

Hill Creek School

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 | Hill Creek School |
| Street | 9665 Jeremy St. |
| City, State, Zip | Santee, CA 92071-2836 |
| Phone Number | 619-956-5000 |
| Principal | Suzie Martin |
| Email Address | suzie.martin@santeesd.net |
| Website | http://www.santeesd.net/Domain/384 |
| County-District-School (CDS) Code | 37 68361 6085161 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|--|
| District Name | Santee School District |
| Phone Number | (619) 258-2300 |
| Superintendent | Dr. Kristin Baranski |
| Email Address | kristin.baranski@santeesd.net |
| Website | www.santeesd.net |

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

“Where Young Minds Meet Open Doors”

SANTEE SCHOOL DISTRICT VISION, MISSION, BELIEF STATEMENTS, AND GOALS

Adopted March 5, 2019

MISSION STATEMENT

Providing an extraordinary education in an inspiring environment with caring people.

VISION STATEMENT

Unlocking the potential of tomorrow by building confident, innovative learners today.

BELIEF STATEMENTS

Children are our first priority. Therefore we believe....

All students can learn.

Student growth, academic performance, and positive personal development are the highest measures of student and district success.

Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.

Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.

Parent and community involvement in our schools is crucial to the academic success of our students.

Knowledgeable, motivated, and inspired employees assure the success of our students.

Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.

The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

BOARD GOALS

Educational Achievement

Assure the highest level of educational achievement for all students.

Learning Environment

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning

Fiscal Accountability

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

Staff Development

Implement a staff development plan as the cornerstone of employee performance and growth.

Student Well-Being

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

Hill Creek's Mission Statement:

Hill Creek School provides a safe environment that values the unique individual differences of each child, allowing them to meet their full potential. Facilitated by dedicated teachers, the curriculum is highly challenging and purposeful, empowering students to be innovative, productive members of their community in a global society.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 113 |
| Grade 1 | 85 |
| Grade 2 | 95 |
| Grade 3 | 91 |
| Grade 4 | 83 |
| Grade 5 | 76 |
| Grade 6 | 58 |
| Grade 7 | 69 |
| Grade 8 | 55 |
| Total Enrollment | 725 |

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.1 |
| Asian | 1.8 |
| Filipino | 2.5 |
| Hispanic or Latino | 28.8 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 55.6 |
| Two or More Races | 10.1 |
| Socioeconomically Disadvantaged | 39.9 |
| English Learners | 8.8 |
| Students with Disabilities | 9.7 |
| Homeless | 1.8 |

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 | 34 | 34 | 40 | 380 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 1 | 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 12/2020

Each student at our school has access to curriculum books or chapter packets. In addition, each of the following programs have a digital platforms that provide the teaching and reteaching content.

Core curriculum includes:

Wonders Language Arts grades K-5

Amplify Language Arts grades 6-8

Pearson Social Studies & History grades K-8

College Preparatory Math (CPM) grades 6-8

Math Expressions K-5

Additional curricular resources for reteach and intervention include:

RazKids (K-2)

iReady reading

iReady math

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | Reading Wonders (K-5) and Amplify Learning (6-8) Both adopted 2017. iReady is utilized as a supplemental program in K-8. | Yes | 0.0 |
| Mathematics | Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady and Dreambox are utilized as supplemental programs in K-8. | Yes | 0.0 |
| Science | McGraw-Hill (K-5) and Pearson (6-8). Both adopted 2008. Mystery Science is utilized as a supplemental program in K-5. | No | 0.0 |
| History-Social Science | Pearson Realize History-Social Science adopted 2019. | Yes | 0.0 |
| Health | Healthy Eating Made Easier (K-8) adopted 2017. | Yes | 0.0 |

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hill Creek School's original facilities were built in 1973; ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During Summer 2010, installation of solar panels was completed. Campus modernization was completed Summer, 2011.

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: 07/14/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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) | 36 | N/A | 56 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 33 | N/A | 49 | 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) | 24 | N/A | 33 | 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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision making group, or simply attending school events. Parents stay informed on upcoming events and school activities through flyers, the school website, the school marquee, e-mails, the monthly Bulldog Bulletin, PTSA newsletters, and school messenger. Contact the main office for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper

Chaperone

Art Attack Docents

Breakfast Club

Committees

School Site Council

English Learner Advisory Council

Parent Teacher Student Association

District Advisory Committee

School Activities
Back to School Night
Family Nights
Student performances
Kinder-Ready Orientation
Red Ribbon Week
Santee Santas

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 | 6.7 | 8.8 | 4.4 | 4.3 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 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 | 3.2 | 2.4 | |
| 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 Site Safety Plan was developed for Hill Creek School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by the collaborative School Site Council group, composed of both staff and parents, on December 12, 2020. Staff responsibilities and safety plan updates were discussed with staff in November, 2020. In addition, parent committees reviewed the plan in January, 2021.

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 | 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+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 24 | | 5 | | 23 | 1 | 4 | | 22 | 1 | 4 | |
| 1 | 23 | | 3 | | 24 | | 3 | | 20 | 2 | 2 | |
| 2 | 23 | | 4 | | 23 | | 4 | | 23 | | 4 | |
| 3 | 23 | | 4 | | 23 | 1 | 3 | | 21 | 1 | 3 | |
| 4 | 32 | | 2 | | 33 | | 1 | 1 | 27 | 1 | 2 | |
| 5 | 26 | 1 | 1 | 2 | 33 | | 1 | 1 | 25 | 1 | 2 | |
| 6 | 26 | 3 | 11 | 1 | 28 | 3 | 2 | 10 | 26 | 1 | 13 | |
| Other** | 10 | 1 | | | 11 | 2 | | | 11 | 2 | | |

*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 Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 725 |

*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) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| 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 | 10,514.99 | 2,824.93 | 7,690.06 | 78,800.46 |
| District | N/A | N/A | 7,831.40 | \$78,552 |
| Percent Difference - School Site and District | N/A | N/A | -1.8 | 0.3 |
| State | N/A | N/A | \$7,750 | \$84,183 |
| Percent Difference - School Site and State | N/A | N/A | -0.8 | -6.6 |

Types of Services Funded (Fiscal Year 2019-2020)

Santee School District receives State and Federal funding. State funding, through the Local Control Funding Formula (LCFF), is allocated to a variety of funding sources based on the eight State priorities, District priorities, and annual stakeholder feedback. The eight State priorities are:

1. Basic Services
2. Implementation of Common Core Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

Federal funding, Title I, Title II, and Title III, provides additional funding for intensive interventions, increased parental involvement, quality professional development for teachers and principals, and increased instructional support for English Learner students.

All funding sources are monitored and maintained through each school site's School Plan for Student Achievement and the District Local Control Accountability Plan.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,440 | \$51,004 |
| Mid-Range Teacher Salary | \$74,482 | \$82,919 |
| Highest Teacher Salary | \$103,554 | \$104,604 |
| Average Principal Salary (Elementary) | \$127,224 | \$131,277 |
| Average Principal Salary (Middle) | | \$136,163 |
| Average Principal Salary (High) | | \$128,660 |
| Superintendent Salary | \$201,960 | \$230,860 |
| Percent of Budget for Teacher Salaries | 37.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 7.0 | 5.0 |

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 | 85 | 115 | 30 |

For the 2020-21 schoolyear, we were functioning on a hybrid model which provides a rotation for students to receive instruction. In addition, our school and district is complimenting our county Public Health orders in which we keep students and staff in isolated, safe cohorts. With these guidelines in place, we have altered our professional development model and frequency. We have and will participate in a total of 20 professional development sessions as a whole staff, virtually. In addition, teachers have been offered the opportunity to participate in individual interest-based learning sessions for an additional 10 hours. Topics include development in CPM teaching strategies, data study and digital teaching and learning techniques.

The above model is a shift from the previous school year in which teachers participated in professional development release days. These release days were conducted in-person and focused on California State Standards, data study, and student protocol design. While we cannot meet in person this year, our professional improvement remains an area of focus and need in order to advance teaching and learning.