

Redwood Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| School Name | Redwood Elementary School |
| Street | 324 South Lincoln Street |
| City, State, Zip | Fort Bragg, CA 95437-4416 |
| Phone Number | (707) 961-2860 |
| Principal | Lundy Erickson, Principal |
| Email Address | lerickson@fbusd.us |
| Website | https://sites.google.com/fbusd.us/redwood/home |
| County-District-School (CDS) Code | 23655656025126 |

| Entity | Contact Information |
|-----------------------|-----------------------------------------------------------------------------------------------------|
| District Name | Fort Bragg Unified School District |
| Phone Number | (707) 961-2850 |
| Superintendent | Rebecca Walker |
| Email Address | bwalker@fbusd.us |
| Website | https://sites.google.com/fbusd.us/district |

School Description and Mission Statement (School Year 2019-20)

The school mission statement embodies the spirit of community and service which Redwood represents: "Based on the three principals of kindness, safety and responsibility, we will create a school environment in which each person feels respected, included, and valued. We are committed to living these ideals so that children, staff, parents, and community members will experience Redwood as a happy, wholesome place to learn and grow." Our school's goals are simplified to align with our district's goals: Close the achievement gap, improve school culture and increase student college & career readiness.

Redwood Elementary is a preschool through second grade elementary school located in the small town of Fort Bragg, on the beautiful California North Coast. Redwood is one of six schools within the Fort Bragg Unified School District. Redwood opened in 1953, and its buildings were modernized in the 1999-2000 school year. The facilities host between 400 and 500 students each year, ages three through eight, with 2 preschool classes, one Transitional Kindergarten class, one combination Transitional Kindergarten-Kindergarten class, 6 kindergarten classes, 5 first grade classes, one combination first grade-second grade class, 5 second grade classes, 2 Special Day Class (SDC) classes, and one Preschool Autism class. Redwood also enrolls approximately 100 students in the after school program, "Kudos for Kids." This program provides academic and enrichment opportunities for students, extending the regular school day from 2:30 PM until 6:00 PM. Our campus also hosts North Coast Opportunities (NCO) Head Start preschool, a resource for our community.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 153 |
| Grade 1 | 128 |
| Grade 2 | 119 |
| Total Enrollment | 400 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.5 |
| Filipino | 0.3 |
| Hispanic or Latino | 48.5 |
| White | 40.8 |
| Two or More Races | 4 |
| Socioeconomically Disadvantaged | 78.3 |
| English Learners | 37 |
| Students with Disabilities | 7.8 |
| Foster Youth | 1 |
| Homeless | 7.3 |

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

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--------------------------------------------------------------------|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 25 | 24 | 25 | 110 |
| Without Full Credential | 4 | 5 | 5 | 17 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|------------------------------------------------|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: December 2019

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--------------------------------------------------------------|----------------------------|--------------------------------------------|
| Reading/Language Arts | Benchmark Advance Education (2016) | Yes | 0% |
| Mathematics | Everyday Mathematics (2015) | Yes | 0% |
| Science | Scott Foresman Science for California (2006) | Yes | 0% |
| History-Social Science | Scott Foresman History/Social Science for California (2006) | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Redwood Elementary was constructed in 1953, and remodeled in the 1999-2000 school year. The school is set on spacious grounds that include a large playground and the Redwood Farm and Garden Project. There is an adjacent track for physical education activities with a large grassy area in the center. Most classes are conducted in the remodeled original classrooms with resource classrooms, preschool classes, speech, and preschool special education day classes housed in modular buildings. A playground was constructed and dedicated in November 2005. The project was funded through a \$125,000 trust fund donated in honor of Neva Cannon, the first principal of Redwood. Solar panels are installed on the northern end of campus, as well as in the Redwood Farm and Garden Project, as part of a district-wide commitment to energy conservation and reduction of school energy costs. The installation was completed in the 2011-2012 school year. In 2016-2017 school year, all campus lighting fixtures were updated to energy-efficient with funding by Proposition 39.

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

Year and month of the most recent FIT report: 11/25/19

| System Inspected | Rating | 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 | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|------------------------------------------------------------------------|--------|-------------------------------------------|
| Safety: Fire Safety, Hazardous Materials | Good | |
| 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-----------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | | | | | | |
| Mathematics (grades 3-8 and 11) | | | | | | |

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | | | | | |
| Black or African American | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| English Learners | | | | | |
| Students with Disabilities | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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

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

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | | | | | |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| English Learners | | | | | |
| Students with Disabilities | | | | | |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | | | | | |
| Homeless | | | | | |

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| 5 | | | |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Redwood Elementary has a website which contains all the events and activities, as well as other information regarding contacts. The web site is updated regularly and can be accessed at <https://sites.google.com/fbusd.us/redwood/home>.

The Redwood Parents Club is an organization providing activities throughout the year that encourage parents to be partners in the educational program, and to develop opportunities for parents and their children to learn together and have fun as a family. Examples include the annual Fall Harvest Festival, book fairs, Breakfast with Santa, Popcorn Fridays and our district-wide Color Run. Parents Club funding provides field trips, enrichment activities, assemblies, and supplemental instructional materials & classroom supplies.

Parents are actively involved in the classrooms on a regular basis, and support special projects throughout the year. Redwood also holds an annual "Family Literacy Night" Parents and community members serve on our School Site Council, which oversees our School Plan for Student Achievement. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Redwood Elementary at (707) 961-2860. You can also go to our website at <https://sites.google.com/fbusd.us/redwood/home> for additional information and for individual staff e-mail addresses.

Parents participate in our English Language Advisory Committee (ELAC), in which parents and community members learn more about our students whose native language is not English. Currently, our families speak English, Spanish, Thai, Hungarian and Urdu. English Language Learner parents are offered free English classes near campus through our district Adult English classes. A front hallway bulletin board focusing on English Language Learners welcomes parents as they enter the school and informs them of school events, opportunities, and community resources in Spanish, our second most spoken language.

Parents are invited and come regularly to weekly whole-school "Friday Morning Openings," at which students are honored for being "kind, safe, and responsible". School songs are sung, and announcements are made. Monthly, Redwood offers an informal question & answer session with administration at "Coffee with the Principal". This event is open to the public and our parents. In the spring, Redwood offers campus tours and parent orientations, intended to welcome new families and provide relevant information. Redwood hosts monthly parent education nights, where families can learn about important school-related and parenting topics. We offer parents LCAP involvement through board chats, which are held prior to every regular board meeting. Any parent or community member interested in becoming a member of the Redwood Learning Community may contact Lundy Erickson, Redwood Principal, at (707) 961-2860.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.9 | 0.0 | 1.2 | 7.4 | 2.7 | 4.5 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The school safety plan was updated and approved by the school board in September 2019. It is available on the school website. It includes both the action plan for creating a positive school culture as well as the school emergency response plan. Redwood Elementary is committed to the safety and security of each student. To that end, a comprehensive plan has been developed to address various emergency situations.

One of our primary concerns as a school is to protect the students in the event of a crisis. We have monthly drills that adhere to our School Safety Plan. The School Safety Plan is reviewed with staff on a regular basis. We have ensured that every room on our school site is outfitted with the School Safety Plan and an emergency back pack that has first aid supplies. In addition, we maintain updated records of students and their emergency contacts, as well as up to date records of both our school staff and district staff. As a part of our safety plan, we include monthly practice drills for fire, earthquake, and/or lock down situations.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---------------------------------------------|----------------------------------------------|--------------------------------------------|-------------------------------------|---------------------------------------------|----------------------------------------------|--------------------------------------------|-------------------------------------|---------------------------------------------|----------------------------------------------|--------------------------------------------|
| K | 19 | 4 | 5 | | 20 | 4 | 5 | | 17 | 3 | 6 | |
| 1 | 22 | 1 | 5 | | 22 | 1 | 4 | | 22 | 2 | 3 | |
| 2 | 21 | 1 | 5 | | 23 | | 7 | | 22 | 1 | 5 | |
| Other** | | | | | | | | | 9 | 1 | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 800.0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---------------------------------------------------------------|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | .9 |
| Resource Specialist (non-teaching) | 2.0 |
| Other | 1.8 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------------|-------------------------------------------|---------------------------------------------|------------------------------|
| School Site | 9346 | 2958 | 6388 | 59418 |
| District | N/A | N/A | 6606 | \$56,284.00 |
| Percent Difference - School Site and District | N/A | N/A | -3.4 | 5.4 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | -16.1 | -20.4 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Redwood Elementary funds the following services through various revenue streams. These services include:

- Reading Intervention Program: Students requiring reading intervention receive support either through a push-in model, or during our "walk to learn" period.
- English Language Development (ELD): Students receive designated ELD time during the school day, as well as bilingual aide support. We also have a site EL Coordinator who oversees assessment and delivery of ELD services.
- Special Education Services: students receive individualized support as per their IEPs, including resource, speech and language pathology services, and the expertise of education specialists and the school psychologist. We have SDC and social skills resources available to qualifying students, both in self-contained special education classes and general education classes. We have
- Professional Development: in addition to district-level professional development, teachers receive ongoing support from our instructional coach, who works with groups and 1-1 with teachers on best educational practices, student engagement, and curriculum and instruction.
- Counseling services: students have access to 1-1 and group counseling services through our full-time counselor, who also provides support to classrooms in regards to social/emotional learning (SEL) and restorative practices. The counselor oversees the Positive Behavior Interventions & Supports at the site, including the use of buddy classrooms and check-in check-out (CICO).
- Instructional Aides: aides provide social/emotional and behavioral support to students on the playground and in the cafeteria, as well as academic in classrooms on a daily basis.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$44,350 | \$46,208 |
| Mid-Range Teacher Salary | \$55,328 | \$72,218 |
| Highest Teacher Salary | \$77,283 | \$92,742 |
| Average Principal Salary (Elementary) | \$92,850 | \$134,864 |
| Average Principal Salary (Middle) | \$103,741 | \$118,220 |
| Average Principal Salary (High) | \$108,320 | \$127,356 |
| Superintendent Salary | \$131,580 | \$186,823 |
| Percent of Budget for Teacher Salaries | 32% | 33% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 5 |

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In the 2017-2018 school year, academic curriculum training in both math and English language arts have been conducted throughout the year. Technology training continued with repeat attendance at CUE Conference, and increased training was implemented in Google software products and district internal data collection systems. A Pro-Act (PROfessional Assault Crisis Training) introduction training session continued for new staff members. Prior to school beginning, a new teacher boot camp was held as a coaching workshop, which provided establishing support. The Peer Assistance model has been implemented for intern teachers to work with an experienced teacher, as an additional support system.

In the 2018-2019 school year, Redwood staff had a focus on literacy improvement. Our staff elected to have a Teacher on Special Assignment (TOSA) to help support this direction, with peer coaching, guided reading strategies, individualized professional development support, ongoing new teacher weekly support meetings and more. A new teacher bootcamp was offered again, for new team members, establishing support in campus culture, teaching methods & resources, and curriculum setup. Professional trainings were created to be more choice-based for staff members, including areas in technology, curriculum, social-behavior, and teaching strategies. Our school participated in district-wide gender awareness sessions, and have members in our district-wide professional development team. Professional development training has been extended to our school counselor, psychologist, classroom aides and office staff members by participation in outside conferences and workshops, and sessions with trainers brought to the school.

In this current 2019-2020 school year, we are focusing on instructional support for teachers as well as continuing professional development on PBIS and MTSS. With the ongoing support of our instructional coaches, teachers are provided group and 1-1 support in the following areas: small group instruction, student engagement, standards mapping and pacing guides, ELA and math standards-based district benchmark assessments, designated ELD, oral reading records, site based data analysis, and the creation of lesson objectives.

On-going early release days training align with Redwood's individual needs, and are developed from staff member survey feedback, data analysis and site assessment. We ensure that new teachers are provided support through Fort Bragg Unified School District's (FBUSD) Teacher Induction Program (formerly known as BTSA), or through our district's peer-assistance program.