



Roy Cloud School

3790 Red Oak Way • Redwood City, CA 94061 • (650) 482-2414 • Grades K-8

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



Redwood City School District

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District Governing Board

Dennis McBride, President
Janet Lawson, Vice President
Alisa MacAvoy, Clerk
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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

Developing a community of students empowered with knowledge and skills for the future.

School Profile

Roy Cloud School is an excellent neighborhood school that provides a dynamic education with an emphasis on Investigative Learning and Technology. On a state of the art campus with modernized buildings, updated play structures, and attractive landscaping, Roy Cloud School offers an enriching, hands-on, education to each of its kindergarten through eighth grade students. Middle school students discover, innovate, and engage in science experiments in the school's renovated science lab, while kindergarten through fifth grade students learn about biology, healthy eating, and math in real-life applications through our Learning Garden filled with vegetables, herbs and flowers. Additionally, students have a variety of opportunities to participate in extra curricular activities beyond the school day, including drama, art, and coding.

Roy Cloud students thrive in an enriching educational environment that provides them inquiry learning and active learner involvement. Students actively make observations, collect, analyze, and synthesize information, then draw conclusions while developing useful problem-solving skills. You will be confident that your child will learn and practice real-world problem-solving and critical thinking skills that will apply throughout their lives. Roy Cloud Elementary School flourishes because of its close-knit partnership of students, staff, parents and community. Students are empowered with the foundation of knowledge and skills needed to reach their fullest potential in a positive learning environment.

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	68
Grade 1	98
Grade 2	79
Grade 3	71
Grade 4	73
Grade 5	79
Grade 6	81
Grade 7	77
Grade 8	92
Total Enrollment	718

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	6.5
Filipino	1.5
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.4
White	62.7
Socioeconomically Disadvantaged	8.9
English Learners	6.0
Students with Disabilities	8.1
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Roy Cloud School	16-17	17-18	18-19
With Full Credential	30	31	29
Without Full Credential	2	3	2
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			
Roy Cloud School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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 Roy Cloud 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	<p>Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017</p> <p>Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015</p> <p>Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014</p> <p>Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015</p> <p>CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008</p> <p>CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006</p> <p>Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Roy Cloud School was originally constructed in 1957, and is currently comprised of 33 classrooms, two computer labs, one library/media center, one cafeteria/multi-purpose room, one staff lounge, the administrative/support office, 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 January 2002 and included the addition of eight new classrooms, three reclaimed classrooms, and a new library/media center, cafeteria/multipurpose room, and administrative support center. Measure B projects have been completed at variable times over the past three years and have included: roofing replacements; installation of energy efficient lighting and lawn/landscaping; resurfacing of the parking lot, playground, and various walkways; replacing of window coverings, baseball and kickball backstops, fencing, concrete, and asphalt; new painting; and campus-wide American Disabilities Act (ADA) improvements.

At the start of the 2006-07 school year, two additional portable classrooms were installed on-site. In summer of 2009, an additional portable was installed as well. An amphitheater and a Learning Garden are a new addition to the school site. The following chart displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 4/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm 41: Rm 42: Rm 43:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Library: (3) sconce lights out - 67300 Rm 16: Light out - 67300 Rm 24: Loose light cover - 67300
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys' RR: Faucet loose - 67298 Rm 1: Drinking fountain runs too long - 67298
Safety: Fire Safety, Hazardous Materials	Fair	MUB: (1) egress out that includes slave unit - 67301 Rm 12: High Storage - 67299 Rm 14: High Storage, blocked HVAC vent - 67299 Rm 17: High Storage - 67299 Rm 18: Blocked HVAC vent, illegal extension cord to aquarium - 67299 Rm 20: High Storage, remove items attached to ceiling - 67299 Rm 22: Blocked HVAC vent - 67299 Rm 4A: High Storage - 67299 Rm 6: Blocked HVAC vent - 67299 Rm 7: High Storage - 67299
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	67.0	74.0	46.0	51.0	48.0	50.0
Math	59.0	66.0	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	8.9	19.0	58.2
7	17.3	18.7	54.7

* 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	472	469	99.36	73.99
Male	256	255	99.61	66.27
Female	216	214	99.07	83.18
Black or African American	--	--	--	--
Asian	27	27	100.00	88.89
Filipino	--	--	--	--
Hispanic or Latino	115	114	99.13	55.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	290	289	99.66	79.58
Two or More Races	28	27	96.43	85.19
Socioeconomically Disadvantaged	40	40	100.00	37.50
English Learners	56	56	100.00	39.29
Students with Disabilities	52	51	98.08	17.65
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 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	472	470	99.58	66.38
Male	256	255	99.61	63.92
Female	216	215	99.54	69.3
Black or African American	--	--	--	--
Asian	27	27	100	92.59
Filipino	--	--	--	--
Hispanic or Latino	115	115	100	43.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	290	289	99.66	72.32
Two or More Races	28	27	96.43	88.89
Socioeconomically Disadvantaged	40	40	100	22.5
English Learners	56	56	100	32.14
Students with Disabilities	52	51	98.08	23.53
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 2018-19)

Roy Cloud is fortunate to have an involved parent community that is integral to the success of the children. Parents play a crucial role at Roy Cloud School through active participation and involvement in the Parent Teacher Organization (PTO) and School Site Council (SSC). Qualified, credentialed parents substitute in the classroom. Parents volunteer for field trips and classroom support and participate regularly in a variety of school wide activities. Before and after school enrichment programs are funded by community members and the PTO or are fee based programs. The following are some of the after school programs offered at Roy Cloud School:

- Theater - Coding Club - Dance - Cooking -Chess
- Art - Spanish - Exploring with circuits - Minecraft

Parents who wish to participate in Roy Cloud School's School Site Council, school committees, school activities, or become a volunteer may contact the school at (650) 482-2414. The school's website also provides a variety of resources and helpful information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Site Safety plan is evaluated and revised annually at our Site Council Meetings by administrators, staff, and parents. Revisions to the Safety Plan are communicated to all staff members annually. Our safety plan was last reviewed, updated, and discussed in March of 2018. Key elements of the safety plan focus on disaster preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held monthly. Earthquake are held yearly and lock-down drills are twice yearly.

Safety of students and staff is a primary importance at Roy Cloud School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office and wear a badge while on campus. Visitors are welcome, but they must have prior authorization for classroom visits.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.1	0.9	0.8
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	0.2
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	1.8
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	29	23	23				3	4	3			
1	29	26	25				3	3	4			
2	30	29	26				3	3	3			
3	27	25	29				3	3	2			
4	28	26	29				3	3	3			
5	28	26	26				3	3	3			
6	31	24	20		1	6	19	18	18	1		

* 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: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

State Funding:

- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11,242	3,889	7,353	\$77,602
District	◆	◆	6,990	\$75,524
State	◆	◆	\$7,781	\$80,910
Percent Difference: School Site/District			5.1	2.7
Percent Difference: School Site/ State			-5.7	-4.2

* 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.