSD began implementation of "non-negotiable" items presented as our district Platinum Ticket.

The Platinum Ticket included instructional expectations across content areas in Reading, Math, English Language Development, Science, and Social Science instruction. In order to support classroom teachers toward implementation RCSD determined there needed to be a stronger investment in new technology with Professional Development for all teachers on the use of integrated technology. RCSD built a stronger Staff Development Team by adding on one additional Staff Development member with English Learner and Middle School to support the work with an identified need: Long-term English Learners. Principals participated in Instructional Rounds to better develop their understanding on the expectations for the Platinum Ticket.

Professional Development was provided in the following areas to ensure alignment with district expectations on the Platinum Ticket:

- Sobrato Early Academic Learning (SEAL)- a method of instruction that supports the development of oral language while learning content standards
- ELA and Math pacing guides to match CCSS expectations to ensure alignment in standards instruction and curriculum
- Best instructional practices that deepen conceptual understanding and increase student mastery of the focused standards in the pacing guides.
- Designated ELD classes to include intellectual quality in lessons that are grade specific, and academic English focused from content areas, extended language interaction, and focused on meaning, forms of language and formative assessment practices.
- Instructional practice for the Middle Schools for Long-Term English Learners

- Small-targeted reading instruction in grades K-5 to explicitly address the Foundational Skills
- ELA, ELD, and Social Science/Science curriculum to develop lessons for Designated ELD to ensure academic achievement in the core academic subjects.
- of the PD and offer guidance for improvement as needed.
- Fountas and Pinnell reading assessments and analysis of the reading records
- Fountas and Pinnell Intensive Reading Intervention program
- Authentic use of technology to create and extend learning. The PD will be a part of the lesson planning and integrated into the district developed content-based units of study.

Finally, Middle School Math teachers participated in monthly PD as they implemented a new math program.

2017-2018

RCSD 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,116	\$50,084
Mid-Range Teacher Salary	\$75,145	\$80,256
Highest Teacher Salary	\$95,588	\$100,154
Average Principal Salary (ES)	\$123,025	\$125,899
Average Principal Salary (MS)	\$123,025	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$208,950	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	7.0	5.0

* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12,926	4,626	8,300	83,317
District	◆	◆	7,781	76,621
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			6.5	8.4
Percent Difference: School Site/ State			15.2	2.9

* Cells with ◆ 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.