

Seven Hills Intermediate School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Seven Hills Intermediate School
Street	700 Hoover Ln.
City, State, Zip	Nevada City, CA, 95959
Phone Number	530-265-1840
Principal	Sam Schug
Email Address	sschug@ncsd.k12.ca.us
Website	www.ncsd.k12.ca.us
County-District-School (CDS) Code	29663406027148

Entity	Contact Information
District Name	Nevada City School District
Phone Number	(530) 265-1820
Superintendent	Monica Daugherty
Email Address	mdaugherty@ncsd.k12.ca.us
Website	www.ncsd.k12.ca.us

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

Seven Hills School is a fifth through eighth grade school that serves the students in Nevada City and the surrounding areas. Seven Hills School enjoys a strong academic reputation, balanced with an exciting enrichment program that supports student's academic and personal interests.

The fifth and sixth grades are self-contained with students moving during the day to math and enrichment classes. In the seventh and eighth grade, students have a homeroom teacher, who serves as their first period teacher. After homeroom, students move throughout the day to math, science, PE and Humanities (English/Language Arts and history). Humanities is a two period core program that focuses on English Language Arts instruction and the history being studied at that grade level. Seventh graders study the Medieval and Renaissance time periods. Eighth graders study United States history beginning with the founding of the colonies and moving through the Civil War and Reconstruction.

All four grade levels have major academic projects that focus on the history curriculum. The fifth graders do a States Project. The Sixth graders participate in the International Cultural Event. Seventh graders have a simulation history event titled the Medieval Feast. Eight grade students complete the U.S. Constitution test. Other subject area projects occur in Science, Math and Physical Education. Elective offerings include Band, Choir, Art, Garden, Technology/STEAM (4 classes), the Bicycle Recycle Project, Spanish, Leadership, Health, Drama, and Academic Advisory classes.

Principal's Message

Seven Hills Middle School is a community of students, parents, teachers and volunteers that pride themselves on transitioning children from elementary school to the rigors of being a high school student. We feel that students gain the academic skills and a healthy sense of their potential by being challenged in a rigorous and creative environment.

The Seven Hills Middle School academic program is designed to reflect the community's hopes and aspirations for its young people. The daily course of study provides equal time for the five core areas of English, history, math, science and physical education; while also providing a strong influence in the visual and performing arts, technology and enrichment courses.

Students have a strong connection to the daily activities of the school through their homeroom class. The homeroom teacher is the daily connection that each student has to the school and provides a portal for home school communications. Parental involvement in daily school activities is strongly encouraged. The Seven Hills Middle School program addresses the needs of the whole child, and lessons in responsibility and decision-making are as important as lessons in mathematics, reading, writing and the arts.

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

Grade Level	Number of Students
Grade 5	90
Grade 6	92
Grade 7	86
Grade 8	82
Total Enrollment	350

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	0.3
Hispanic or Latino	7.4
Native Hawaiian or Pacific Islander	0.3
White	84
Two or More Races	5.4
Socioeconomically Disadvantaged	34.3
English Learners	1.1
Students with Disabilities	10
Foster Youth	0.6
Homeless	1.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	21	20	44
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	5th grade: Houghton Mifflin - Journeys 6th - 8th grade: Harcourt - Study Sync (adopted 2017)	Yes	0.0%
Mathematics	5th grade: Go Math! 6th - 8th grade: Big Ideas (adopted 2015)	Yes	0.0%
Science	5th grade: Harcourt 6th - 8th grade: McDougal Littell	No	0.0%
History-Social Science	McGraw-Hill (adopted 2019)	Yes	0.0%
Health	McGraw Hill - Glencoe Teen Health (adopted 2017)		0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Seven Hills Middle School was originally constructed in 1971 and is currently comprised of 27 classrooms (including portables), a library, a computer lab, three science labs, one athletic field, one paved area for sports, a theater/cafeteria/multipurpose room, a band room, a fitness room, the bicycle recycling facility, and the main office.

In January 2006, a \$2.5 million modernization project was completed at Seven Hills Middle School. All classrooms and the gymnasium received extensive upgrades including, but not limited to, new lighting and flooring. The library was also expanded, new staff work and preparations facilities were added, and outdoor structures were erected to provide students additional shelter from the elements during their breaks.

Seven Hills Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with two custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

A scheduled maintenance program is administered by Seven Hills Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Nevada City School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

The following improvements are being considered for 2018-2019: Improvements to the playing fields and new landscaping to the front of school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 7, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A7 - mechanical insufficient; needs rebalance or redistribution. Building A - floor drain appears to be non-functional. G9 - full height louvers are open and needs to be removed and opening closed for HVAC efficiency.
Interior: Interior Surfaces	Fair	All buildings - Some ceiling tiles are stained or broken; need to be replaced. D1/4/5 - paint on interior door is peeling off. D5 - several panels on interior wall separating classrooms are loose. D7 - clutter; materials piled up to ceiling. F1/3 - staining on carpet. G9 - some piping and insulation from removed boiler system remain on wall; may or may not contain asbestos; should be tested.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	B9 - excessive clutter makes room inaccessible. Toilet room currently used as storage; fixtures blocked by clutter; clutter would need to be removed to function as toilet room.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	C3 - drinking fountain may need adjustment. E9 - toilet and accessories appears to not be ADA compliant. Building G - existing drinking fountains are not ADA accessible.
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Building A - skylights leaking and stained; should be replaced. Building G - some thin bricks appears to be separating from underlying structure; destructive testing may be needed, some areas of thin brick have been removed, new exterior finish needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Fields needs major improvement. Playground needs resurface. S2 - no ADA POT to upper playfield, current ADA ramp between bldg B and G has no handrail; landings are not ADA compliant. S3 - playfield uneven due to settling; needs regrading, playfield has bare spots; needs new sod/re-seeding, tree roots encroaching on playfield; may pose trip hazard. S4 - hardcourt above bldg G cracking/heaving; needs re-sealing, slope adjacent to hardcourt is eroding; slope needs to be stabilized; needs low retaining wall; roots lifting/cracking hardcourt; some trees should be removed. S6 - fencing at playfield is damaged.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	67	62	68	50	50
Mathematics (grades 3-8 and 11)	43	52	48	55	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	330	94.56	5.44	66.97
Male	174	166	95.40	4.60	66.87
Female	175	164	93.71	6.29	67.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	59.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	293	277	94.54	5.46	69.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	70.00
Socioeconomically Disadvantaged	124	113	91.13	8.87	49.56
English Learners	--	--	--	--	--
Students with Disabilities	33	32	96.97	3.03	25.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	30.00

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	348	326	93.68	6.32	52.15
Male	173	164	94.80	5.20	54.88
Female	175	162	92.57	7.43	49.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	47.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	293	275	93.86	6.14	55.64
Two or More Races	20	19	95.00	5.00	31.58
Socioeconomically Disadvantaged	123	112	91.06	8.94	30.36
English Learners	--	--	--	--	--
Students with Disabilities	33	30	90.91	9.09	6.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	0.00

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.6	33.7	30.2
7	16.1	29.9	39.1

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents play an important role in the success of the school. Parents are active participants in the Parent Student Teacher Club (PSTC), School Site Council, Nevada City Schools Foundation, and as classroom volunteers. Parents are kept informed of school activities and programs through the Seven Hills bi-weekly online newsletter.

The PSTC meets monthly to organize activities and fundraisers in support of the school. Activities that have been funded by the club include: school beautification projects, technology improvement, curriculum and art enrichment, field trips, and graduation ceremonies. (sevenhills.ncsd.school)

Parents have internet access to information regarding their student's progress in all classes via our Student Management System, PowerSchool. Secured logins and passwords are issued to parents at the start of the school year.

There are many ways for parents and community volunteers to be involved in our student's education. Opportunities include: volunteering through the Parent Student Teacher Club (PSTC), being a member of the Seven Hills Site Council, stepping forward as a classroom volunteer, assisting a sports team, helping supervise at lunch, teaching an afterschool enrichment class or a variety of other important roles.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.3	7.7	4.6	2.7	3.9	2.3	3.6	3.5	3.5
Expulsions	0.3	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Student safety is a primary concern of Seven Hills Middle School. Teachers monitor students on campus before school, at morning recess, and after school. Classified staff supervise students during the lunch break. All visitors must sign in at the school's office and receive proper authorization to be on-site. Visitors are asked by the staff to display their pass at all times.

The School Safety Committee revises Seven Hills Middle School's Safety Plan annually in the fall, and throughout the year as needed. Safety plan is Board approved in March. Changes are reviewed immediately with all staff members. Key elements of the Safety Plan highlight the school's Disaster Preparedness Plan and staff response during an emergency. Emergency drills are held on a regular basis; fire and earthquake drills are held five times per year, and secure campus drills are conducted four times per year.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23		1									
Mathematics	14	3	1		29		6		27		5	1
Science	21	3	6		29		6		28		6	
Social Science	24	4	12		29		12		28		12	

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	583.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	.4

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,245.06	\$3,080.92	\$8,164.14	\$64,486.54
District	N/A	N/A	\$9,102.59	\$68,647.00
Percent Difference - School Site and District	N/A	N/A	-10.9	-6.3
State	N/A	N/A	\$7,506.64	\$64,941.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	8.4	-0.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Parent Support

Eight week parenting class offered through the county. The classes offered addressed strategies to help students be successful in school, homework, organization at home, and communication between home and school.

Professional Development

Continued education is vital to supporting a growing and improving educational environment. Staff members have opportunities throughout the year to attend professional workshops, work with county coaches in specific areas or attend county-wide staff development days with a menu of learning choices.

Safety

School Safety and Violence Prevention: Provides additional campus supervision before and after school, as well as, during lunch and breaks.

Special Education

Individuals with Disabilities Act (IDEA): Is a Federal program that provides supplemental instructional support for students with an active Individualized Education Plan (IEP) in the form of specialized academic instruction, speech and language services, and counseling services.

Special Education: Is a State program that provides funding for Special Day Class (SDC), Resource teachers, instructional aides, speech and language services, and counseling. The district provided SDC teachers, RSP teachers, Speech and Language Therapists, School Psychologists, and instructional assistants for these programs. The annual State funding that NCSD receives rarely covers the costs of implementing the Special Education programs. The needed additional funding comes from the General Fund.

Williams Settlement Act Instructional Materials

Ensures that all students with standards-aligned textbooks and materials in subject areas having specific CCSS (State) standards. The district must submit quarterly reports to the State of California

Student Enrichment

After School Enrichment: Three (3) Sessions of enrichment classes offered to students, each session lasting six (6) to eight (8) weeks.

Individual Parent Donations: Specifically used to support field trips, technology, and the performing arts.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,645	\$45,252
Mid-Range Teacher Salary	\$63,757	\$65,210

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$80,779	\$84,472
Average Principal Salary (Elementary)	\$89,970	\$107,614
Average Principal Salary (Middle)	\$89,970	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$141,625	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Nevada City School District certificated teachers have three (3) professional development days in addition to twenty (15 Early Release Student Days to provide staff a variety of professional growth opportunities in curriculum development, teaching strategies, and methodologies. Professional development for the most recent three (3) school years (2017/18, 2018/19, 2019/20) includes the following topics:

Assessment for Learning

- Benchmark analysis
- Formative data collection
- Smarter Balance (SBAC): digital item bank and Performance Tests
- STAR – Science only for 5th and 8th grades

Student Support Services

- Instructional Interventions and Strategies
- Differentiated Instruction
- Executive Functioning
- Positive Behavioral Interventions & Supports (PBIS)
- Love and Logic Training
- Toolbox Training
- Student Assistant Program

Technology

- GAFE (Google Aps for Education)
- Google Docs
- Technology safety and use
- Naiku

State Standards

- Implementation
- Grade level or department collaboration regarding common benchmarks
- Mathematics adoption of Go Math and Big Ideas
- English Language Arts adoption of Journeys and Study Sync
- Family Life and Sexual Health curriculum adoption of Positive Prevention Plus

Teacher Induction

- Beginning Teacher Support and Assessment (BTSA) – 2 year program
- New Teacher Mentor Program

Workplace Wellness

- Food and Moods/Fitness/Stress Management
- Emotional Intelligence
- Mindful Meditation
- Yoga, Foam Rolling, Qigong and Tai Chi classes, Body Flow
- Hydration and Nutrition