

# Hillcrest Middle

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Hillcrest Middle
Street	725 Bloomfield Rd
City, State, Zip	Sebastopol, CA, 95472-5153
Phone Number	707-823-7653
Principal	William Deeths
Email Address	wdeeths@grav.k12.ca.us
Website	<a href="https://hcm-grav-ca.schoolloop.com">https://hcm-grav-ca.schoolloop.com</a>
County-District-School (CDS) Code	49707146051759

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Hillcrest Middle School
Phone Number	(707)823-7008
Superintendent	David Rose
Email Address	drose@grav.k12.ca.us
Website	<a href="http://www.grav.k12.ca.us">http://www.grav.k12.ca.us</a>

### School Description and Mission Statement (School Year 2020-2021)

Gravenstein Union School District is a Transitional Kindergarten through 8th-grade school district with an enrollment of approximately 750 students, most of whom come from English speaking homes with a variety of socio-economic backgrounds. The district is located in the western rural section of Sebastopol in Western Sonoma County. The District serves a primarily rural population in an area of limited growth. Approximately ninety-four percent of the property located within the school district boundaries is zoned "rural residential" in the Sonoma County General Plan. This zoning classification also affects the number of students living within the district.

There are four schools in the district. Gravenstein Elementary School is a TK-5 charter school with the exception of some first-grade classes (called Gravenstein First School). Hillcrest Middle School is a 6th - 8th-grade middle school which is a charter school, and the district also has a Community Day School. The District is a TK-8 Magnet Program due to the ENRICH! program.

The sites reflect the rural nature of the community. The relatively low teacher: student ratio at each site, excellent staff, and very involved parents have worked together to establish a student body that has achieved some of the highest standardized test scores in Sonoma County for the last 15 years.

All classes TK-5 are self-contained. Primary classes (TK-3) have an approximate ratio of 20-1 and middle grades average an approximate ratio of 25-1. Instructional support assistants, paid by categorical monies, are utilized in Grades TK-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated through combining categorical funding to serve students who need intervention or tutoring. Students are provided service according to their need – regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program, an academic counselor, and a school psychologist. The same services are available at the middle school campus.

Students in grades TK through 3 receive music instruction one day per week and students in grades 4 and 5 receive music instruction twice a week. Visual art is also part of the Gravenstein School program and all students receive weekly art instruction. Hillcrest Middle School has a variety of scheduled music, art and drama programs. All grade levels participate in regular field trips and enrichment classes.

The school district utilizes a social-emotional learning program (SEL) entitled Second Step. Empathy, Emotion Management, Impulse Control, Problem Solving, and Anger Management are some of the topics covered. The district has created a Multi-Tiered System of Supports (MTSS) for mental health services led by our academic counselor and our mental health coordinator (an LMFT).

Thank you for your interest in our schools.

David Rose, Superintendent

**School Description:**

There are four schools within Gravenstein Union School District. They are Gravenstein Elementary, Gravenstein First, Hillcrest Middle School, and Gravenstein Community Day School.

**Vision Statement:**

By providing a rigorous and engaging education, GUSD will prepare all students academically and socially-emotionally for excellence in secondary education and beyond.

**Mission Statements:**

- 1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social emotional growth.
- 2) The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.
- 3) The GUSD Board and leadership will work together with the community to provide outstanding staff, attractive, safe schools, and to maintain a position of fiscal strength.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
<b>Grade 6</b>	113
<b>Grade 7</b>	79
<b>Grade 8</b>	82
<b>Total Enrollment</b>	274

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	3.6
Filipino	0.7
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.4
White	66.8
Two or More Races	9.1
Socioeconomically Disadvantaged	16.8
English Learners	5.5
Students with Disabilities	5.5
Foster Youth	0.4
Homeless	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	14.84	16.92	17.67	48.67
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McDougal Littell is the current adopted curriculum McGraw-Hill's "StudySync" IXL is being used as a supplemental curriculum Novels are used in literature groups at each grade level 6-8	Yes	0
<b>Mathematics</b>	Houghton /Harcourt Go Math 2015 -Piloted during the 2015-16 school year. Go Math was adopted at the middle school level in 2016-17.  IXL is being used as a supplemental curriculum beginning 16-17	Yes	0
<b>Science</b>	Stemscopes -grades 6-8	Yes	0
<b>History-Social Science</b>	History Alive (6-8)	Yes	0
<b>Foreign Language</b>	Glencoe Spanish (6-8)	Yes	0
<b>Health</b>	Teen Health by McGraw-Hill (6-8)		

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

## School Facility Conditions and Planned Improvements

This school has 16 classrooms, a performing arts/gymnasium, and an administration building. Within two campuses, the district employs three full-time custodial and maintenance professionals. The district works proactively to provide safe, clean, and adequate facilities. Deferred Maintenance projects are continually planned and executed (such as replacement of student restroom stalls, toilets, and tile as needed on both campuses. Classroom carpet replacement, painting, blacktop and striping of parking lots are just a few of the other ongoing projects.

We have had a modernization or new building project (to remove and replace old modular units) at one of the campuses every summer for the last several years. In 2012 the district passed a General Obligation Bond for a new building project at the Hillcrest Middle School campus and modernization project at Gravenstein Elementary. The new building project at Hillcrest was completed during the summer of 2015. Phase 1, which was completed in August of 2015, included new roofing, sidewalks, and ADA compliance construction. Phase 2 of the modernization began in June of 2016. This part of the modernization includes a complete renovation of the student restrooms, heating and lighting in most classrooms, and changes to the district and school offices. Phase 2 was completed at the start of the 2017-18 year. Phase 3 on the Gravenstein Elementary campus is scheduled to begin in the summer of 2018, and includes remodeling the multi-purpose room, staff bathrooms, and learning lab classroom with new flooring, lighting, and heating system. Phase 4 began on Hillcrest campus the summer of 2018, and includes the following: new energy efficient lighting; parking lot cover with solar array; ADA access to the lower field, and a new switch gear and transformer. Phase 4 is completed for Hillcrest.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 12/28/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Principal's Office: Received new LED lighting in summer 2017. No hardwired heater in room
<b>Interior: Interior Surfaces</b>	Good	P1: Modular built 2012. Received new LED lighting part of prop 39 improvements. New carpet needed, tears in carpet seams. P2: Modular built 2012. Received new LED lighting part of prop 39 improvements. New carpet needed, tears in carpet seams.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural: Structural Damage, Roofs</b>	Good	B-wing locker room hallway end office: Received new LED Lighting and ceiling grid part of Hillcrest School Improvements summer 2018.. Roof leak observed. To patch
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Playground: New accessible pathway constructed in summer 2018. Playground could use updating. Border on playground has become separated. Room 10: Last modernized in 2007 with heater system with economizer, casework, windows, sink. Received new LED lighting through prop 39 in 2019. Concrete by exterior classroom is uneven from redwood tree roots to be repaired.
<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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	74	N/A	50	N/A
Mathematics (grades 3-8 and 11)	55	N/A	66	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	44	N/A	53	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

The Gravenstein Parent Association (GPA), School Site Council, volunteering in classrooms, and chaperoning on field trips are some of the opportunities available for parental involvement. Fundraising through the foundations and helping teachers in class are not the only methods used in volunteering. Many parents share their own talents as a doctor, dentist, chef/cook, scientist, artist, poet, foreign language specialist, physical fitness instructor, and more with classroom students.

During the 2019-20 school year the Board of Trustees, Site Council/LCAP Committee, Leadership, and all teachers were included in the process to update the LCAP throughout the fall. The LCAP was revised and adopted by the board for 2018-19, 2019-20, and 2020-21.

The Trustees and the Superintendent attended county office workshops regarding LCFF and LCAP. Input on the LCAP was solicited via Monday Messages to the Superintendent and a series of meetings. It was decided to include individual responses to questions to include people who could not attend meetings. Parent, staff, Board, student, and administrative LCAP meetings held 5-6 times throughout the year.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.6	10.5	1.4	4.2	3.5	3.5
Expulsions	0.7	1.1	0.3	0.4	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6	6	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, a review of the fire alarm system, and workshops attended by members of the district's safety committee.

The safety plan is reviewed by the Site Council and approved by the school board every year prior to March 1. It was most recently reviewed and edited by the District Site Council in January 2020. The school board will approve the updated Safety Plan at the February 13, 2020 board meeting. This is the current plan if school is in session and students are attending in person. We have added a COVID-19 specific section to our illness and injury prevention program (IIPP) specifically addressing campus safety during state ordered shelter in place and distance learning. The IIPP is available on our District website under our COVID-19 tab, along with our CAL-OSHA COVID -19 prevention plan.

The safety plan is reviewed in its entirety with the staff during staff development days each August before the start of school. This review includes sections covering child abuse, disaster and crisis response, new policies, such as Suspension and Expulsion, the Temporary Removal and Removal of students, sexual harassment of students and personnel, hate crime, and more. Fire and Disaster Response, Hazardous Materials, and more were covered with the assistance of a local Fire Battalion Chief and the local Sebastopol Chief of Police, in consultation with the Sebastopol Police Department's school shooter task force.

Safety goals completed for the 2018-19 school year include the addition of window coverings District-wide; and to communicate with parents first and then practice a lock-down in place procedure with students. Safety goals for the 2019-2020 school year included the purchase of Walkie Talkies for the entire supervision and office staff.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	16	8	2		18	14	6		19	5	4	
Mathematics	16	8	2		18	7	3		20	5	3	
Science	21	5	3		23	5	4		23	4	3	
Social Science	21	5	3		23	4	4		23	2	5	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	456.7

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,528	\$1,816	\$9,712	\$66,927
District	N/A	N/A	\$10,391	\$73,494
Percent Difference - School Site and District	N/A	N/A	-6.8	-9.4
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	22.5	-6.5

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

## Types of Services Funded (Fiscal Year 2019-2020)

Federal and State funding is utilized to pay for Learning Labs (LL) and Teaching Assistants (TAs) at both campuses. The TAs spend the majority of their time working with low performing students. State adopted Intervention Programs (Language!) for English Language Arts and (Fast Forward) for Math is utilized for students who are achieving two grade levels or more below their grade level.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,050	\$46,965
Mid-Range Teacher Salary	\$70,865	\$67,638
Highest Teacher Salary	\$95,250	\$88,785
Average Principal Salary (Elementary)	\$103,326	\$112,524
Average Principal Salary (Middle)	\$107,162	\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$142,500	\$128,853
Percent of Budget for Teacher Salaries	37.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	

There are 7 professional development days during a school year. One is a full day at the beginning of the year. The other days are spread monthly throughout the year as Early Release Days for students. Teachers meet as grade level groups for planning or they have professional development brought to them on a school campus.

During the 2015-16 school year, the teachers piloted a different math textbook. They continue to utilize the early release days to discuss this math program by grade levels.

During the 2016-17 school year, teachers met to select and train in ELA pilot materials; CPR training for all certificated & office staff; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2017-18 school year, teacher met to select and train in ELA pilot materials; train in new Frontline sub system; plan pro-social focus for each month as part of a focus on "Choose Kindness" theme for the year; student achievement data analysis and goal setting; and dual-program system inquiry.

During the 2018-19 school year, teachers met to receive Professional Development on improving social emotional supports with students; NGSS and STEAM classroom strategies; student achievement data analysis and goal setting and sible program planning.

During the 2019-20 school year, teachers met to receive Professional Development on ACES and creating a tiered system for supporting students. Individual teachers attended PD for STEAM, Math and online based intervention programs.

During the 2020-21 school year, teachers accessed Professional Development on using educational technology, creating virtual lessons and Social Emotional challenges during Distance Learning

The teachers are also encouraged to attend training outside of the district in the areas of GATE education (CAG conferences); Special Education trainings; STEAM conference; NGSS implementation; CUE conference; additional Common Core and Leadership training, etc.

New teachers also attend BTSA training with district mentor teachers.

Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

Teachers on cycle for evaluation in the 17-18 school year met with their site administrator and set professional development goals, and were offered opportunities to attend professional development workshops tied to their chosen goals. Teachers were successful in fulfilling their professional development goals for 2017-18, which ranged from the following examples: developing a Google classroom; offering a science program aligned with the NGSS; implementing the Study Sync curriculum with fidelity; and integrating a mindfulness program into their classroom culture.