

Austin Creek Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Austin Creek Elementary School
Street	1480 Snowy Egret Drive
City, State, Zip	Santa Rosa, CA 95409
Phone Number	(707) 538-2122
Principal	Jenny Lynch
E-mail Address	jlynch@rvusd.org
Web Site	https://www.rvusd.org/Domain/14
CDS Code	49 70896 6117907

District Contact Information	
District Name	Rincon Valley Union School District
Phone Number	(707) 542-7375
Superintendent	Diane Moresi
E-mail Address	dmoresi@rvusd.org
Web Site	www.rvusd.org

School Description and Mission Statement (School Year 2018-19)

School Description

A California Distinguished School, Austin Creek is part of the Rincon Valley Union School District. High professional and educational standards, along with effective instructional practices, are used and articulated at all grade levels to enable all students to succeed. A rigorous academic program coupled with a strong sense of community define the school and distinguish it from others in the area.

Many activities such as Fine Arts Day, art and writing enrichment, Stem and Lego Education, hands-on science experiences for all classes, Math Olympiad, Sixth Grade Outdoor Education, Author's Day, Field Day and the National Geographic Geography Bee provide valuable learning experiences and build a sense of community at school. Life skills are taught, modeled, practiced and reinforced. The cooperative efforts of the entire Austin Creek School community create a safe, supportive environment for learning.

Our goal is to meet every student's needs: academic, social/emotional, and physical. In our work as a Professional Learning Community, data collection is paramount. Teachers meet to articulate best practices and develop instructional strategies that provide intervention, remediation, and support for students not yet proficient. In addition, differentiated instruction, enriched and challenging curriculum extensions, and instructional strategy implementation are designed to provide exciting academic challenges for students. School goals are monitored and adjusted throughout the year.

School Purpose Statement and District Mission StatementAustin Creek Purpose Statement

Austin Creek Elementary School provides a climate that supports active student engagement, a focused core curriculum, a stimulating environment for all students, a deep respect for the learning potential that students possess, and proper scholarly behavior that enhances learning. The Rincon Valley Union School District pursues excellence in education through a differentiated curriculum focusing on rigor, relevance, and relationships. The District provides a solid foundation for every student through the development of critical thinking, communication, collaboration, and creativity.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	57
Grade 1	61
Grade 2	61
Grade 3	66
Grade 4	66
Grade 5	47
Grade 6	62
Total Enrollment	420

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	13.6
Filipino	0.5
Hispanic or Latino	12.4
Native Hawaiian or Pacific Islander	0.7
White	67.4
Socioeconomically Disadvantaged	22.4
English Learners	5.5
Students with Disabilities	9.5
Foster Youth	0.0

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

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	19	19	165
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance, 2017	Yes	0
Mathematics	Interim Adoption: Eureka Math, 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	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	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	83.0	79.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	82.0	79.0	47.0	49.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	231	98.72	79.22
Male	117	116	99.15	75.86
Female	117	115	98.29	82.61
Black or African American	--	--	--	--
Asian	33	33	100.00	93.94
Hispanic or Latino	26	26	100.00	57.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	163	160	98.16	79.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	63	98.44	77.78
English Learners	18	18	100.00	66.67
Students with Disabilities	22	20	90.91	75.00

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	231	98.72	79.22
Male	117	116	99.15	81.9
Female	117	115	98.29	76.52
Black or African American	--	--	--	--
Asian	33	33	100	87.88
Hispanic or Latino	26	26	100	61.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	163	160	98.16	81.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	64	63	98.44	74.6
English Learners	18	18	100	55.56
Students with Disabilities	22	20	90.91	55

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0	28.9	33.3

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.

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 2018-19)

There are many opportunities for parent involvement at Austin Creek:

All parents of students attending Austin Creek are automatic members of our Parent Club. The purpose of the Austin Creek Parent Club (ACPC) is to support the educational objectives of the school through fundraising, volunteerism and encouragement. ACPC assists the school in communicating information to all families. Email blasts, and a comprehensive website keep the parents informed and encourage them to become actively involved at the school. The Parent Club also provides opportunities for parents to coordinate special events such as the annual Walkathon, Fine Arts Day and Field Day.

In addition to the Parent Club, teachers utilize volunteers in the classroom to work with small groups of students and help with special projects. Parents can also become involved through chaperoning field trips and serving as room parents for the year. Parents who would like to be involved in whole school planning and program development may join our School Site Council. The School Site Council meets on a regular basis to communicate information, determine school needs, and develop a plan to address those needs. In addition, parent forums and/or surveys are conducted on a regular basis to provide parents with the opportunity to provide feedback to the school. For more information, call Jenny Lynch at (707) 538-2122.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.7	0.7	1.2	2.1	2.2	3.7	3.7	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 2018-19)

The School Safety Plans are updated annually, and the last review was March 29, 2018. The School Safety Plan is reviewed and updated annually. 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 Austin Creek School work together to support the academic and social/emotional needs of the students at the school. We develop school and classroom rules and procedures that support the four tenets of Safety, Respect, Responsibility and Kindness. These four tenets drive everything that we do. Students are recognized when they demonstrate a commitment to these four tenets and positive behavior is acknowledged through a variety of methods. Information regarding the school rules and discipline procedures are outlined for students and their parents in the digital first day packet sent home at the start of the school year, reviewed at one of the parent club meetings, and shared in our weekly eblasts to the parent community.

The following strategies are used to both encourage and recognize positive behavior in the classroom, on the playground, and on campus:

- School-wide implementation of the "Toolbox Project" 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.

*Upper Grade, fourth thru sixth grade, training in Restorative Practices. Restorative Practices teach students how to take responsibility for their actions in a restorative vs. disciplinary model, and also to build empathy, or understand the actions and motivations of others.

*Kindergarten and first grade students, training in Kimochis. Kimochis is a social-emotional program which teaches students how to recognize, name, and share their own emotions in a positive and productive way.

*School-wide implementation of PBIS, Positive Behavior Intervention and Support, behavior management system. All students are trained in following our school rules during school-wide implementation days. Students receive refresher lessons throughout the year in their classrooms or at the Caught Being Good assemblies.

*Daily attendance awards. Daily attendance awards are given to students in Kindergarten, primary and upper grades for arriving to school on time and ready to learn.

*Daily Student Pledge. Students in grades K-6 say the Pledge of Allegiance over the intercom every day unless there is an assembly that interferes with a Caught Being Good assembly.

*Trimester and year-long attendance awards. Students who have perfect attendance for the trimester or the entire year are honored at a school wide assembly.

- Caught Being Good assemblies are regularly scheduled throughout the school year. These assemblies are divided into three groups for Kindergarten, primary, and upper grade students. At the Caught Being Good assembly select students from each class are recognized for following our school rules.

*ACES assemblies are regularly scheduled throughout the school year. ACES assemblies honor students for outstanding Academics, Character, Excellence, and Sportsmanship. These assemblies are held both whole school and in smaller groups for primary or upper grade students.

*Monthly note cards home. All teachers and select classified staff send students personal note cards home once a month.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3			19	3			19	2	1	
1	20	3			19	3			20	2	1	
2	22		3		22		3		20	1	2	
3	22		3		22		3		22		3	
4	32		2		33			2	33			2
5	29		2		31		2		24		2	
6	26		2		31		2		31		2	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.4625	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.6375	N/A
Resource Specialist (non-teaching)	.5	N/A
Other	1.53125	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,926.53	486.21	7,440.32	66,798.11
District	N/A	N/A	7,438.55	\$67,363
Percent Difference: School Site and District	N/A	N/A	0.0	-0.8
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	4.3	-12.9

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 2017-18)

Austin Creek 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, English Learner, or those with disabilities), professional development for math instruction with fidelity to the adopted program, and social-emotional professional development for all Austin Creek staff to support our students social and emotional development. Austin Creek also has supportive programs which aide underperforming learners in understanding core curriculum at grade level, enhance English instruction for English learners, and differentiated instruction to meet all learning levels - especially advanced or gifted students. 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.

Students in grades K-3 struggling to master basic reading skills can receive additional reading instruction from our Intervention Paraprofessional. This targeted support is based on on-going reading data which is reviewed every three weeks.

Students in grades 1-3 who need additional reading support can also take part in our on-line LEXIA reading program. This individualized program helps students to practice reading skills at their level.

Students in grades 2-6 who need additional support in math can take part in our on-line MobyMax math program. This individualized program helps students practice math skills at their level.

GATE students in grades 3-6 benefit from Individualized Learning Plans. ILPs help to ensure that GATE students are challenged and engaged.

English learner students receive integrated and designated language support and instruction in the classroom to help them access the curriculum and make steady language acquisition progress.

RSP students in grades K-6 receive additional instructional support in a push-in or pull-out model. This academic support is targeted to meet IEP and grade level needs. IEP documents are reviewed and updated annually.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,542	\$48,064
Mid-Range Teacher Salary	\$66,503	\$75,417
Highest Teacher Salary	\$84,464	\$94,006
Average Principal Salary (Elementary)	\$114,124	\$119,037
Average Principal Salary (Middle)	\$0	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$183,600	\$183,692
Percent of Budget for Teacher Salaries	29.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

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.