

# Hillcrest Middle

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Hillcrest Middle
<b>Street</b>	725 Bloomfield Rd
<b>City, State, Zip</b>	Sebastopol, CA, 95472-5153
<b>Phone Number</b>	707-823-7653
<b>Principal</b>	William Deeths
<b>Email Address</b>	wdeeths@grav.k12.ca.us
<b>School Website</b>	www.grav.k12.ca.us
<b>County-District-School (CDS) Code</b>	49707146051759

## 2021-22 District Contact Information

<b>District Name</b>	Hillcrest Middle School
<b>Phone Number</b>	(707)823-7008
<b>Superintendent</b>	David Rose
<b>Email Address</b>	drose@grav.k12.ca.us
<b>District Website Address</b>	www.grav.k12.ca.us

## 2021-22 School Overview

### District Profile

Gravenstein Union School District (GUSD) is a Transitional Kindergarten through 8th-grade school district with an enrollment of approximately 760 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, approximately 65% of the students attending our schools live outside of the district boundaries. GUSD's percentage of unduplicated students is 30.0%. District enrollment groups include the following: 26.2% Socioeconomically Disadvantaged, 8.2% English Learners, 8.7% Special Education, 0.3% Homeless, and 0.1% Foster Youth. The racial/ethnic background of our GUSD students is: 0.7% African American, 3.7% Asian, 22.1% Hispanic, 0.7% Pacific Islander, 59.6% White, and 11.5% reporting two or more races. 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, 37 students in 21/22). Hillcrest Middle School is a 6th - 8th-grade middle school which is a charter school, and the district also has a Community Day School (no students enrolled in 21/22). 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. To guide the work of staff in maintaining an outstanding educational experience for each student, our Board has adopted the following:

### 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

## 2021-22 School Overview

enhanced by a variety of enrichment experiences.

3) The GUSD Board and leadership will work together with the community to provide outstanding staff and attractive, safe schools.

4) The GUSD Board and leadership will work together with the community and Administration to maintain a position of fiscal strength.

To support the pursuit of this Vision and the Mission statements, multiple goals have been established and action items are being implemented in pursuit of those goals. All classes TK-5 are self-contained. Primary classes (TK-3) have an approximate student:teacher ratio of 20:1 and in grades 4-5, we have an approximate ratio of 22:1. 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, a mental health counselor, and a school psychologist. TK- 5th grade students receive at least 5 enrichment sessions per week including music/chorus, drama, art, STEM, Spanish, and physical education. Hillcrest Middle School students are enrolled in at least 2 electives courses and an additional enrichment once per week. 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).

Much of the current data we have indicates that the GUSD base program (Tier I) is successful in providing the universal supports and prevention strategies that are needed to enable a majority of our students to be successful on a daily basis, year after year. However, depending on the data point and student group, we also know that a percentage of our students each year struggle with academic growth, consistent attendance, and behavioral choices. We have developed goals and actions specific to our highest need students, using demographic group specific data as the basis to measure, monitor, and report results. For students that are not making expected annual academic progress, and/or consistently make poor behavioral choices, and/or are chronically absent or truant, we provide targeted supports and interventions designed specifically for the individual student. Our Tier II system includes a menu of interventions and supports, a team approach, the student and parents/guardians, and a case manager to ensure that interventions are implemented with fidelity and that progress is measured and monitored. In the rare instances when our Tier II plan is not successful, we work with our community partners to identify and implement needed intensive interventions (Tier 3), again tailored to the specific needs, challenges, and barriers that are identified for the individual student. We have three ongoing standards that we expect students to achieve and maintain: academically, students should be at grade level or above in all subject areas (no D's or F's), students should be present for at least 95% of all direct instruction activities, and should be able to consistently self-regulate and engage during instruction without the need for repeated teacher redirection, prohibition from participation, or violations of campus behavior guidelines. If a student's participation and performance should fall below district standards in one or more of these areas, Tier II targeted interventions will commence, beginning with teacher and classroom aide implemented interventions and increased parent/guardian engagement strategies. If the initial Tier II intervention attempts prove ineffective, the teacher will refer the student to administration and/or academic and mental health counseling staff. The teacher, administrator, counselors, and parent/guardian will meet to discuss present performance levels, attempted interventions, and work to identify persisting barriers to successful engagement and performance. Upon identification of the barriers, the team will articulate and implement an intervention plan consisting of strategies and resources targeted and specific to the unique challenges facing the student and/or the student's family. If classroom level interventions are not successful, it is possible that some antecedent or barrier external to the classroom exists, and Tier 3 interventions, connected to our community partner agencies, will commence.

Thank you for your interest in our schools.  
David Rose, Superintendent

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	93
Grade 7	111
Grade 8	80
<b>Total Enrollment</b>	<b>284</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
Asian	3.5
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	12
White	60.2
English Learners	4.2
Homeless	0.7
Socioeconomically Disadvantaged	18.7
Students with Disabilities	8.1

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	18

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	5
<b>Total Out-of-Field Teachers</b>	5

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	January 2022
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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 Littel 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)	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## 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. Part 1 of phase 1 of a new project, the Hillcrest Heat Mitigation Project, was completed during the summer of 2021 with the installation of a new HVAC system for the classrooms and office areas and an electrical panel upgrade. Part two of Phase 1, roofing upgrades, is out to bid as of January 2022.

Solar for the campus has been completed and the campus is using solar power. Routine maintenance items were performed for items that needed attention or repair. GUSD began the process of drafting a new Facilities Master Plan in 2020, and the plan was approved by the Board on January 11, 2022. District staff and committee members will be working with a construction project manager to begin prioritizing and planning the projects included in the Master Plan, beginning with TK expansion, the completion of the Hillcrest Heat Mitigation Project, and refurbishing a used portable to house the Business Services and Superintendent's offices at Hillcrest.

Year and month of the most recent FIT report

12/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Principal's Office: Received new LED lighting in summer 2017. No hardwired heater in room
<b>Interior:</b> Interior Surfaces	X			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:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			B-wing locker room hallway end office: Received new LED Lighting and ceiling grid part of Hillcrest

## School Facility Conditions and Planned Improvements

		School Improvements summer 2018.. Roof leak observed. To patch
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	Playground: New accessible pathway constructed in summer 2018. Playground could use updating. Border on playground has become seperated. 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.

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	NT	NT	NT	NT
Female	143	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	57	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	173	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	23	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	NT	NT	NT	NT
Female	143	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	57	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	173	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	23	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students Student Groups	All Students Total Enrollment	All Students Number Tested	All Students Percent Tested	All Students Percent Not Tested	All Students Percent At or Above Grade Level
All Students	282	269	95.4	4.6	67.2
Female	146	-	-	-	-
Male	136	-	-	-	-
American Indian or Alaska Native	0	0	0.0	0.0	-
Asian	6	-	-	-	-

<b>Black or African American</b>	1	-	-	-	-
<b>Filipino</b>	1	-	-	-	-
<b>Hispanic or Latino</b>	56	49	87.5	12.5	59.2
<b>Native Hawaiian or Pacific Islander</b>	1	-	-	-	-
<b>Two or More Races</b>	44	-	-	-	-
<b>White</b>	173	-	-	-	-
<b>English Learners</b>	11	8	72.7	27.3	25.0
<b>Foster Youth</b>	0	0	0.0	0.0	-
<b>Homeless</b>	2	-	-	-	-
<b>Military</b>	0	0	0.0	0.0	-
<b>Socioeconomically Disadvantaged</b>	84	63	75.0	25.0	32.8
<b>Students Receiving Migrant Education Services</b>	1	-	-	-	-
<b>Students with Disabilities</b>	23	10	43.5	56.5	20.0

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students Student Groups</b>	<b>All Students Total Enrollment</b>	<b>All Students Number Tested</b>	<b>All Students Percent Tested</b>	<b>All Students Percent Not Tested</b>	<b>All Students Percent At or Above Grade Level</b>
<b>All Students</b>	282	273	96.8	3.2	61.5
<b>Female</b>	146	-	-	-	-
<b>Male</b>	136	-	-	-	-
<b>American Indian or Alaska Native</b>	0	0	0.0	0.0	-
<b>Asian</b>	6	-	-	-	-
<b>Black or African American</b>	1	-	-	-	-
<b>Filipino</b>	1	-	-	-	-
<b>Hispanic or Latino</b>	56	41	73.2	26.8	56.1
<b>Native Hawaiian or Pacific Islander</b>	1	-	-	-	-
<b>Two or More Races</b>	44	-	-	-	-
<b>White</b>	173	-	-	-	-
<b>English Learners</b>	11	10	90.9	9.1	50.0
<b>Foster Youth</b>	0	0	0.0	0.0	-
<b>Homeless</b>	2	-	-	-	-
<b>Military</b>	0	0	0.0	0.0	-
<b>Socioeconomically Disadvantaged</b>	84	68	81.0	19.0	21.2
<b>Students Receiving Migrant Education Services</b>	1	-	-	-	-

<b>Students with Disabilities</b>	23	14	60.9	39.1	21.4
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\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

### 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	82	NT	NT	NT	NT
<b>Female</b>	42	NT	NT	NT	NT
<b>Male</b>	40	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	16	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	NT	NT	NT	NT
<b>White</b>	52	NT	NT	NT	NT
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Our first step in the stakeholder process was for our Board to create a Vision Statement for the district, as well as supporting Mission Statements. Our Board held three retreat sessions with the Superintendent to develop the Vision and Mission Statements for GUSD, as well as, for each Mission Statement, goals and action items to guide the work of GUSD staff and set a direction for the district.

The Board of Trustees, Site Council, parents, teachers, staff and students participated in discussions around the Vision and Mission Statements and current district data. Teachers, parents, and classified staff were represented in the Site Council, as well as a teachers' and classified union representative. The Superintendent hosted several specific stakeholder group meetings, including separate meetings for parents/guardians of EL, Hispanic, RSP, and Title 1 students. Virtual meetings with stakeholders were held from the middle to the end of May of 2021. During the engagement sessions, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, and survey results from staff and parents. Additionally, in June of 2020, GUSD composed a lengthy parent survey (67% return rate) with multiple questions, provided by WestED, designed to identify student challenges and barriers from the parent perspective. Each stakeholder group reviewed the compiled data and district leadership facilitated the "noticings and wonderings" protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit stakeholder feedback.

Each "noticing or wondering" from a stakeholder was recorded, as were the points and comments from the group elicited by initial comment. The recorded notes from the meetings were included with the parent survey data previously collected, and staff either confirmed that the topic was either addressed or added in the action items to support our three main district Goals. Stakeholders were in concurrence that the schoolwide academic data for GUSD is very positive, and were very optimistic about the dramatic reduction in suspensions and expulsions as well as the strong attendance rate for the 130 days of in-person instruction during the 2019/20 school year.

Additional stakeholder feedback that was used in the creation of this plan also includes work with the Sonoma County SELPA. The superintendent attends weekly Director's Meetings that include best practices and planning information both from SELPA staff and Special Education Directors from throughout Sonoma County. The Sonoma County SELPA also produced a guide as

## 2021-22 Opportunities for Parental Involvement

a resource and reference tool for districts that contributed to the GUSD process. The Sonoma County Office of Education Director of Continuous Improvement assigned to our district also read our guidance documents and provided technical and content guidance and support.

A Public Hearing for the district plan to solicit further stakeholder feedback from the GUSD Board, staff, parents, and community members was held on June 8, 2021.

Additionally, 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 GPA parent foundation 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. A Cultural Awareness Committee, Racial Justice Committee, and Climate Committee were formed in 2019 composed of staff, Board Members, and community members to offer resources, ideas, and support for various school activities.

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 2021-22, 2022-23, and 2023-24.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	293	11	3.8
Female	149	149	7	4.7
Male	145	144	4	2.8
American Indian or Alaska Native	0	0	0	0.0
Asian	10	10	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	61	61	5	8.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	35	35	1	2.9
White	178	177	5	2.8
English Learners	12	12	2	16.7
Foster Youth	0	0	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	67	67	5	7.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	25	25	0	0.0



## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	10.49	0.34	4.16	0.13	3.47	0.20
<b>Expulsions</b>	1.12	0.00	0.38	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.11	1.13	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.69	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, including COVID safety 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 December of 2021 and January 2022. The school board is slated to review the updated Safety Plan at the February 8, 2022 board meeting. This continues to be the current plan for when students are attending in-person instruction. We have added a COVID-19 specific section addendum to our Illness and Injury Prevention Program (IIP), specifically addressing campus safety during the times of the California state-mandated shelter-in-place and distance learning. The IIP is available on the District website ([www.grav.k12.ca.us](http://www.grav.k12.ca.us)) under the COVID tab along with our Cal-OSHA/COVID-19 prevention Program (CPP)

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.

Safety goals completed for the 2020-21 school year include weekly PCR testing of students and staff on either campus, rapid antigen testing for anyone symptomatic, and the continued protocols of health screening for all individuals coming onto either campus (including students and staff daily) and daily disinfection of all buildings.

### 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	14	6	
Mathematics	18	7	3	
Science	23	5	4	
Social Science	23	4	4	

### 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	5	4	
Mathematics	20	5	3	
Science	23	4	3	
Social Science	23	2	5	

### 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	1	5	1
Mathematics	23	2	5	1
Science	32		4	2
Social Science	24	2	5	1

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	564

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.125
<b>Social Worker</b>	0
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	0.25
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,956	\$1,257	\$10,699	\$74,300
<b>District</b>	N/A	N/A	\$10,444	\$79,031
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.4	-6.2
<b>State</b>			\$11,993	\$69,438
<b>Percent Difference - School Site and State</b>	N/A	N/A	-11.4	6.8

## 2020-21 Types of Services Funded

Federal, State and local funding is utilized to pay for a variety of services and programs for our students, including: low class sizes, an academic counselor, instructional materials and supplies, instructional assistants, 1:1 tech devices, field trips, enrichment and electives instruction, teacher and IA training, parent communication platform, mental health counselor and intern, EL Support teacher, RSP teachers and IAs, reading intervention program, ELA/Math skill building software, school psychologist, facility maintenance and repair, school secretaries, truancy prevention training, SEL program and training, trauma-informed training, trauma screening, playground/campus supervisors, DEI (diversity, equity, inclusion) assessment, software subscriptions, meals, before and after school care, summer school, and transportation. We are using an MTSS to strategically allocate our resources, evaluate effectiveness, and then individualize services for students as needed. Please see our LCAP for more details.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,772	\$47,265
<b>Mid-Range Teacher Salary</b>	\$75,260	\$69,813
<b>Highest Teacher Salary</b>	\$100,620	\$91,237
<b>Average Principal Salary (Elementary)</b>	\$113,000	\$113,466
<b>Average Principal Salary (Middle)</b>	\$127,700	\$115,186
<b>Average Principal Salary (High)</b>	\$0	\$0
<b>Superintendent Salary</b>	\$151,000	\$131,359
<b>Percent of Budget for Teacher Salaries</b>	34%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	7%

## Professional Development

Due to the shift to distance learning during the 2019-20 school year and continuing distance learning through the majority of the 2020-21 school year, GUSD provided a multitude of tech-based professional development in addition to our standard annual offerings. Additionally, in the spring of 2021, GUSD adopted an early release day every Wednesday to provide more time for professional development. On these days, teachers meet as grade level or subject area groups for planning or they have professional development brought to them on a school campus. There are 2 regularly scheduled days for professional development at the beginning of every school year.

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. 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

Each year, teachers on cycle for evaluation in the school year meet with their site administrator and set professional development goals. Administration works to offer opportunities to attend professional development workshops tied to their chosen goals. Teacher evaluations were suspended for the 19/20 and 20/21 school years due to distance learning. Teachers were successful in fulfilling their professional development goals for 2018-19, 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. This practice continues for 2021-2022 school year. Many staff have already attended professional development opportunities and shared back to the campus staff at a monthly staff meeting.

2019/20 days include 3 partial days for teachers to pursue tech training to prepare for DL.

2020/21 days include 14 partial days that were shortened Wednesdays.

2021/22 days include all projected days for the year, including 39 partial days that are shortened Wednesdays.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	18	41