

Montalvin Manor Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Montalvin Manor Elementary School
Street	300 Christine Drive
City, State, Zip	San Pablo, CA 94806-1199
Phone Number	(510) 231-1405
Principal	Katherine Acosta-Verprauskus
E-mail Address	kacosta-verprauskus@wccusd.net
Web Site	http://www.montalvinmanor.org/
Grades Served	K-6
CDS Code	07-61796-6004865

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

School Vision:

Montalvin Manor strives to provide a stimulating learning environment through relevant curriculum that is engaging and meaningful to our scholars. This is enhanced through genuine use of technology, projects, and experiential learning. Our school comes alive with authentic student work displayed and presented, and with rigorous academic discussion. Scholars take ownership of their education by setting goals and presenting their progress through student led academic conferences. Through these learning projects and experiences, scholars build the knowledge, emotional intelligence, and joy of learning necessary to be successful in the college or career of their choice. There is a partnership between the school and families built on trust and with a common goal of ensuring every scholar urgently meets our rigorous academic goals. This is accomplished in a setting in which expectations are high, ideas and experiences are diverse, and curiosity is embraced by all.

School Description:

Montalvin Manor Elementary School is a Title 1 school and has Preschool through 6th grade. The school is located in an unincorporated area of the West Contra Costa Unified School District. Montalvin is a community based school. About 93% of our students are English Language Learners, low-income, or foster youth. Montalvin is committed to having our entire student meet or exceed expectations by 3rd graders. Montalvin has a block literacy program that provides 2 hours for intermediate grades and 2 ½ hours for primary grades of uninterrupted time to provide a solid literacy program to insure that all students achieve at high levels. During this time teacher's use culturally responsive teaching strategies that meet the needs of our diverse population to reach our goal for all students. The academic emphasis at our school is writing across the content areas and lesson design. Our rigorous academic goals for the 2015-2016 school year are:

Community Engagement Goal: By February 2016, Montalvin Manor will train at least 100 family members on Common Core State Standards (CCSS) for math and literacy through a CCSS night facilitated by the Instructional Leadership Team as measured by parent attendance.

Socio-emotional Goal: By June 2016 75% of teachers will teach at least 8 Toolbox units to promote self-regulating and coping skills as measured by an end of year staff survey and a suspension rate of less than 1% school wide.

Content Goal: By June 2016 students K-6th grade will on average grow at least 1 year in reading and math as measured by the end of year STAR assessment and 80% will on average score approaching, meeting or exceeding on grade level standards as measured by district benchmarks.

Our teachers provide a balanced, comprehensive program with full access to the core curriculum and early intervention when needed through school wide efforts. Montalvin is currently implementing the Responsive to Intervention model through our integrated learning center and Universal access time - a time where all students receive support or acceleration of instruction based on the students' needs. We have an after school program that provides an academic enrichment and intervention program as well drama, dance, music, band sports, art, cooking and computers to supplement the school day.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	69
Grade 2	65
Grade 3	49
Grade 4	54
Grade 5	49
Grade 6	52
Total Enrollment	419

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	11
American Indian or Alaska Native	0.2
Asian	9.1
Filipino	3.1
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	1
White	4.8
Two or More Races	0.2
Socioeconomically Disadvantaged	92.6
English Learners	53.2
Students with Disabilities	6.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	18	22	22
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: November 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Montalvin underwent a \$10 million renovation in 2004. The new buildings provide the facility that supports teaching, learning, adequate classroom space, natural lighting, a large faculty workroom/lounge and a large Multipurpose Room for school wide assemblies and parent/community events. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Replace the HVAC cover.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Check emergency lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repair the fire rated roll down door in kitchen. Repair the cyclone gate in play area. Remove the child gates at the exit doors.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	Exemplary	Good	Fair	Poor
				X

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	46	32	44
Mathematics	26	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	49	96.1	35	33	16	16
	4	58	55	94.8	24	31	33	13
	5	51	50	98.0	24	28	36	12
	6	56	54	96.4	11	33	44	11
Male	3		34	66.7	35	32	21	12
	4		26	44.8	31	46	12	12
	5		28	54.9	25	43	29	4
	6		22	39.3	14	41	36	9
Female	3		15	29.4	33	33	7	27
	4		29	50.0	17	17	52	14
	5		22	43.1	23	9	45	23
	6		32	57.1	9	28	50	13
Black or African American	3		4	7.8	--	--	--	--
	4		8	13.8	--	--	--	--
	5		5	9.8	--	--	--	--
	6		6	10.7	--	--	--	--
American Indian or Alaska Native	5		1	2.0	--	--	--	--
Asian	3		5	9.8	--	--	--	--
	4		2	3.4	--	--	--	--
	5		2	3.9	--	--	--	--
	6		7	12.5	--	--	--	--
Filipino	3		2	3.9	--	--	--	--
	4		6	10.3	--	--	--	--
	5		2	3.9	--	--	--	--
	6		2	3.6	--	--	--	--
Hispanic or Latino	3		36	70.6	33	36	19	11
	4		37	63.8	24	32	32	11
	5		35	68.6	34	26	31	9
	6		38	67.9	11	34	45	11
Native Hawaiian or Pacific Islander	5		1	2.0	--	--	--	--
White	3		2	3.9	--	--	--	--
	4		2	3.4	--	--	--	--
	5		4	7.8	--	--	--	--
	6		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		47	92.2	36	32	15	17

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		48	82.8	25	33	29	13
	5		44	86.3	25	32	34	9
	6		48	85.7	10	33	46	10
English Learners	3		37	72.5	30	38	14	19
	4		28	48.3	36	32	29	4
	5		21	41.2	38	33	29	0
	6		13	23.2	23	62	15	0
Students with Disabilities	3		5	9.8	--	--	--	--
	4		3	5.2	--	--	--	--
	5		3	5.9	--	--	--	--
	6		5	8.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	49	96.1	31	41	20	8
	4	58	57	98.3	42	44	9	5
	5	51	50	98.0	50	26	16	8
	6	56	54	96.4	30	31	28	11
Male	3		34	66.7	24	44	26	6
	4		28	48.3	43	39	14	4
	5		28	54.9	54	32	7	7
	6		22	39.3	23	41	27	9
Female	3		15	29.4	47	33	7	13
	4		29	50.0	41	48	3	7
	5		22	43.1	45	18	27	9
	6		32	57.1	34	25	28	13
Black or African American	3		4	7.8	--	--	--	--
	4		8	13.8	--	--	--	--
	5		5	9.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		6	10.7	--	--	--	--
American Indian or Alaska Native	5		1	2.0	--	--	--	--
Asian	3		5	9.8	--	--	--	--
	4		2	3.4	--	--	--	--
	5		2	3.9	--	--	--	--
	6		7	12.5	--	--	--	--
Filipino	3		2	3.9	--	--	--	--
	4		6	10.3	--	--	--	--
	5		2	3.9	--	--	--	--
	6		2	3.6	--	--	--	--
Hispanic or Latino	3		36	70.6	36	39	19	6
	4		39	67.2	49	41	5	5
	5		35	68.6	49	26	23	3
	6		38	67.9	29	37	21	13
Native Hawaiian or Pacific Islander	5		1	2.0	--	--	--	--
White	3		2	3.9	--	--	--	--
	4		2	3.4	--	--	--	--
	5		4	7.8	--	--	--	--
	6		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		47	92.2	32	40	19	9
	4		49	84.5	45	45	4	6
	5		44	86.3	55	25	16	5
	6		48	85.7	29	31	27	13
English Learners	3		37	72.5	30	43	19	8
	4		30	51.7	53	43	0	3
	5		21	41.2	57	24	14	5
	6		13	23.2	54	31	15	0
Students with Disabilities	3		5	9.8	--	--	--	--
	4		3	5.2	--	--	--	--
	5		3	5.9	--	--	--	--
	6		5	8.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	56	72	46	46	48	46	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	46
Male	39
Female	54
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	23
Students with Disabilities	43
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.00	10.00	

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in their child's education by volunteering in the classroom or the library, chaperoning during study trips, and helping with homework. Additionally, parents have the opportunity to serve on numerous committees such as School Site Council, Site Advisory Council, monthly Tuesday Coffee Club, and to volunteer in our Walking School bus Program.

Parent workshops are provided throughout the year by the principal and staff to help parents better assist their child at home. Our wonderful parents conduct fundraisers, coordinate support for teachers, and schedule fun activities for their students.

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

The school holds many meetings throughout the year that provide parents with strategies to help their children at home, information meetings so parents have multiple opportunities to check on their students' progress and ask questions as well as English Class for those that need more practice in English.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.12	0.68	0.22	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Montalvin has a Comprehensive School Safety Plan. All staff are trained in disaster preparedness and procedures for communication, evacuation/shelter, and search and rescue. The school has disaster kits for all classrooms and supplies for each student.

Staff: The safety plan is reviewed each year, and new staff members are assigned to teams. We review team responsibilities and skills at our first Faculty Meeting. This year we will once again participate in the City Disaster drill. Our safety teams will review their roles, test their systems and inventory equipment.

Students: We hold monthly fire and duck-and-cover drills, and quarterly evacuation and shelter-in-place drills.

Community: Disaster emergency contact information is collected from all families in September. Safety procedure information is included in the School Handbook and the Parent Club newsletter. Families receive information about providing safety materials for their children.

Logistics: The staff room is equipped with whiteboards and an outside phone line. Student contact information is stored with the safety plan and other key information in our office. The school has six walkie-talkies and all major safety equipment and supplies. The school's search and rescue team carts, triage/medical, evacuation/shelter and individual student supplies are stored in a container across the playground.

Crime/Violence Prevention: Our courtyard gates are closed during school hours and at night and during emergencies.

Staff members monitor the school grounds ten minutes before the start of school and immediately after dismissal. Site staff and parents maintain traffic flow during morning drop-off times. All visitors must check in at the office and wear visitor badges while on campus.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	30		2		24		4		20	3	1	
1	29		2		28		2		23		3	
2	30		2		27		2		22		3	
3	30		2		27		2		25		2	
4	29		2		28		2		27		2	
5	27		2		25		2		25		2	
6	30		2		26		2		26		2	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist	2	N/A
Other	0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7522.69	\$5433.48	\$2089.22	\$47429.04
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-78.3	-15.9
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-60.9	-35.0

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Montalvin School include:

Montalvin receives, ESEA-Title I, Economic Impact Aid, ARRA funding which allows the school to provide supplemental programs for students whom need additional interventions to reach mastery of grade level standards. We assess our students using Basic Phonics Skills Test, district benchmarks, Accelerated Reader and Accelerated Math. These programs help us in target students who need additional help and specifically identify the child's area of need. A program is then designed to help accelerate the students learning path to mastery grade level standards. Students are monitored daily and assessed every two weeks in Reading and monthly in Math in ensure that students are making progress towards the identified goal. Students receive specific instruction in a smaller class size setting.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted, Talented Education (GATE), special education, Response to Intervention and educational technology. In addition, training is made available in classroom management, the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Professional Development is provided on an on-going basis. We continue to improve our practice as educators and focus our staff development on cultural responsive teaching with specific emphasis on writing. In previous years the staff has been trained on cultural responsive teaching which continues to build our capacity and meet the needs of our students. This year we continue to have courageous conversations around how we can improve our practices in regards to teaching students of color using data driven instruction. Teachers meet monthly to discuss students' progress or lack thereof and design corrective instruction plans to ensure every student meets or exceed grade level standards. We create action plans and professional development to assist teachers in helping all students move forward. All staff has been trained using Keep Learning on Track, Project GLAD (Guided Language Acquisition and Development), and Understanding by Design, Lucy Calkins writing, Toolbox, and Culturally Responsive Teaching strategies to continue our understanding of how student's learn best.

Teachers also collaborate every Wednesdays from 2:15-3:00 p.m. in Professional Learning Communities and are released for data analysis and planning for an entire day once a month with their grade level partners.