

Redwood Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Redwood Elementary School |
| Street | 6900 Lake Earl Drive |
| City, State, Zip | Fort Dick, CA |
| Phone Number | 707-464-0360 |
| Principal | Theresa Slayton |
| E-mail Address | tslayton@delnorte.k12.ca.us |
| Web Site | https://sites.google.com/a/delnorte.k12.ca.us/redwood |
| CDS Code | 08-61820-6005458 |

| District Contact Information | |
|-------------------------------------|--|
| District Name | Del Norte County Unified School District |
| Phone Number | 707-464-6141 |
| Superintendent | Jeff Harris |
| E-mail Address | jharris@delnorte.k12.ca.us |
| Web Site | www.delnorte.k12.ca.us |

School Description and Mission Statement (School Year 2017-18)

Our Vision

Transforming lives by instilling 21st century skills and inspiring lifelong learning in every student.

Our Mission

Redwood School will provide a quality education that encourages every student to realize his/her fullest potential

Redwood Elementary School is a K-8 community school serving a little more than 500 students. We have a diverse population which includes a large Native American population, primarily our local tribes; Tolowa, Yurok and Karuk. The cultural background of all students are respected and ethnic studies are incorporated into the school's curriculum and programs whenever possible. The staff has had professional development in the area of Native American culture and diversity. We incorporate local speakers, authentic Native American collectibles and field trips into our curriculum.

Redwood's student population consists of students from a wide range of socio-economic backgrounds. In fact, over 50% of our students are considered Socially Economically Disadvantaged.

Redwood staff consists of 1 Principal, 22 teachers, a full time nurse, 4 instructional assistants/noon duty supervisors, 12 special educational instruction assistants, 2 school secretaries (full-time) library assistant, two custodial staff, one SDC teacher and one RSP teacher, 1 music teacher, 1 P.E. teacher, 1 GATE Facilitator, 1 Speech Therapist, 1 Speech IA and 2 After School Care teachers.

With a focus on raising student achievement and attendance rates Redwood School is committed to providing engaging California State Standard lessons to all of our students by providing on-going professional development for our teachers. One of our goals is to bring technology to all of our classrooms and currently all of our students have computer lab time or devices in their classrooms. Many of our teachers also teach weekly STEAM activities and break out sessions.

Our Special Education Support Staff collaborates with our regular education teachers to provide appropriate modifications and support that allows all students equal access to the core curriculum in the least restrictive environment.

Special tutoring programs include Classroom Buddies, Reading Heroes, Cross-age tutoring, and our After School Program which offers tutoring and homework support. Our special Student Awards programs include: Student of the Month and numerous classroom student recognition incentives. Students are also recognized in a monthly assembly for Responsible Student Club, Student of the Month, Star Reader, Star Writer, and Star Mathematician, perfect attendance, and academic achievement each trimester. Our weekly assemblies highlight students playing music, dancing and public speaking as a way to bring in our parents and community to our school.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 41 |
| Grade 1 | 47 |
| Grade 2 | 40 |
| Grade 3 | 45 |
| Grade 4 | 47 |
| Grade 5 | 74 |
| Grade 6 | 75 |
| Grade 7 | 63 |
| Grade 8 | 71 |
| Total Enrollment | 503 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.4 |
| American Indian or Alaska Native | 14.9 |
| Asian | 1.4 |
| Filipino | 1 |
| Hispanic or Latino | 12.7 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 61 |
| Two or More Races | 8.3 |
| Socioeconomically Disadvantaged | 42.3 |
| English Learners | 1 |
| Students with Disabilities | 12.9 |
| Foster Youth | 1.2 |

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 23 | 23 | 21 | 173 |
| Without Full Credential | 0 | 0 | 0 | 6 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of 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 2017-18)

Year and month in which data were collected: December 2017

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|---|
| Reading/Language Arts | TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017 | Yes | 0 |
| Mathematics | K-2 - McGraw-Hill - Everyday Math - Adopted 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015 6-8 - McGraw-Hill - California Math - Adopted May 2015 | Yes | 0 |
| Science | MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007 | Yes | 0 |
| History-Social Science | Pearson/Scott Foresman – Adopted 2006 Pearson/Prentice Hall – Adopted 2006 TCI (as supplemental) | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

On, August 25, 2017, This School was inspected and evaluated by the CSI General Manager, using the Interim Evaluation Instrument developed by the Office of Public School Construction. All areas were in good repair, with the exceptions noted below. Repairs will be made to ensure a safe environment for the students, staff and community members at Redwood School.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: August 25, 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Repairs to be made as needed for safety. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | | | X | Repairs to be made as needed for safety. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | Repairs to be made as needed for safety. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: August 25, 2017 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | | X |

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 39 | 42 | 35 | 33 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 27 | 35 | 23 | 24 | 36 | 37 |

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 378 | 348 | 92.06 | 41.95 |
| Male | 182 | 168 | 92.31 | 33.93 |
| Female | 196 | 180 | 91.84 | 49.44 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 68 | 65 | 95.59 | 24.62 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 48 | 45 | 93.75 | 42.22 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 224 | 204 | 91.07 | 46.08 |
| Two or More Races | 23 | 19 | 82.61 | 57.89 |
| Socioeconomically Disadvantaged | 165 | 154 | 93.33 | 32.47 |
| English Learners | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------|------------------|---------------|----------------|-------------------------|
| Students with Disabilities | 50 | 42 | 84 | 14.29 |
| 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| All Students | 378 | 346 | 91.53 | 34.78 |
| Male | 182 | 168 | 92.31 | 35.12 |
| Female | 196 | 178 | 90.82 | 34.46 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 68 | 64 | 94.12 | 19.05 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 48 | 45 | 93.75 | 31.11 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 224 | 203 | 90.63 | 38.92 |
| Two or More Races | 23 | 19 | 82.61 | 47.37 |
| Socioeconomically Disadvantaged | 165 | 152 | 92.12 | 26.49 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 50 | 40 | 80 | 15 |
| Foster Youth | -- | -- | -- | -- |

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 49 | 56 | 49 | 46 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 12.5 | 34.7 | 19.4 |
| 7 | 17.5 | 33.3 | 35.1 |

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs at Redwood Elementary School. Many opportunities exist at Redwood School for parents to become involved and become a member of our educational community. We have an active and growing Parent Teacher Student Organization (PTSO) which is always looking for new members. Our PTSO organizes fundraisers and assists in school wide events as well as parent nights. They are instrumental in our Carnival Night which brings in about 1,000 community members and families. We also have an active and supportive SSC (School Site Council) which helps us with our spending of Title 1 Funds and sets academic and social goals for each year. Redwood School hosts weekly assemblies, monthly movie nights, Back to School Night in the Fall and a STEAM Night in the Spring. We also host an end of the year BBQ for the entire school. We have weekly classroom performances at Redwood School highlighted at our weekly assemblies and we also have band concerts and a school wide Christmas program. Redwood School invites all parents to participate in the student led conferences in the Fall as well as in the Spring. We have monthly awards assemblies where approximately 75 students are awarded for excellence in academics as well as behavior (Leadership and Responsible Student Club). Redwood School implements Positive Behavioral Interventions and Supports (PBIS). The link between families and PBIS is an important one. We know that when families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development. The presence of parents in schools not only provides additional academic supports but also creates community and cultural connections. We have an open door policy and parents are always encouraged to visit and volunteer in our classrooms throughout the school. (We have volunteer forms in the office.) Redwood also provides many opportunities to assist with field trips, graduation ceremonies (Kind. and 8th grade), Fire Prevention Day (Fort Dick Fire Department), Title VI Program and our athletics program which includes Co-ed Soccer, Boy's and Girl's Basketball, Volleyball, Track and Cheer Leading.

Parents may contact the office at 707-464-0360 for more Parent Involvement Opportunities.

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.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 3.38 | 1.88 | 4.45 | 6.62 | 6.38 | 8.43 | 3.79 | 3.65 | 3.65 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 | 0.09 | 0.09 | 0.09 |

School Safety Plan (School Year 2017-18)

The comprehensive safety plan was last updated August 2017. The plan is designed to ensure a safe, secure, and friendly learning environment for all students and staff. We discuss safety planning and protocols frequently at staff meetings. We update our Crisis Response Teams annually. The school is in compliance with all 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 a disaster. Disaster drills are held regularly throughout the year. Fire drills are held monthly, tsunami/earthquake drills are held twice a year. Procedures are in place in the event the campus needs to be secured or evacuated. To ensure student safety, supervision is provided on campus at all times. All visitors to the campus must sign in at the office and display a visitor's pass at all times. We were participants in the Great American Shakeout in October.

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2011-2012 |
| Year in Program Improvement* | Year 4 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 7 |
| Percent of Schools Currently in Program Improvement | N/A | 63.6 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 26 | | 2 | | 23 | | 2 | | 21 | 1 | 1 | |
| 1 | 26 | | 1 | | 18 | 2 | | | 24 | | 2 | |
| 2 | 25 | | 1 | | 21 | 1 | 1 | | 20 | 2 | | |
| 3 | 24 | | 3 | | 22 | | 2 | | 23 | | 2 | |
| 4 | 31 | | 2 | | 22 | 1 | 2 | | 24 | | 2 | |
| 5 | 30 | | 2 | | 31 | | 2 | | 36 | | | 2 |
| 6 | 34 | | | 10 | 28 | 1 | 10 | | 38 | | | 2 |
| Other | 13 | 1 | | | | | | | | | | |

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

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .80 | 508 |
| Counselor (Social/Behavioral or Career Development) | .80 | N/A |
| Library Media Teacher (Librarian) | .3 | N/A |
| Library Media Services Staff (Paraprofessional) | .3 | N/A |
| Psychologist | .17 | N/A |
| Social Worker | | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | .23 | N/A |
| Resource Specialist | 1.0 | N/A |
| Other | | N/A |

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$10,031 | \$2,583 | \$7,448 | \$69,119 |
| District | N/A | N/A | \$8,355 | \$64,793 |
| Percent Difference: School Site and District | N/A | N/A | -10.9 | -2.2 |
| State | N/A | N/A | \$6,574 | \$69,649 |
| Percent Difference: School Site and State | N/A | N/A | 5.8 | -8.7 |

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

Types of Services Funded (Fiscal Year 2016-17)

Redwood Elementary School has a variety of programs to promote student achievement with a focus on attendance and district wide initiatives. Redwood focuses on student attendance by educating students and parents about the importance of attendance as well as rewarding students for meeting or exceeding the district attendance rate of 97%. Students earn popcorn parties, chicken dinners, certificates, pizza parties and banners for meeting the attendance rate. Students/classes are also highlighted at assemblies and over the intercom weekly. Saturday Schools are also available monthly for attendance recovery. Academic services include Special Day Class programs, Resource program, small group instruction focused on literacy and math skills taught by teachers during after school tutoring. Speech/Language services. English Language Development strategies are a part of classroom instruction at every grade level for those learning English as a second language. We have school counseling services available five days a week, focusing on academic and social behaviors that lead to student success. We also have a GATE program for our intellectually gifted students. We are able to address the social/emotional development of our students through a school-wide focus on Positive Behavior Intervention and Supports (PBIS) program. Students are recognized regularly for safe, respectful, and responsible behavior. We have a Redwood Leadership club to recognize students who make responsible choices routinely. Redwood also receives Title 1, Program Improvement Funds which help our students move toward 21st century technology skills and support our students as they transition into Common Core strategies.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,850 | \$44,144 |
| Mid-Range Teacher Salary | \$64,986 | \$69,119 |
| Highest Teacher Salary | \$79,706 | \$86,005 |
| Average Principal Salary (Elementary) | \$94,172 | \$106,785 |
| Average Principal Salary (Middle) | \$101,860 | \$111,569 |
| Average Principal Salary (High) | \$116,004 | \$121,395 |
| Superintendent Salary | \$152,069 | \$178,104 |
| Percent of Budget for Teacher Salaries | 32% | 34% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

- Professional Learning Communities: District-wide grade level PLC groups meet almost weekly to focus on three big ideas. 1. Ensuring that students learn. 2. Ensuring a culture of collaboration. 3. A focus on results. These meetings are a powerful opportunity for teachers to work together to improve student learning throughout our county.
- Positive Behavior Intervention and Support (PBIS): Our school PBIS team has developed a school-wide matrix of behavior expectations in common areas on campus. Teachers have developed a corresponding matrix of expectations for their own classrooms. Students are positively acknowledged for being safe, respectful, and responsible in all areas at school. PBIS is discussed and reviewed at every staff meeting two Mondays a month as well as monthly PBIS leadership team meetings.
- Training in a newly adopted English-Language Arts and English Language Development curriculum was provided the fall of 2017.
- Technology: In a world of ever-changing technology skills, we strive to engage our students in creative uses of computers, iPads, and other forms of technology. Technology training for teachers comes in many forms: staff meeting demonstrations, weekend and after school trainings. Participation in the Hour of Code is growing each year and Digital Citizenship lessons are taught at all grade levels.
 - School City, Footsteps to Brilliance and google docs training are some of the professional development opportunities teachers have had to help focus on student achievement and data. These trainings take place on Early out Wednesdays, weekends and during the day and substitutes are provided.
 - Math PD is ongoing at our school site.
 - Early Literacy training PD is offered to our K-3 teachers
 - BeGlad training have been offered to all Language Arts teachers K-8.
 - American Indian Curriculum Professional Development is offered yearly.