

Union Hill Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

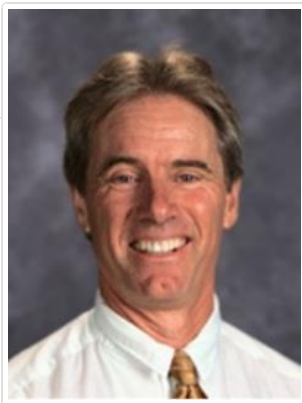
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Joseph Limov, Principal

Principal, Union Hill Elementary

About Our School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2016–17 school year. School finances and school completion data are reported for the 2015–16 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2017–18 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Contact

Union Hill Elementary
11638 Colfax Hwy.
Grass Valley, CA 95945-8805

Phone: 530-273-8456
E-mail: jlimov@uhsd.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Union Hill Elementary
Phone Number	(530) 273-0647
Superintendent	David Curry
E-mail Address	dcurry@uhsd.k12.ca.us
Web Site	www.uhsd.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Union Hill Elementary
Street	11638 Colfax Hwy.
City, State, Zip	Grass Valley, Ca, 95945-8805
Phone Number	530-273-8456
Principal	Joseph Limov, Principal
E-mail Address	jlimov@uhsd.k12.ca.us
Web Site	www.uhsd.k12.ca.us
County-District-School (CDS) Code	29664076027197

Last updated: 1/4/2018

School Description and Mission Statement (School Year 2017-18)

The Union Hill Elementary School District was established in 1868, with only a few students in a one-room schoolhouse.

Since that time the district enrollment grew to over 800 students and now consists of a traditional K-8 program at Union Hill School, with student population of just over 700 students, and the Bearcat Discovery Program, which is the district's preschool and infant through eighth grade childcare program. The District continues to expand and modernize its facilities, with the recent addition of a new gymnasium and a two-storey 6th, 7th and 8th grade classroom wing. Even with the modernization projects the district continues to provide a school environment that symbolizes its rich history and tradition.

Union Hill School District has a rich history beginning as a one room school in 1868, and growing into the trademark for excellence in education that it is today. Our district features an outstanding preschool through eighth grade articulated and enriched academic program taught by staff who are devoted to the academic and personal well being of every student; and an acclaimed before and after school extended child care program. Our integrated technology and art programs, band, choir, after school sports program, and the most supportive and productive Parent Teacher Club in the county enhance the high quality student learning in Union Hill School District!

Every child deserves the best education our schools can provide. We have high standards and expectations for academic achievement and student citizenship. We are an embodiment of the things we believe in. We are dedicated to doing all we can to sustain our "Tradition of Excellence." We believe that our schools are vital to the preservation of democracy. We are committed to the total development of our students into productive citizens and life-long learners. We are the Union Hill School District.

Our Core Values:

We focus on our students. Every conference, meeting, exchange, problem/solution is characterized by the quality of genuine caring about what is best for our students. Our success is measured by the success of our students.

We listen, respect, and include each other in our "educational" lives. We work as a team and know that issues often have more than one side. We handle controversy, deliberations, teaching, problem solving and future thinking with real care for the students and each other.

We recognize and celebrate the talents and contributions of our staff. We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators

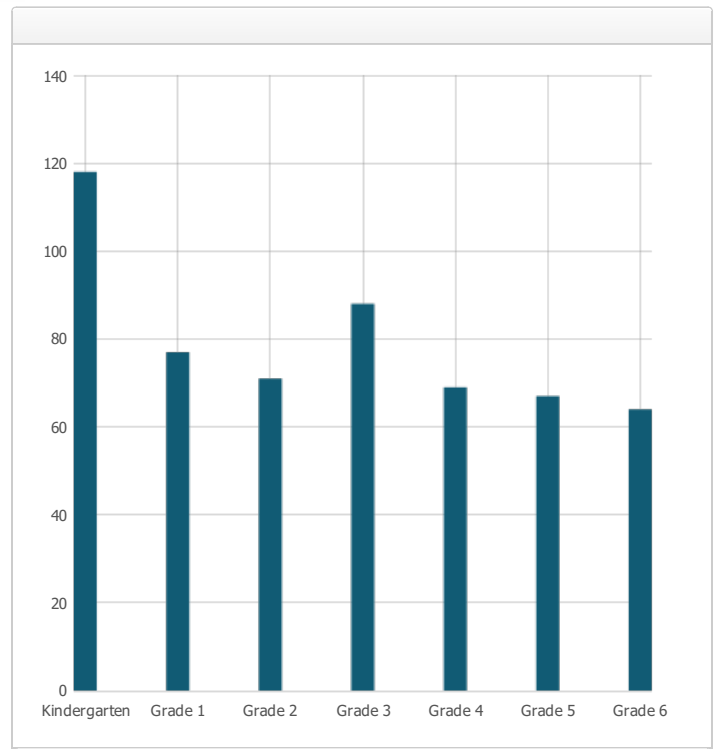
We are a welcoming, friendly, and open community. We take pride in our entire learning environment from classrooms and student safety to buildings and grounds. We value our parents and community as essential partners in the learning processes necessary for student success.

We are proud of our ability to offer individualized attention and continuity of program to our students in a Pre-school to Eighth Grade setting. We function as an effective school system, a model for what the best in public education can be.

Last updated: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	118
Grade 1	77
Grade 2	71
Grade 3	88
Grade 4	69
Grade 5	67
Grade 6	64
Total Enrollment	554



Last updated: 1/4/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.9 %
Asian	0.9 %
Filipino	0.2 %
Hispanic or Latino	8.5 %
Native Hawaiian or Pacific Islander	0.5 %
White	81.0 %
Two or More Races	4.0 %
Other	3.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.6 %
English Learners	1.8 %
Students with Disabilities	9.2 %
Foster Youth	0.5 %

Last updated: 1/22/2018

A. Conditions of Learning

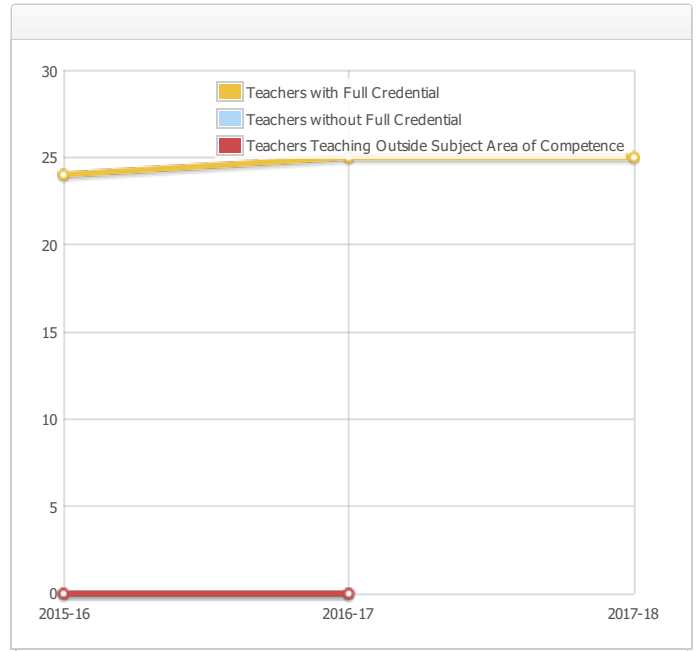
State Priority: Basic

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

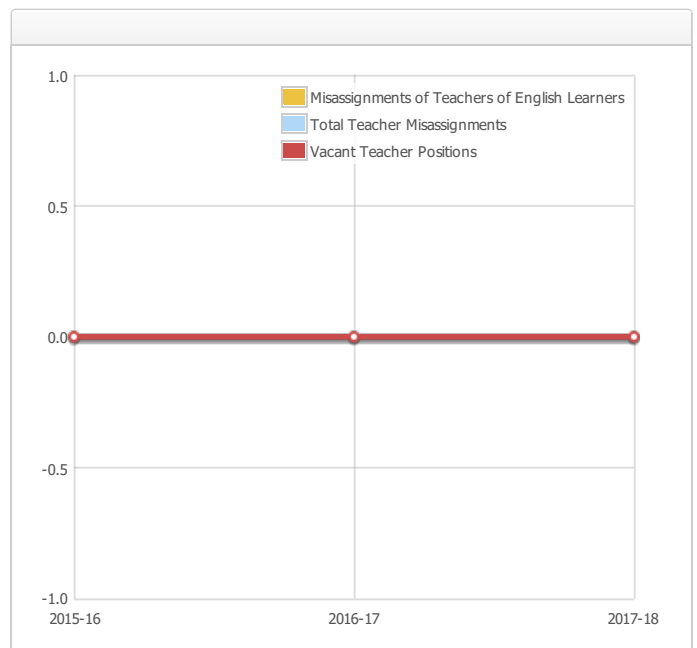
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	25	25	35
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 1/22/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/22/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Journeys	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	Harcourt Science HOLT Science - 6th grade	Yes	0.0 %
History-Social Science	Harcourt Brace	Yes	0.0 %
Foreign Language			0.0 %
Health		Yes	0.0 %
Visual and Performing Arts	Meet The Masters		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2018

School Facility Conditions and Planned Improvements

Union Hill Elementary School takes effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school district office.

Maintenance and Repair

- The maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A process is used to ensure efficient service and that emergency and safety-related repairs are given the highest priority.

Cleaning Process and Schedule

- The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

- Union Hill School District has a deferred maintenance plan to assist in budgeting for expenditures associated with major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.
- The district has created a schedule to implement projects that have been postponed beyond normal timelines due to curbacks in school funding in recent years.
- In 2016 and 2017 school facilities improvements included: sewage system repairs/replacement, irrigation system repairs, heating-ventilation-air conditioning replacement, minor appliance replacement, parking safety features, preschool playground equipment replacement, harmful brush and debris removal, fencing repairs, and sealing of cracks in the asphalt.

Last updated: 1/4/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We replaced both pumps & a panel in the sewage system, pumped & cleaned the septic tanks and replaced the HVAC units as needed.
Interior: Interior Surfaces	Good	We are making repairs as needed. Carpeting were professionally cleaned and some rooms had new carpeting installed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	We have a regular cleaning schedule and eradicate pests/vermin when found present.
Electrical: Electrical	Good	This year the classroom lighting was replaced as per Prop 39. Outside and parking area lighting was also replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	UHSD replaced or repaired restroom/sink/fountain equipment

		as needed. One outside fountain was repaired. Bathroom stalls were replaced with new dividers and hardware. Some equipment is on the District 5 year replacement plan and is not due for replacement as yet.
Safety: Fire Safety, Hazardous Materials	Good	The District takes care of fire safety and hazardous materials immediately. Regular inspections from the Ophir Fire Department identify changes needed.
Structural: Structural Damage, Roofs	Good	UHSD replaced three roofs in 2017.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The District replaced playground equipment at Bearcat Discovery Center in 2017.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 1/4/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	41%	30%	46%	38%	48%	48%
Mathematics (grades 3-8 and 11)	37%	32%	35%	31%	36%	37%

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.

Last updated: 1/4/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	277	97.88%	29.60%
Male	142	139	97.89%	30.22%
Female	141	138	97.87%	28.99%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	25	25	100.00%	24.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	233	228	97.85%	31.58%
Two or More Races	12	12	100.00%	16.67%
Socioeconomically Disadvantaged	120	118	98.33%	15.25%
English Learners	--	--	--	
Students with Disabilities	30	27	90.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/4/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	278	98.23%	32.37%
Male	142	140	98.59%	34.29%
Female	141	138	97.87%	30.43%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	25	25	100.00%	20.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	233	228	97.85%	33.77%
Two or More Races	12	12	100.00%	25.00%
Socioeconomically Disadvantaged	120	119	99.17%	20.17%
English Learners	--	--	--	
Students with Disabilities	30	28	93.33%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/4/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75.0%	62.0%	74.0%	73.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/4/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/4/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	6.2%	24.6%	56.9%
7	--	--	--

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.

Last updated: 1/4/2018

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 schoolsite

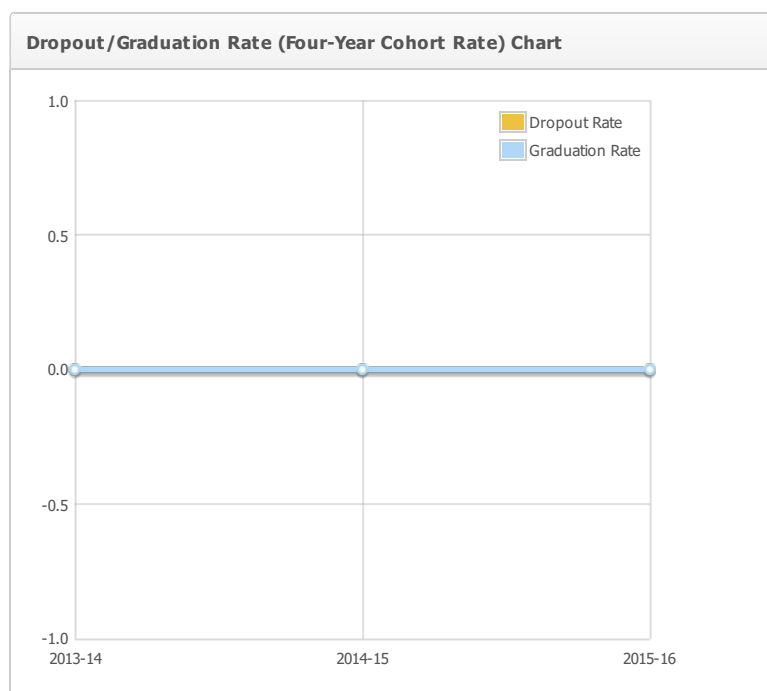
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%



Last updated: 1/4/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	87.1%
Black or African American	--	--	79.2%
American Indian or Alaska Native	--	--	80.2%
Asian	--	--	94.4%
Filipino	--	--	93.8%
Hispanic or Latino	--	--	84.6%
Native Hawaiian or Pacific Islander	--	--	86.6%
White	--	--	91.0%
Two or More Races	--	--	90.6%
Socioeconomically Disadvantaged	--	--	85.5%
English Learners	--	--	55.4%
Students with Disabilities	--	--	63.9%
Foster Youth	--	--	--

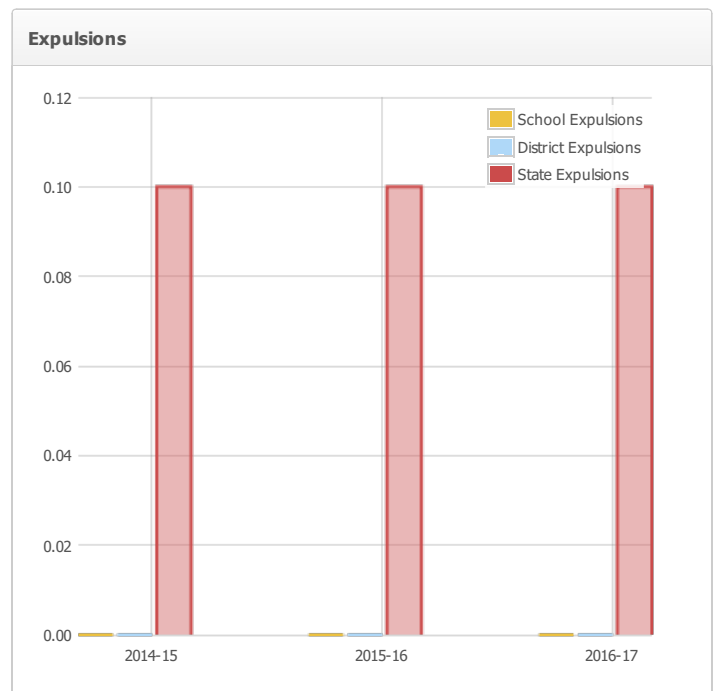
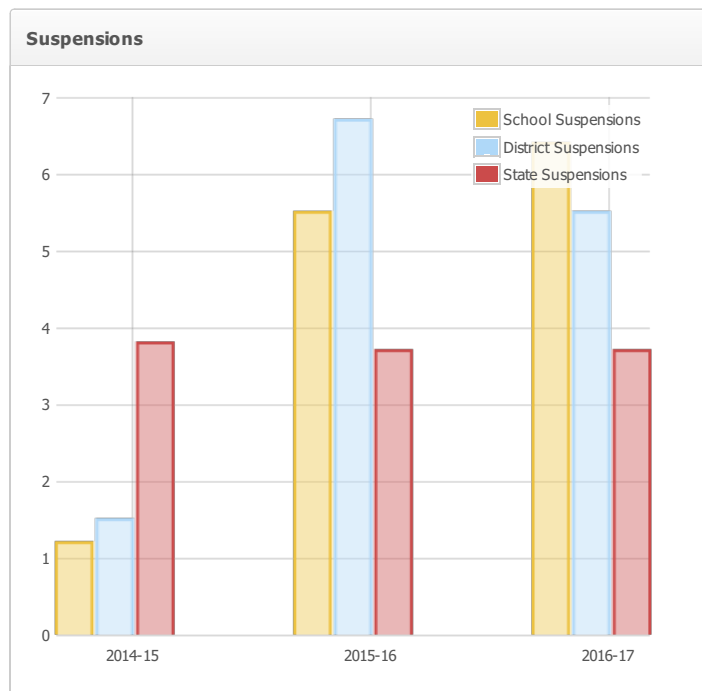
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2%	5.5%	6.4%	1.5%	6.7%	5.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/4/2018

School Safety Plan (School Year 2017-18)

Union Hill Elementary School and the Union Hill School District have developed a comprehensive safety plan which identifies major safety concerns and delineates specific prevention and action activities including community and local law enforcement agencies. District personnel participate in monthly meetings with representatives of various public safety agencies and schools to keep current on local community safety issues. In conjunction with District Goals and Priorities, Union Hill's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies, such as Peer Intervention, and emphasized high expectations for student conduct. All staff wear name badges and all visitors to the campus are expected to check in at the office and receive a temporary visitor badge. All staff has been trained in the identification of hazards and appropriate procedures for action.

Last updated: 1/4/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 1/23/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	1	0	20.0	2	3	0	24.0	0	5	0
1	23.0	0	3	0	23.0	0	3	0	26.0	0	3	0
2	22.0	0	2	0	22.0	0	4	0	24.0	0	2	0
3	23.0	0	3	0	21.0	0	3	0	22.0	0	4	0
4	23.0	0	2	0	25.0	0	2	0	27.0	0	1	0
5	22.0	0	2	0	25.0	0	3	0	27.0	0	3	0
6	23.0	0	4	0	28.0	0	3	0	19.0	3	5	1
Other	0.0	0	0	0	0.0	0	0	0	27.0	0	2	0

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

Last updated: 1/4/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

Last updated: 1/4/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/4/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9394.4	\$2139.4	\$7254.9	\$72717.0
District	N/A	N/A	\$9735.4	\$73847.0
Percent Difference – School Site and District	N/A	N/A	-29.2%	-1.5%
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	9.9%	16.0%

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

Last updated: 1/23/2018

Types of Services Funded (Fiscal Year 2016-17)

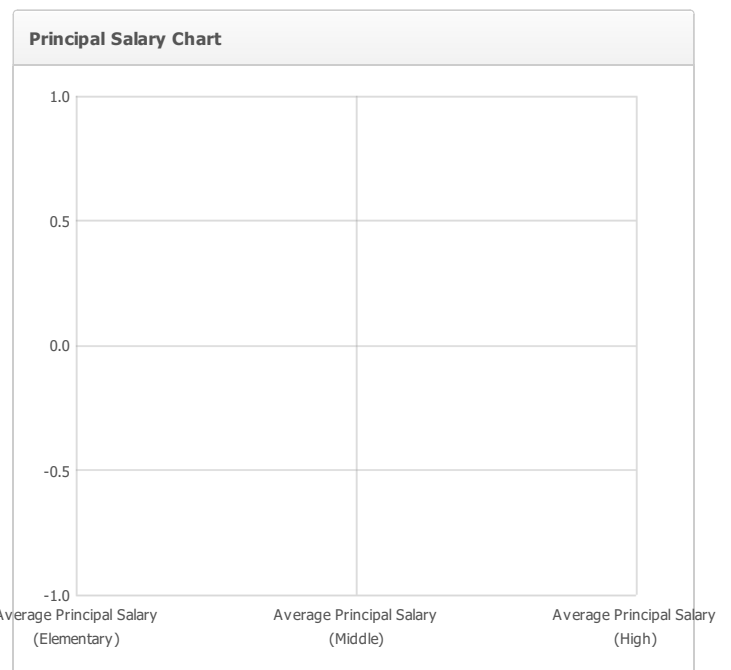
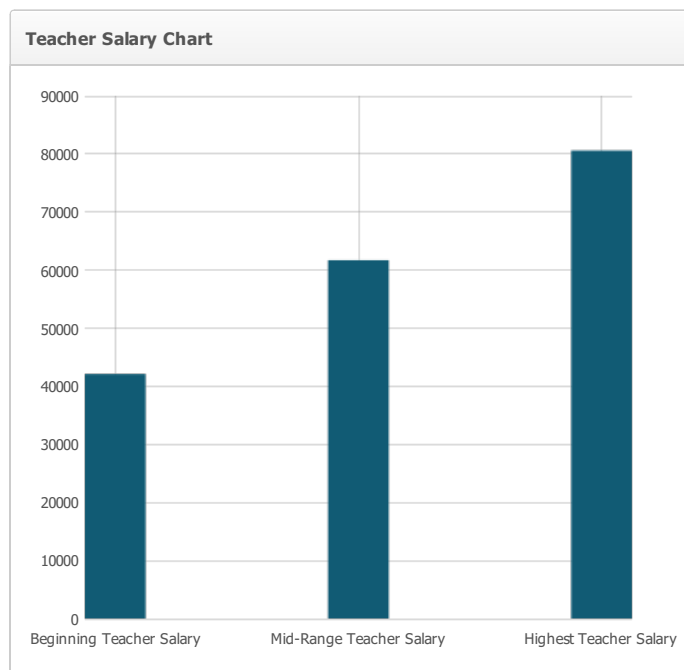
Union Hill School District receives supplemental funds for a variety of programs including special education, learning center, full time counselor, psychologist and professional development. These funds are used to augment services for students beyond base programs.

Last updated: 1/23/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,134	\$42,598
Mid-Range Teacher Salary	\$61,728	\$62,232
Highest Teacher Salary	\$80,602	\$80,964
Average Principal Salary (Elementary)	--	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$125,000	\$117,868
Percent of Budget for Teacher Salaries	44.7%	32.0%
Percent of Budget for Administrative Salaries	5.4%	7.0%

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



Last updated: 1/23/2018

Professional Development

There are two dedicated professional development days in the school calendar. In addition, the district provides monthly team meetings, staff meetings, flex meetings, and 14 early-release collaboration days. Student achievement data and staff surveys combine to inform our choice of topics for professional development. This year the district focus included math adoption, English language arts adoption, and behavioral interventions.

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