

Village Elementary Charter 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	Village Elementary Charter School
Street	900 Yulupa Avenue
City, State, Zip	Santa Rosa, CA 95405-7018
Phone Number	(707) 545-5754
Principal	Cecilia Holt
Email Address	cholt@rvusd.org
Website	https://www.rvusd.org/Domain/23
County-District-School (CDS) Code	49 70896 0000000

Entity	Contact Information
District Name	Rincon Valley Union School District (Village Elementary Charter School)
Phone Number	(707) 542-7375
Superintendent	Tracy Smith
Email Address	tsmith@rvusd.org
Website	www.rvusd.org

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

School Description

Village Elementary School is a 2012 California Distinguished School located in the heart of Montgomery Village in East Santa Rosa. It is the second school in the Rincon Valley Union School District, and exemplifies the district's objective of excellence in education. Village Elementary School fosters a learning environment where all students can achieve excellence in academics while involving themselves in a community of kindergarten through sixth grade learners. Students will develop socially and emotionally within a safe and nurturing environment where they will feel supported in their development as young learners. We exert great effort to build a community of responsible, respectful learners so our students develop into engaged and informed global citizens. Part of this means using all available resources to support learning and acclimate students to current technology. We have a responsibility to offer an exceptional education, but we believe that this is most effectively done when students feel comfortable and valued at school. Every month our students come together for the Student of the Month Assembly. Assemblies provide a regular time to actively build our school community by physically coming together to recognize student achievement and our school successes, as well as reinforce our educational purpose.

Mission and Vision Statement

VISION

The vision of the Village Elementary Charter School is to provide an educational program for students who are interested and committed to participating in a rigorous core academic program, where all children have the opportunity to develop healthy self-esteem, self-motivation, pride in workmanship, use of common sense, the application of good citizenship and personal responsibility. Village Elementary Charter is to provide opportunities for students to develop critical thinking skills and problem-solving techniques, as well as independent learning skills to assist them through adulthood. Our vision is rooted in the belief that all students are learners who can develop the essential skills needed to become a productive contributing citizen to a global society.

MISSION

The Village Charter School pursues excellence in elementary school education where students will make connections among ideas and people which build relationships that result in a greater understanding of the world around them, be provided with a rigorous course of study and effective researched-based instruction by highly qualified teachers, demonstrate an "I-can" attitude and understand that success is a direct result of hard work and best effort, understand the importance of inquiry-based and self-directed learning, develop critical thinking and logical reasoning strategies and apply them, and obtain age appropriate 21st century technology skills that will allow them to be competitive in the academic setting.

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

Grade Level	Number of Students
Kindergarten	39
Grade 1	39
Grade 2	51
Grade 3	58
Grade 4	58
Grade 5	56
Grade 6	63
Total Enrollment	364

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	1.1
Asian	3.8
Filipino	1.9
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	4.4
White	42.6
Two or More Races	3.6
Socioeconomically Disadvantaged	45.9
English Learners	19.8
Students with Disabilities	9.3
Foster Youth	0.5
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	20	19	18	151
Without Full Credential	0	1	0	2
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: September 2019

A district advisory committee consisting of teachers representing each school site, along with administrators, reviews and evaluates State approved instructional materials as they become available. The focus is to align instructional materials with the California Content Standards in order to increase student achievement.

In September 2018, the Governing Board certified that there are sufficient State-adopted textbooks & instructional materials for each student in Reading/Language Arts, Mathematics, Science, and History-Social Science.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance, 2017	Yes	0
Mathematics	Interim Adoption: Engage New York, 2014	Yes	0
Science	K-5: Harcourt Science, 2005 6th: Holt Earth Sciences	Yes	0
History-Social Science	K-5: Scott Foresman, 2006 6th: TCI – History Alive! The Ancient World	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional.

District maintenance staff ensures that the preventative measures and repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs and safety are given the highest priority. A specific maintenance worker is assigned to each site to help assure the school's needs are being met.

During the 2004-05 school year, local bond funds, Measure D, and state matching funds were used to modernize all schools with the exceptions of Austin Creek, which was constructed in 2000, and Village School. Village School's multi-use facility and playground area have been recently modernized, as well as recent replacement of carpeting, lighting, and various other updating. All classrooms in the other five schools received new wall surfaces, paint, lighting, cabinetry, heating systems, upgraded electrical systems, window coverings, flooring, and marker boards. Each multi-use facility was also completely modernized. State of the art library media centers and kindergarten complexes were built, and the administrative wing of each school was modernized to include small classrooms for special student programs, a staff room, office, and conference rooms.

During the summer of 2015, local bond funds, Measure F and local reserves were utilized for modernization of the Matanzas campus. Included were upgraded HVAC systems, energy efficient windows, a remodeled office complex, and play field improvements. The RVCS-Matanzas campus received the new construction of several classrooms, including a shared music building. In August 2017 the Madrone and Binkley campuses opened up a new building with 6 classrooms and a music room. A new play field, along with energy efficient windows and other improvements were made to the campuses. In August of 2018 Village opened up with a major renovation to the classrooms, new classroom buildings, a new play field and play structure, and landscaping improvements. School security improvements have also been made at some of the schools, with the other schools to be completed in the next two years. All schools have now received air conditioning as of August 2018. All other schools will receive improvements through this bond program over the next couple of years. The Governing Board has identified the following as key goals for the Measure F program. To ensure the schools offices are easily located but the public, to replace portable classrooms with modular and/or stick built permanent buildings, and to upgrade energy efficiency components such as HVAC, lighting, and window systems.

Cleaning standards have been adopted for all schools in the district. On a regular basis, the Maintenance and Operations supervisor meets with the custodial staff and often visits sites to ensure the cleaning standards are being upheld. In addition, the principal communicates daily with the custodial staff to ensure a clean and safe school. The district is proactive with maintenance needs and annually updates its deferred maintenance plan. Work under this plan includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

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: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Poor	New roof to be installed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	58	61	61	60	50	50
Mathematics (grades 3-8 and 11)	51	59	49	51	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	229	223	97.38	2.62	60.99
Male	115	112	97.39	2.61	52.68
Female	114	111	97.37	2.63	69.37
Black or African American	16	16	100.00	0.00	62.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	79	96.34	3.66	50.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	97	98.98	1.02	69.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	113	108	95.58	4.42	54.63
English Learners	67	63	94.03	5.97	42.86
Students with Disabilities	32	32	100.00	0.00	31.25
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	229	227	99.13	0.87	59.03
Male	115	115	100.00	0.00	56.52
Female	114	112	98.25	1.75	61.61
Black or African American	16	16	100.00	0.00	62.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	81	98.78	1.22	46.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	98	97	98.98	1.02	70.10
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	113	111	98.23	1.77	49.55
English Learners	67	66	98.51	1.49	37.88
Students with Disabilities	32	32	100.00	0.00	25.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	22.6	22.6	22.6

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 are encouraged and invited to participate in variety of ways at Village Elementary. There is an active Parent's Club which meets monthly, the purpose of which is to promote and enrich the welfare and educational experiences of the children at Village Elementary, and to reinforce the home and school connection. Parents are encouraged to run for election to the School Site Council, which meets several times a year. Parents on the council become informed, share information, discuss needs and successes, and plan school program improvements. The council develops a comprehensive plan designed to improve the effectiveness of the school, and assists in making budgetary decisions of funds within its purview. All parents are invited to attend the meetings. We have an English Language Advisory Committee (ELAC) member who represents our parents of children who are English Learners at our own Site Council meetings and also at the district level. Additionally, the parent club has a strong voice in the school and engages the outside community and encourages parents to be involved. The purpose of the Parent's Club is to promote and enrich the welfare and educational experiences of the children at Village Elementary, and to reinforce the home and school connection.

Village Elementary student body is diverse representing many different cultural, ethnic, religious and racial backgrounds. It is this diversity that makes Village school so rich. It also creates an added responsibility to provide learning materials and programs that are representative and inclusive of our families as well as provide opportunities for building a strong community both within and outside our school environment. To that end, the Multicultural Education Committee was formed. The MEC's goal is to help teachers, students and families talk about and celebrate our differences and similarities in a meaningful way so that our students learn how to appreciate differences instead of fear them. By teaching our students how to connect with each other, we are creating an accepting, nurturing school environment, and also teaching life skills that will allow them to become culturally competent members of society. The MEC launched a campaign to expand multi-cultural educational opportunities at Village Elementary.

Working together, families and staff held a school wide festival to celebrate the diverse cultural backgrounds represented at our school, purchased new books and materials that are representative of a diverse student body and created assemblies with speakers, dance, music and arts performers who connected to our students and inspired them to learn about other cultures.

Parents are also sought out to participate in the annual Village Art's Day where parents are able to volunteer in a classroom to conduct an art lesson. Parents are instructed on how to teach the art lesson and they are given a time slot where they teach the lesson. The entire day is devoted to many different types of art so that students can learn about art in a fun and stimulating manner.

We encourage and welcome parents volunteers, in the classroom, on field trips, helping with intramural sports, science lab and library, and participating in all of our school and Parent's Club sponsored events. Our school honors all volunteers at a Volunteer Celebration in the spring.

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	1.1	1.5	1.6	2.1	2.2	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School Safety Plan

The School Safety Plans are updated annually, and the last review was in September 2019. The key elements of the plan include, (1) the School Mission, (2) a description of the School Climate, (3) a description of a Safe and Orderly Environment, and (4) the district's SB 187-EC3529.4 Board Policies. Each of these areas is spelled out in detail in the plans. The plans are comprehensive and include both the legal requirements and the benefits of safety planning.

School Discipline Practices

The Staff and community of Village Elementary believe that we have a responsibility to provide an environment that is physically safe and where students feel comfortable and valued. We use the comprehensive program Foundations Establishing Positive Discipline Policies that is an on-going cycle of school improvement focusing on guidelines for success, for all students. We have established safe, responsible, and respectful behavior and common procedures in our common areas and have a variety of behavior supports for our students. The school counselor provides training and oversees to our Peer Mediator program where 6th graders are trained in conflict resolution and the use of Toolbox tools to facilitate and resolve issues during playtime of 1st-3rd grade students. Toolbox is being fully implemented school-wide. This program develops children's resiliency, self-mastery, and empathy for others. Toolbox teaches and supports pro-social problem solving techniques and strategies focused on increasing positive interactions among students and constructive, healthy responses to interpersonal conflict both at school and at home. We provide recognition and reinforcement by frequent positive reinforcement. Eagle Awards given out daily by all staff members for students who are be safe, responsible, and respectful. We have a Student Council in which students take on leadership roles by participating in our Student of the Month Assemblies, organizing and developing "spirit" days, promoting school spirit and altruistic endeavors.

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	18	3			21	1	1		20	2		
1	18	3			19	3			20	2		
2	19	3			19	3			17	3		
3	19	3			19	3			19	3		
4	31		2		30		2		29		2	
5	31		2		32		2		28		2	
6	32		2		32		2		32		2	
Other**												

*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*	910.0

*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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.4
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	\$11,389.81	\$3,575.75	\$7,814.05	\$65,442.39
District	N/A	N/A	\$7,816.00	\$68,757.00
Percent Difference - School Site and District	N/A	N/A	0.0	-4.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	4.0	-17.0

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)

Village provides a variety of programs and services to meet the needs of students. These include: professional development in strategies to teach the wide range of learners in the classroom, (e.g., gifted, EL, or those with disabilities); supportive programs for moving underperforming learners to greater understanding, and enhanced English instruction for English learners. Village has a robust intervention schedule where all grade levels are provided with extra support to ensure each and all are given tools for grade level success. The school also offers a variety of sports activities as well as other recreational and co-curricular activities that support the student's well-rounded education.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,028	\$49,378
Mid-Range Teacher Salary	\$67,169	\$77,190
Highest Teacher Salary	\$85,309	\$96,607
Average Principal Salary (Elementary)	\$114,876	\$122,074
Average Principal Salary (Middle)	\$0	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$185,436	\$189,346
Percent of Budget for Teacher Salaries	29%	36%
Percent of Budget for Administrative Salaries	5%	6%

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			

Professional development opportunities are directly correlated to district goals and the Local Control Accountability Plan (LCAP). With a focus on High Quality Instruction (HQI), we provide teachers with three full-days of annual inservice, monthly "District Wednesday" workshops on topics of interest/need (8 total), approximately 20 district-sponsored after school trainings annually, and 2-3 planning days throughout the year. A critical component of our professional development plan is coaching and mentoring through our Consulting Teacher program. In addition, professional development opportunities are offered through attendance at Sonoma County Office of Education classes and educational conferences. For 2017-18, our topics of focus are English Language Development, Technology Skills, Common Core ELA and Math standards implementation, and an incremental roll out of the Next Generation Science Standards.

Site and District-wide staff development are guided by LCAP goals. For the past three years, 2016-17, 2017-18, 2018-19, Austin Creek and Rincon Valley has been focused on improving our math scores for students in grades 3-6 as measured by the SBAC, and improving English language acquisition for our English learner students as determined by our re-designation rates on the former CELDT and current ELPAC tests.

We use both district benchmark data and summative state-wide data to monitor our progress towards these goals. For example, when reviewing on-going academic growth for our English learners we use the RenLearn STAR Reader assessment 3 times per year to gauge student progress to make just in time instructional decisions to support students not meeting grade level expectations, and we analyze data from the ELPAC and the SBAC to review the effectiveness of our adopted curriculum and make planning or instructional changes for the following school year. We monitor students' math progress by reviewing Eureka Math end-of-module assessments, students in grades 1-6 also take MobyMax placement tests two times per year, and students in grades 3-6 take the SBAC summative assessment 1 time per year.

Professional development opportunities are directly correlated to district goals and the LCAP. With a focus on High Quality Instruction (HQI), we provide teachers with three full-days of professional development trainings, 2-3 grade level planning days yearly, 8 monthly "District Wednesday" professional development sessions, and approximately 20 district-sponsored after school trainings. Teachers can also attend professional development opportunities through Sonoma County Office of Education's classes and educational conferences.

Teachers are supported in meeting our LCAP goals with coaching and mentoring through our Consulting Teacher Program, teacher-principal meetings, and grade level PLC teams. The support is focused analyzing student assessment data to plan curriculum and make instructional choices which support teacher and student growth.

During the 2017-18 school year the district administration and school site principals participated in professional development through the Center for Education Leadership (CEL). A CEL trainer led several workshop sessions with the administration team where the focus was on the 5 Dimensions of Teaching and Leadership. The administration team observed in classrooms as part of the training and collaborated together on what high quality instruction is and how to look for this in our classrooms. For the 2018-19 school year we expanded this professional development to include two teachers from each school site, and in addition to this the administration team is continuing to receive further professional development in the framework through CEL.