

# Granite Hill Elementary 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	Granite Hill Elementary School
Street	9371 Granite Hill Drive
City, State, Zip	Jurupa Valley, CA 92509-1024
Phone Number	951 360-2725
Principal	Tammy Patterson
Email Address	<a href="mailto:tammy_patterson@jusd.k12.ca.us">tammy_patterson@jusd.k12.ca.us</a>
Website	<a href="http://www.jurupausd.org/schools/granitehillelementary">www.jurupausd.org/schools/granitehillelementary</a>
County-District-School (CDS) Code	33-67090-6110548

Entity	Contact Information
<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951 360-4100
<b>Superintendent</b>	Mr. Elliott Duchon
<b>Email Address</b>	info@jUSD.k12.ca.us
<b>Website</b>	www.jurupausd.org

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

Granite Hill has approximately 480 students, located in the Jurupa Valley area of Riverside County. The school opened in 1992 and is the 14th of the 16 elementary school in the Jurupa Unified School district. Granite Hill Elementary School is dedicated to helping all students learn, as well as developing their critical thinking skills, teaching them to respect others, and providing many opportunities for academic success so that they can apply their knowledge in a safe and welcoming environment. Granite Hill is an AVID Elementary school site. AVID assists students to become lifelong learners and achieve their career goals. We foster a shared leadership, involve our parents and community and pride ourselves in making and encouraging positive choices. The collaboration between teachers, staff members, and families is critical. Our program prepares students for the future by instilling lifelong skills for students to be college and career ready. All students receive instruction that supports mastery of the California State Standards. Teachers regularly meet to discuss effective teaching strategies, and they analyze data to determine what steps need to be taken to ensure that our students develop a deep understanding of the California State Standards. Our goal is for our students to be prepared with all skills and knowledge they will need to be successful in future academic or career paths.

We have implemented several programs to help students become more successful: Health and safety programs include the 100 Mile Club, and Parenting classes. The 100 Mile Club on campus supports running/walking as a means of promoting the Healthy Bodies/Healthy Minds initiative. In addition, the school safety committee meets regularly to update, revise, and improve our school-wide safety plan to ensure that students will be safe in the event of an emergency. Academic Programs include our California State Standards Units of Study, Grade level Impact Team Collaboration, Think Together Program, School Clubs, GATE program, Primary Intervention Program, Upper grade Guided Reading Intervention Program, and Special Education Programs. To help our students fully master the California State Standards, teachers have had extensive staff development focusing on the current initiatives in Language Arts, Science and Math. Assessments are common core standard aligned. Our after-school Think Together program is offered to students in grades 1 - 6 to provide homework assistance, enrichment programs/clubs, and includes an intramural sports program. Our GATE program is for students in grades 3 - 6. GATE enrichment opportunities include special clubs, field trips, and differentiated instruction in the classroom. Our Primary Intervention program continues for students who are reading below grade level in grades 1 - 3. Our intervention teacher works closely with the classroom teachers to strategically plan effective lessons based on the Reading Foundational Skills. Our goal is to have all students reading by third grade. Intensive reading support is provided daily for students in the classroom and through the primary intervention program. Progress monitoring is a key part of the program using DIBELS data. This year we implemented our "push-in" Guided Reading Intervention program for students in grades 4-6. Progress is determined using Pioneer Valley computer-based running records along with the traditional paper pencil format. Another tool utilized is Istation, a researched-based Computer Progress Monitoring Program, that helps determine progress and guide instruction. For students who have special needs, health impairments, or learning disabilities, we have a Student Study Team, a Resource Specialist Program Teachers, a Speech Pathologist, and a school Psychologist on campus. Counselors from various agencies also support students and families through the district PICO office.

Granite Hill continues to make great strides to incorporate technology in the classroom. Each student in grades 2-6 have their own Chromebook and grades Kindergarten and First grade have Chromebooks in classrooms for students to use. In addition, students use the computers to research, write reports, collaborate, complete homework, communicate with staff, build computer skills and for educational games. Our Socio Emotional Learning (SEL) program and SEL team have worked to improve school-wide social skill expectations and the program. We have incorporated a series of incentives for our students who practice positive behavior on campus. We have a great working team at Granite Hill, and it is a true privilege to work with an amazing group of students and a team of hard-working professionals who work together to make Granite Hill a great place to learn!

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	59
Grade 2	78
Grade 3	83
Grade 4	84
Grade 5	86
Grade 6	100
Total Enrollment	556

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.4
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.2
White	8.3
Two or More Races	0.9
Socioeconomically Disadvantaged	85.4
English Learners	34.7
Students with Disabilities	6.5
Foster Youth	0.5
Homeless	0.7

## 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	26	25	21	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

### 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:** September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6) McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science(K-6), Houghton Mifflin Harcourt Publishers (2006)	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The safety, cleanliness, and adequacy of our school facilities are high priorities in the Jurupa Unified School District. Overall, school grounds and facilities are in good condition. The district's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted annually and any issues are addressed immediately. The district also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as a top priority. Our school has approximately 30 classrooms (22 classrooms and 8 portables), a school library, and multiple mini offices to accommodate the growing population. We have two full time custodians (day and evening) assisting with maintaining cleanliness and safety of our buildings and facilities. Our morning custodian opens the school at 6:00 and works until 2:30. Our evening custodian works from 2:30 - 11:00 PM. Student safety is conducted by all staff members on campus including office staff, teachers, support staff, activity supervisors, and crossing guards. A school-wide effort to Keep Our Campus Clean has been implemented. Daily announcements, posters, and reminders are given daily.

In October of 2019, site experienced a brush fire in close proximity to campus. Due to the extent of the smoke damage, all air filters were replaced along with an extensive cleaning of the campus. All areas of campus, both inside and out, were restored using a private restoration company to ensure that all particulate matter was removed and that students and staff were not in contact with any residual matter.

Maintenance for future consideration may be in regards to plumbing needs. The structure of the pipes are older and have required many servicing calls to address flooding issues throughout campus.

### 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: 11/19/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	35	42	36	38	50	50
<b>Mathematics (grades 3-8 and 11)</b>	25	29	24	25	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	360	358	99.44	0.56	41.90
Male	194	193	99.48	0.52	39.38
Female	166	165	99.40	0.60	44.85
Black or African American	12	10	83.33	16.67	50.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	310	310	100.00	0.00	39.68
Native Hawaiian or Pacific Islander					
White	29	29	100.00	0.00	58.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	306	304	99.35	0.65	39.14
English Learners	175	175	100.00	0.00	39.43
Students with Disabilities	35	35	100.00	0.00	20.00
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	360	358	99.44	0.56	29.05
Male	194	193	99.48	0.52	30.57
Female	166	165	99.40	0.60	27.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	12	10	83.33	16.67	40.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	310	310	100.00	0.00	27.10
Native Hawaiian or Pacific Islander					
White	29	29	100.00	0.00	41.38
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	306	304	99.35	0.65	25.33
English Learners	175	175	100.00	0.00	25.14
Students with Disabilities	35	35	100.00	0.00	22.86
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
5	24.7	18.0	9.0

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 active role in our program through their participation in parent trainings, AVID workshops, parent conferences, volunteering in classrooms, School Site Council, and the English Learner Advisory Committee. We have an active parent group that assists in coordinating school activities and assists school in fundraising efforts. Meetings are held approximately once a month for each of these committees. Parents are encouraged to volunteer in classrooms, attend field trips, and to participate in other school events. Throughout the year, parent-student workshops focusing on areas such as AVID strategies, nutrition, technology, parenting, science, reading, and mathematics are held. These include Science Fair Night, Dr. Seuss Literacy Night, and Read To Me Literacy Night. Translation and childcare are offered based on the needs of parents. Several other workshops are held on campus including Parenting Classes, and many types of Technology classes.

For more information on how to become involved, please contact Tammy Patterson at (951) 360-2725.

### 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	2.3	1.0	1.8	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The school safety plan is reviewed and updated annually by the school safety coordinators and administration. It is presented to the School Site Council for review and approval each year. The leadership team plays a critical role in disseminating important information regarding school safety. The leadership team in conjunction with the school safety committee work to determine school needs. Parent committees such as ELAC and SSC have an opportunity to review the School Safety Plan and offer suggestions on possible improvements. In addition, the school adheres to the guidelines in the District's Discipline Handbook and Sexual Harassment Policy. Students and parents are provided with a copy of the school handbook and teachers provide instruction on the rules, safety procedures, and sexual harassment in the classroom. The staff also attends a Sexual Harassment Training and Mandated Reporter Training every year.

Emergency drills (fire, earthquake and lockdown drills) are practiced on a monthly basis and the school participates in the state's yearly Great ShakeOut drill. During these drills, staff provides suggestions to improve our school plan as necessary. We have emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for use in a disaster. An inventory of these items is taken annually so that items can be replenished as necessary. Students are also asked to bring in Comfort Kits with non-perishable food items and a water bottle in a Ziploc bag to keep in the classroom emergency supply bin, for use in the event of an emergency. GH parents sell them at an affordable price to make every effort in ensuring all students have one. The school safety team meets monthly to review the plan, inventory supplies, or to discuss a recent drill. At these meetings, information is collected and reviewed to determine the effectiveness of our plan. The safety team attends district workshops as well as RCOE workshops on safety. Suggestions are brought back to the school site for discussion.

## 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	28	1	1	1	19	2	2		17	4		
1	21	1	3		27		3		20	2	1	
2	26		3		22		4		26		3	
3	29		3		28		3		28		3	
4	31		3		30		3		28		3	
5	32		3	1	33			3	24	1	3	
6	25	1	4		31	1	3	1	32		2	1
Other**									5	1		

\*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

\*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	10519	2130	8389	94544
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-5.1	4.6
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	23.3	18.4

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)

Available funds include general education, special education, and state-and federally-funded special projects. In addition to general and special education revenues, Granite Hill received funding for state and federal programs, including Title I (a federal remediation program serving all students at Granite Hill); Title III (a federal program serving LEP students); and Local Control Funding Formula (LCFF) (state funding providing flexible increased and improved services to students). Available programs include Upper Grade Guided Reading Intervention, Primary Intervention, Gifted and Talented Education and release time for grade level Impact Teams to collaborate.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$126,881	\$126,896
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	2	2	2

School administrators, teachers, and paraprofessionals attend district and site-based professional development activities, as well as outside conferences and training relevant to the current curriculum and instructional programs. Major focus of professional development has been related to AVID strategies, guided reading practices, impact team protocols, Balanced Math practices, and NGSS units of implementation. Professional development occurs through the use of collaboration time and continues to occur on a weekly basis.

There are other committees which teachers serve on that provide insight and staff development. These include Science Committee, Instructional Council, Technology committees, and GATE committees. Granite Hill has four grade levels participating in Impact Team Collaboration. Teachers review instructional strategies and support students develop ownership of their learning as well as to build teacher clarity on the CCSS. District support for Impact teams is ongoing to assist teachers to facilitate the process of analyzing student work using common success criteria to evaluate effectiveness of student learning. Evidence of learning is portrayed through formal and informal testing data. Communication through principal-teacher conferences, walk-through feedback, and staff meetings are also methods of support.