

## Murphy Elementary

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Murphy Elementary
<b>Street</b>	4350 Valley View Rd.
<b>City, State, Zip</b>	El Sobrante, Ca, 94803-1499
<b>Phone Number</b>	510-231-1427
<b>Principal</b>	Chelsea LaForest
<b>E-mail Address</b>	<a href="mailto:claforest@wccusd.net">claforest@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966004873

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

Murphy Elementary School in Richmond, California is located in a carved-out portion of a middle-class neighborhood, surrounded by the unincorporated town of El Sobrante. Despite this fact, 67% of the students are socio-economically disadvantaged. The past few years, we have witnessed a sharp decline of our neighborhood community enrollment in our school as parents opted for wealthier districts or private schools that actively recruited their students. In the last three years, however, we have seen a steady increase in student enrollment. Our current enrollment is 505 students. The increase in enrollment can be attributed to several factors: first, to the safe, caring, and academic environment of Murphy Elementary School where all students have the opportunity and support needed in order to reach their full potential. Our devoted and highly qualified administrator, teachers, and support staff go above and beyond expectations in order to make connections with students and to provide them with a high-quality education. The current demographic data for Murphy Elementary is as follows: 42% Hispanic/Latino, 21% African American, 7% Asian, 16% White, 1% Hawaiian, and 12% other. There are 139 English Language Learners, 26% of the student population. Currently, 49.5% of the Murphy students are male and 50.4% are female. 15% of our students are receiving Special Education services.

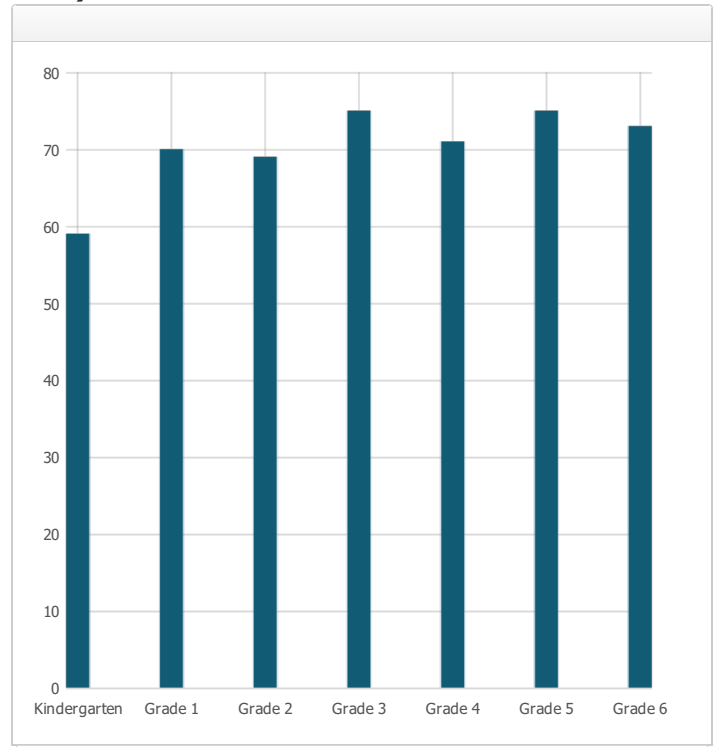
Murphy has a clearly-articulated vision that is shared by all stakeholders both within the school and the wider community. At Murphy Elementary we are a community that believes with purposeful practice and persistent effort, students are capable of being college and career ready. We strive to develop critical thinkers who can adapt their learning to various academic and socio-emotional contexts. Murphy inspires students, teachers, and the community at large to become lifelong learners. Our Instructional Leadership Team meets bi-weekly to analyze instructional needs and serves as a two-way liaison to all stakeholders. All school improvement efforts are informed by data, educational research, and the needs of our stakeholders. The process itself of building the collaboration and professional development schedules is collaborative, taking into account the feedback and needs of the stakeholders. Our collaborative model inspires talented, new leaders at our site who bring fresh perspectives and skills to our professional development and overall school improvement efforts.

Our Learning Center addresses individual student needs, particularly focusing in our lower performing students. The Learning Center model allows us to provide targeted instruction to students as soon as they fall behind, rather than wait until they are two years behind to qualify for special education services. Teachers are the first level of intervention for students who are having difficulties while at the same time continuing to provide meaningful and rigorous curriculum for all students. English Language Development instruction is provided daily for English Language Learners to support their learning in core subject areas.

*Last updated: 11/28/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	59
Grade 1	70
Grade 2	69
Grade 3	75
Grade 4	71
Grade 5	75
Grade 6	73
<b>Total Enrollment</b>	<b>492</b>



Last updated: 1/23/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	20.3 %
American Indian or Alaska Native	0.8 %
Asian	12.2 %
Filipino	4.9 %
Hispanic or Latino	41.9 %
Native Hawaiian or Pacific Islander	0.6 %
White	11.8 %
Two or More Races	7.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.0 %
English Learners	28.0 %
Students with Disabilities	16.3 %
Foster Youth	1.2 %

# A. Conditions of Learning

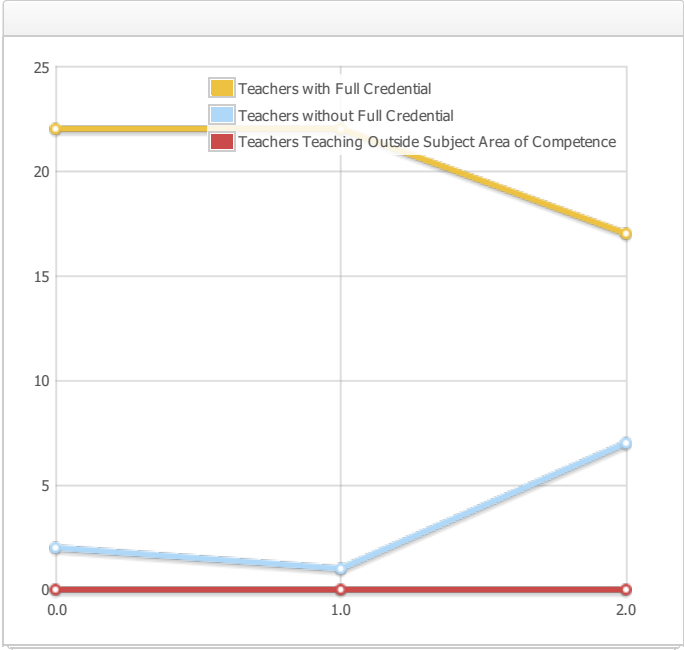
## State Priority: Basic

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

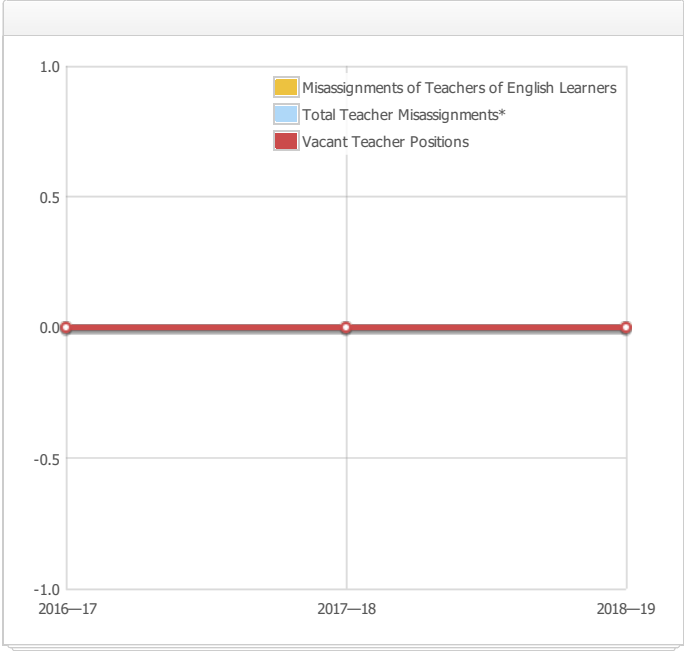
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	22	22	17	1211
Without Full Credential	2	1	7	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

### 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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 *materials from current CDE list under review	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the 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 are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
<b>Interior:</b> Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
<b>Electrical:</b> Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
<b>Structural:</b> Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Paint back wall of room 11/10</li> <li>-Paint exterior wood by room 20/21 at kindergarden.</li> </ul>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Replace delaminated door. MPR.</li> <li>-Replace door. LIB/K105</li> <li>-Replace door closer. OFFICE</li> <li>-Paint fencing entrance to playground.</li> <li>-Adjust strike plate at back gate by room 3.</li> <li>-Paint front gates by office. 14)Repair rubber mats at playstructure by room 17.</li> <li>-Paint benches by rooms 17 and 19 facing the playground.</li> <li>-Paint patio wood in front of library.</li> </ul>

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good
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*Last updated: 1/28/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	47.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	35.0%	25.0%	24.0%	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.

*Last updated: 1/23/2019*

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	275	269	97.82%	46.64%
Male	129	125	96.90%	41.13%
Female	146	144	98.63%	51.39%
Black or African American	50	48	96.00%	41.67%
American Indian or Alaska Native	--	--	--	
Asian	39	39	100.00%	61.54%
Filipino	--	--	--	
Hispanic or Latino	115	111	96.52%	37.27%
Native Hawaiian or Pacific Islander				
White	40	40	100.00%	52.50%
Two or More Races	19	19	100.00%	63.16%
Socioeconomically Disadvantaged	212	207	97.64%	43.20%
English Learners	118	115	97.46%	43.86%
Students with Disabilities	39	37	94.87%	--
Students Receiving Migrant Education Services				
Foster Youth				

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.

*Last updated: 1/23/2019*



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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	275	270	98.18%	34.81%
Male	129	126	97.67%	37.30%
Female	146	144	98.63%	32.64%
Black or African American	50	49	98.00%	26.53%
American Indian or Alaska Native	--	--	--	
Asian	39	39	100.00%	56.41%
Filipino	--	--	--	
Hispanic or Latino	115	113	98.26%	26.55%
Native Hawaiian or Pacific Islander				
White	40	39	97.50%	43.59%
Two or More Races	19	18	94.74%	50.00%
Socioeconomically Disadvantaged	212	209	98.58%	31.58%
English Learners	118	117	99.15%	35.90%
Students with Disabilities	39	38	97.44%	15.79%
Students Receiving Migrant Education Services				
Foster Youth				

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.

*Last updated: 1/23/2019*

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2017–18)

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	10.3%	33.3%	42.3%

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.

*Last updated: 1/23/2019*

## 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)

Parents participate in the following:

- Volunteers at the school assist with differentiated instruction; special projects
- Library volunteers enables the library to be open to all classrooms; noon availability
- Special event volunteers participate in fundraisers; reading incentive activities; award activities and field trips.
- Parent Informational Nights (Math Night, ELD Night, Science Night, Growth Mindset Night etc.)
- Open House and Back to School Night
- Coffee Chats once per month

SCHOOL SITE COUNCIL (SSC)/ English Language Advisory Council (ELAC): SSC contributes input into School Site Plan; encourages parent/school communication; budget. The role of the SSC and /ELAC is to give parents, faculty and staff on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements, including budget distribution. 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).

PARENT-TEACHER ASSOCIATION (PTO) and/or PARENT GROUP(s): PTO is a highly functioning and energetic group of parents who support the students and staff in a variety of ways. They provide each classroom with a field trip, support the library and incentive programs for the students. PTA plans include the following: Ice Cream Sales, Fundraisers – fall / spring, Bake Sales, Book Sales, Reading Incentive Program, Sponsor Murphy Stompers (student stepping group), Room Parent Sponsors, Red Ribbon Week, Study Trips, Halloween Parade and Kindergarten Carnival, Black History Storyteller, Library Assistance, Founder's Day, and other special events. The PTA funds awards, study trips, special student clubs and events. The current goal is to provide all classrooms with support and quality experiences brought to the classrooms that enrich each student's education.

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

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

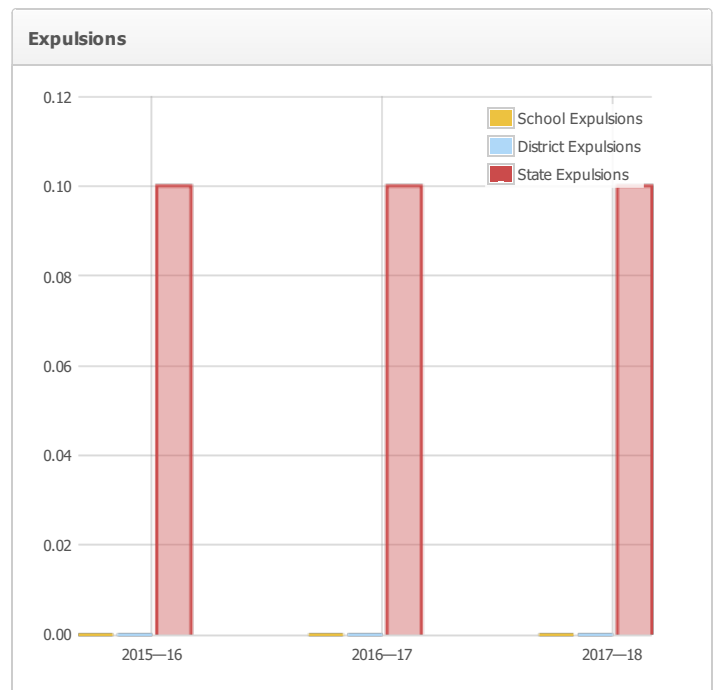
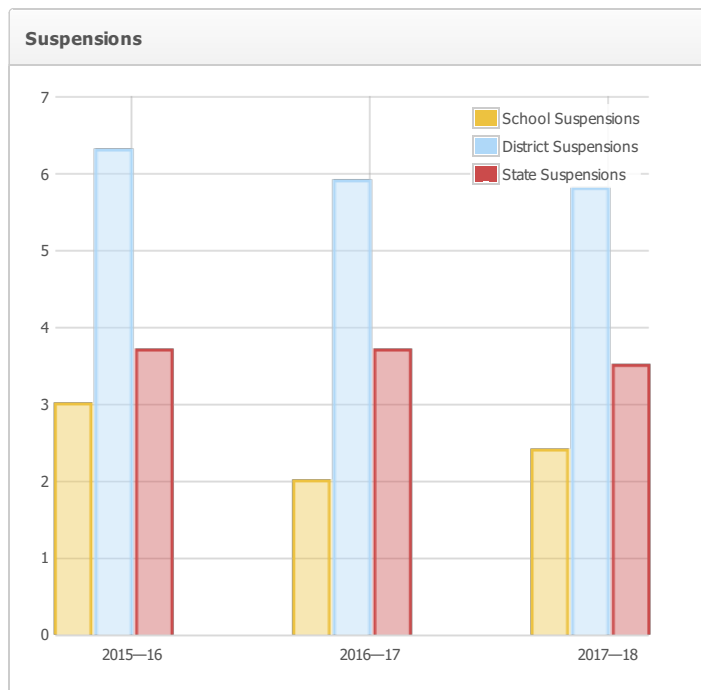
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.0%	2.0%	2.4%	6.3%	5.9%	5.8%	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%



Last updated: 1/23/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	3	
1	23.0		3	
2	24.0		3	
3	21.0		3	
4	24.0	1		2
5	33.0		1	1
6	26.0	1	1	1
Other**	16.0	1		

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	2	
1	22.0		3	
2	24.0		3	
3	20.0	1	3	
4	25.0	1	2	
5	33.0			2
6	23.0	2		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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	3	1	
1	23.0		3	
2	22.0		3	
3	23.0		3	
4	25.0	1	1	1
5	31.0		2	
6	22.0	2	1	1
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.

Last updated: 1/23/2019

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$3703.4	\$1620.0	\$5083.4	\$72321.4
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-41.2%	6.6%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-25.6%	-11.0%

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

*Last updated: 1/28/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

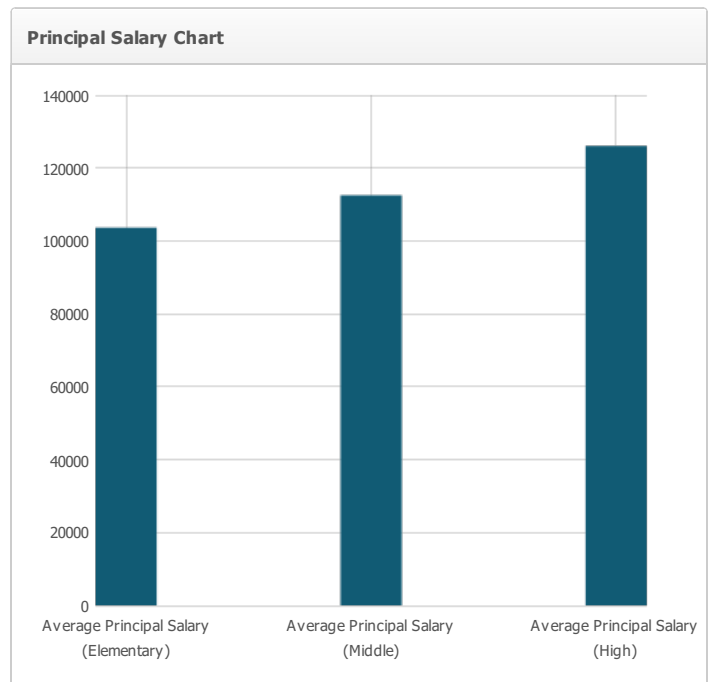
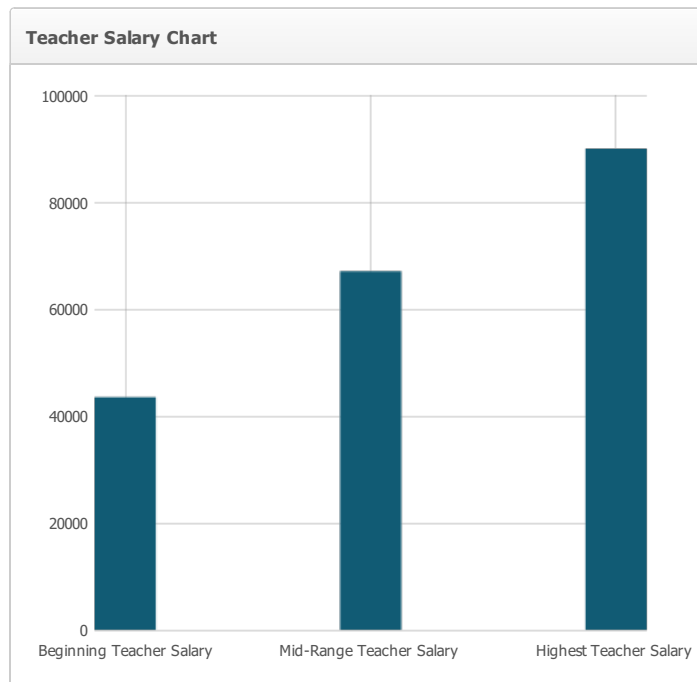
- YMCA OF THE EAST BAY
- EXPLORELEARNING - REFLEX MATH ONLINE LICENSE
- INTERSECTION FOR THE ARTS
- LEARNING A-Z RAZ KIDS
- THE IMAGINATION MACHINE INC
- THE MINDFUL PROJECT
- ARTS
- STUDY TRIPS

Last updated: 1/9/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2019

## Professional Development

Teachers received training in research-based teaching strategies. Our professional development plan is designed to provide students with instruction that is data driven, Common Core Standards based, engaging and responsive. Our classroom teachers, Learning Center staff and principal are currently focusing on the full



implementation of our Growth mindset and Technology program. All teachers on staff have been provided a doc-camera, projector and laptop. The Playworks coach has established a physical education program with each of the classrooms and their teachers. And, set up a well-established routine for recess and lunch activities. Each classroom is 1:1 in regards to tablet use. All students have access to a tablet.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and volunteered staff to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals and trained staff, 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 and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and 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.

Our teachers are dedicated to culturally responsive practices, and the practice of Growth Mindset. Every student is challenged and all are provided response to intervention strategies and programs to help them understand and master grade level material.

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