

# Redwood Shores 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 Shores Elementary School
Street	225 Shearwater Parkway
City, State, Zip	Redwood Shores Elementary
Phone Number	650.802.8060
Principal	Karrie Amsler
Email Address	kamsler@brssd.org
Website	<a href="https://redwoodshores.brssd.org/">https://redwoodshores.brssd.org/</a>
County-District-School (CDS) Code	41-68866-0121111

Entity	Contact Information
<b>District Name</b>	Belmont-Redwood Shores Elementary School District
<b>Phone Number</b>	(650) 637-4800
<b>Superintendent</b>	Dr. Michael Milliken
<b>Email Address</b>	mmilliken@brssd.org
<b>Website</b>	<a href="http://www.brssd.org">http://www.brssd.org</a>

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

Established in 2010, Redwood Shores Elementary School is known for dedicated educators, supportive families, and diverse students who love to learn.

With classrooms from Kindergarten through fifth grade and enrichment opportunities that foster curiosity and creativity, we are driven by each child's social-emotional and academic success. We use Second Step to teach skills for social-emotional learning and we implement Positive Behavior Interventions and Supports (PBIS) to foster a school-wide culture of inclusion and respect. Our academic programs teach the California State Standards in English Language Arts, Mathematics, Social Studies, and Science, as well as those in Physical Education and Visual and Performing Arts.

As a faculty, our current areas of focus are:

1. Strengthening our student writer's through high-quality writer's workshop implementation
2. Designing learning opportunities using Next Generation Science Standards and building student capacity for innovation and collaboration
3. Collecting and analyzing data to inform decision-making

Our school is fortunate to receive many forms of support from the Redwood Shores community. Our students' families are integral partners who care deeply about our school and enliven the campus with their vision, volunteer power, and fundraising. The members of our Parent Teacher Association and Executive Board work together to foster strong school-family partnerships, to host events, to organize volunteers, and to coordinate and fund enrichment for our students. We are also fortunate to receive support from School Force, whose donations fund our music program, science specialist, librarian, and reading specialist. Our partners go above and beyond to make each student's experience at Redwood Shores exceptional.

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

Grade Level	Number of Students
<b>Kindergarten</b>	84
<b>Grade 1</b>	75
<b>Grade 2</b>	66
<b>Grade 3</b>	94
<b>Grade 4</b>	93
<b>Grade 5</b>	74
<b>Total Enrollment</b>	486

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	36.6
Filipino	6
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.6
White	26.3
Two or More Races	12.6
Socioeconomically Disadvantaged	8
English Learners	14.6
Students with Disabilities	6.6
Homeless	0.2

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	25	23	23
Without Full Credential	0	0	0	1
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:** November, 2019

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in academic areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math Expressions, 2015-2016	Yes	0
Science	Twig Education: Twig Science K-5, 2019	Yes	0
History-Social Science	TCI: Social Studies Alive! 2018	Yes	0
Health	Grades K-5: Children's Health Market: Great Body Shop/2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The 2019-2020 school year is the 10th year of Redwood Shores School operations.

**Age of Buildings:** This school has 22 classrooms, a library, a learning center with conference rooms, a multipurpose room and administrative offices. There are three part-time music teachers and one science specialist. Two daycare classrooms are also on site. The initial campus was completed in August of 2010. Phase II of construction was completed in the summer of 2012. This includes two buildings containing classrooms and offices for small group instruction. Phase III construction was completed in the summer of 2015 to add two classrooms and three small group instruction spaces.

**Cleaning Standards:** The District has adopted cleaning standards for each school, which are implemented by the district Facilities Department and Site Custodial Team. The principal and custodians developed a new schedule for morning and evening custodial shifts this year to ensure a clean school campus. They also developed a schedule for irregular and non-daily cleaning and maintenance tasks in order to prevent deferred maintenance and keep all aspects of facilities in working order.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keeps the school in good repair.

**Complaints and Reports of Conditions Requiring Remedy:** All pathways need to be clear. Sonitrol alarm closet must be cleared of storage. Landscaping could be managed with better trimming and fixing of broken sprinklers. Signs can be updated on campus. Loud noise due to the HVAC system near room 9 could be analyzed for potential maintenance. The school library needs blinds on doors. Some window closure hardware in the office needs repair.

Recent facility improvements include the update to HVAC filters in each classroom, changing out lights in classrooms to LED, and updating and fixing lights around the exterior of the buildings.

Planned facility improvements include new fencing for certain areas of the school and padding is to be added to a pole on the field to prevent student injury.

As of December, 2019, the restrooms are vented as designed. Repairs and aesthetic issues are being addressed on an ongoing basis. The thermostat in room 5 has been repaired.

### 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:** May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Thermostat does not work in Room 5
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Two outlets broken in the Multiuse Room.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	No vents in the bathrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Office: Some windows closures are hard to work or need to be fixed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Office: Some window closures are hard to work or need to be fixed. Library needs blinds on class doors. 1) Playground gates near cars stay open, need springloading; 2) Valet and drop-off area needs painted spots along the white zone; 3) Signage could be updated to better indicate where the office is.
<b>Overall Rating</b>	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)	74	76	80	82	50	50
Mathematics (grades 3-8 and 11)	81	79	77	79	38	39

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

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

### 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	262	255	97.33	2.67	76.47
Male	126	122	96.83	3.17	72.95
Female	136	133	97.79	2.21	79.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	92	90	97.83	2.17	86.67
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	31	27	87.10	12.90	62.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	73	73	100.00	0.00	75.34

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	40	39	97.50	2.50	69.23
Socioeconomically Disadvantaged	23	22	95.65	4.35	36.36
English Learners	62	57	91.94	8.06	56.14
Students with Disabilities	27	27	100.00	0.00	37.04
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	262	260	99.24	0.76	79.15
Male	126	125	99.21	0.79	78.40
Female	136	135	99.26	0.74	79.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	92	91	98.91	1.09	92.31
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	31	31	100.00	0.00	56.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	73	73	100.00	0.00	79.45
Two or More Races	40	39	97.50	2.50	74.36
Socioeconomically Disadvantaged	23	22	95.65	4.35	40.91
English Learners	62	62	100.00	0.00	72.13
Students with Disabilities	27	27	100.00	0.00	44.44
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	25.7	36.5	29.7

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)

Parents and families at Redwood Shores Elementary are essential to the success of our students and our school. As every family has different strengths, interests, and circumstances, we offer an array of ways to be involved and to partner with our school. Our more visible volunteers play roles such as Resident DJ, Crosswalk Leader, Hot Lunch Server, Recess Supervisor, Room Parent, and the like, while others work behind the scenes in roles like Volunteer Webmaster, Enrichment Club Coordinator, or Assembly Liaison. From ongoing commitments to one-time special guest roles such as visiting a classroom to serve as a "Mystery Reader", we seek to work with all families to enhance the work we do for our students. We also have a lively Art in Action program in many of the grade levels, completely run by parent volunteers.

Structures that provide many opportunities for parent involvement include Site Council/ELAC, Parent Teacher Association, and SchoolForce. Our website provides basic contact information and meeting dates, but over 90% of the parents of currently enrolled children at Redwood Shores also use Konstella, our parent-school communication platform, to view all committees, events, and ways to get involved in detail and to sign up for specific dates and to support specific initiatives or events. On Konstella, parents can email the leads of various activities and sign-up for volunteer opportunities and school-based events. PTA General meetings are held on Friday mornings while School Site Council meets on Thursday evenings. These meetings are specifically held at different times of day to include as many families as possible. It is our goal to involve our families and to help everyone to feel like a valued member of our community.

### 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
<b>Suspensions</b>	1.1	0.2	0.0	1.7	1.1	0.6	3.6	3.5	3.5
<b>Expulsions</b>	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)

Redwood Shores Elementary School's site safety plan is revised, updated, and approved annually. The most recent plan was updated in October 2019. Staff reviewed and provided feedback on the plan at a staff meeting in the middle of October. They were also asked to talk through the plan with their grade-level teams following the whole staff gathering. The final version of the plan is reviewed and approved by the Associate Superintendent, Superintendent, and the district school board.

Key elements of the plan include: Emergency contact information, evacuation locations, staff roles and responsibilities, and five emergency response protocols per San Mateo County Office of Education guidelines (evacuation, drop/cover/hold, secure campus, lockdown/barricade, and shelter in place, also known as the "Big Five".) In addition, preventative measures to provide a safe school environment in which student vulnerability to adult misconduct include open lines of visual supervision through classroom doors and windows and access to facilities is limited to areas needed by keys and alarm codes given to various staff. Lastly, the plan includes suspension data and other student engagement metrics so that stakeholders can have input on the school's efforts toward a culturally responsive climate in which all children can succeed.

## 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	25		4		25		4		21	1	3	
1	24		4		25		3		25		3	
2	25		4		24		4		22		3	
3	25		3		25		4		24		4	
4	23		3		25	1	2		28		3	
5	28		3		27		3		28		3	
Other**												

\*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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

\*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	11347	3265	8081	113672
District	N/A	N/A	8081	\$85,285.00
Percent Difference - School Site and District	N/A	N/A	0.0	15.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-23.2	24.1

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)

Supplementary and enrichment programs including field trips and visual art are sponsored by PTA. Art in Action is the primary visual art program taught at the school.

The following is a list of programs that are available from other sources:

Regular Education  
 Before and After School Enrichment Programs including Robotics, Newspaper, Running Club, Math Olympiad  
 Star Vista Counselor  
 Mathematics Instructional Coach  
 Music - Choral  
 Outdoor Education  
 Science & Reading Specialists  
 Extended School Year for Selected Special Education Students  
 Special Programs  
 Art Programs  
 BTSA  
 Staff Professional Development  
 Instrumental Music  
 Vocal music  
 Library Services

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,124	\$49,378
Mid-Range Teacher Salary	\$83,734	\$77,190
Highest Teacher Salary	\$107,859	\$96,607
Average Principal Salary (Elementary)	\$149,000	\$122,074
Average Principal Salary (Middle)	\$153,000	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$204,000	\$189,346
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	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	2	2	2

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade-level teams on a monthly basis. Additionally, there are three district-wide grade level trainings throughout the school years and an additional 3 district-wide professional developments in the 2018-2019 and 2019-2020 school years. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.