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

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

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

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

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

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

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

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

The school district utilizes a social-emotional learning program (SEL) entitled Second Step. Empathy, Emotion Management, Impulse Control, Problem Solving, and Anger Management are some of the topics covered.

Thank you for your interest in our schools.

David Rose, Superintendent

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

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

Mission Statements:
1) GUSD will provide a rigorous and innovative educational experience that gives every student all the tools necessary for annual academic and social emotional growth.

2) The educational experience for all GUSD students will be based on a solid foundation of expert core instruction and will be enhanced by a variety of enrichment experiences.

3) The GUSD Board and leadership will work together with the community to provide outstanding staff, attractive, safe schools, and to maintain a position of fiscal strength.

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

Grade Level	Number of Students
Grade 6	71
Grade 7	94
Grade 8	88
Total Enrollment	253

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	4.7
Filipino	0.4
Hispanic or Latino	17
White	69.2
Two or More Races	7.5
Socioeconomically Disadvantaged	21.3
English Learners	3.2
Students with Disabilities	7.1
Homeless	0.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16.13	14.84	16.92	46.94
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	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littel is the current adopted curriculum Piloting McGraw-Hill's "StudySync" in 2016-17, and a second year pilot in 2017-18 IXL is being used as a supplemental curriculum beginning 16-17 and continuing in 17-18 Novels are used in literature groups at each grade level 6-8	Yes	0
Mathematics	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
Science	Stemscopes -grades 6-8	Yes	0
History-Social Science	History Alive (6-8)	Yes	0
Foreign Language	Glencoe Spanish (6-8)	Yes	0
Health	Teen Health by McGraw-Hill (6-8)		

School Facility Conditions and Planned Improvements (Most Recent Year)

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, tiolets, and tile as needed on both campuses. Classroom carpet replacement, painting, blacktop and striping of parking lots are just a few of the other ongoing projects.

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

School Facility Good Repair Status (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: 12/12/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Storm drain repaired in summer of 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	LED Lighting added summer 2018; Prop 39 LED lights to be added. Solar added to campus
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	A building installed new water fountain
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	New roof installed over rm 18
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground equipment is dated and could use updating, border has become separated

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	72	68	75	74	50	50
Mathematics (grades 3-8 and 11)	54	55	62	66	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	248	232	93.55	6.45	68.10
Male	114	108	94.74	5.26	61.11
Female	134	124	92.54	7.46	74.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	91.67
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	41	39	95.12	4.88	58.97
Native Hawaiian or Pacific Islander					
White	172	160	93.02	6.98	68.75
Two or More Races	19	17	89.47	10.53	70.59
Socioeconomically Disadvantaged	63	56	88.89	11.11	57.14
English Learners	15	14	93.33	6.67	50.00
Students with Disabilities	18	18	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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	248	233	93.95	6.05	55.36
Male	114	108	94.74	5.26	52.78
Female	134	125	93.28	6.72	57.60
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	91.67
Filipino	--	--	--	--	--
Hispanic or Latino	41	39	95.12	4.88	46.15
Native Hawaiian or Pacific Islander					
White	172	161	93.60	6.40	54.04
Two or More Races	19	17	89.47	10.53	64.71
Socioeconomically Disadvantaged	63	56	88.89	11.11	30.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	15	15	100.00	0.00	46.67
Students with Disabilities	18	18	100.00	0.00	5.56
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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
7	6.0	21.4	65.5

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)

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

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

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

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

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

Suspensions and Expulsions

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	2.4	2.6	10.5	1.9	1.4	4.2	3.6	3.5	3.5
Expulsions	0.0	0.7	1.1	0.0	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

The safety plan is reviewed by the Site Council and approved by the school board every year prior to March 1. It was most recently reviewed and edited by the District Site Council in January 2020. The school board will approve the updated Safety Plan at the February 13, 2020 board meeting.

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	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	19	4	5		16	8	2		18	14	6	
Mathematics	15	10	1		16	8	2		18	7	3	
Science	24	2	5		21	5	3		23	5	4	
Social Science	21	4	4		21	5	3		23	4	4	

*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*	421.7

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

Student Support Services Staff (School Year 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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	$10,156	$1,385	$8,771	$68,888.06
District	N/A	N/A	$13,482	$69,447.00
Percent Difference - School Site and District	N/A	N/A	-42.3	-0.8
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	15.5	5.9

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)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,474	$45,252
Mid-Range Teacher Salary	$67,490	$65,210
Highest Teacher Salary	$90,711	$84,472
Average Principal Salary (Elementary)	$96,005	$107,614
Average Principal Salary (Middle)	$100,866	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$132,290	$124,686
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	5%	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	1	1	1

There are 16 professional development days during a school year. One is a full day at the beginning of the year. The other days are spread monthly throughout the year as Early Release Days for students. Teachers meet as grade level groups for planning or they have professional development brought to them on a school campus.

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

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

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

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

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

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

New teachers also attend BTSA training with district mentor teachers.
Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

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