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Murphy Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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	Murphy Elementary School
Street	4350 Valley View Road
City, State, Zip	El Sobrante, CA 94803-1499
Phone Number	(510) 231-1427
Principal	Carlena Moss
E-mail Address	cmoss@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1136
Grades Served	K-6
CDS Code	07-61796-6004873

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)

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 514 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. Together, we provide a rigorous educational environment in which all students can achieve academic and personal success as they become life-long learners and prepare to become college and career ready. Our grade level collaboration teams work together in order to provide quality teaching, in a caring, safe environment that promotes learning and prepares students for the college and career path of their choice. The level, quality, and focus of our collaborations and professional development are weekly and as we follow a Data Driven Instructional Calendar that was created by the Instructional Leadership Team after developing SMART goals for the 2015-2016 school year. 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.

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	75
Grade 2	71
Grade 3	73
Grade 4	74
Grade 5	67
Grade 6	57
Total Enrollment	489

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	20.2
American Indian or Alaska Native	0.4
Asian	11.2
Filipino	4.1
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.2
White	15.7
Two or More Races	3.7
Socioeconomically Disadvantaged	68.5
English Learners	31.9
Students with Disabilities	15.7

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	21	21	22	22
Without Full Credential	1	1	2	2
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	90.9	9.1
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: August 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 (Grades K-6) Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: MacMillian-McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Murphy Elementary School was constructed in 1952, 1954 and 1965. Portable classrooms were added in the 1960s. Murphy School was reconstructed and moved into November 2005. Reconstruction was budgeted for $12.3 million and included refurbishing all buildings, with two new buildings constructed to house the administration/teacher work areas and a library/computer/media structure. School facilities are cleaned daily and maintenance is monitored closely by the principal and the custodial staff.

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 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carts are damaging the walls; MPR floor and stage need to be refinished; Install stainless steel corner by lift-mpr; Replace ceiling tile to grid; Repair wall room 20; Plastic needed under secretary's chair; Install stainless steel corner at staff mailboxes; Repair floor tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Paint over graffiti on the celotex
Electrical: Electrical		X		Plate needed at wall plug; Replace broken switch plates
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Leak at sink-kitchen; Secure toilet paper holders
Safety: Fire Safety, Hazardous Materials	X			Secure fire extinguisher blanket; Secure metal shelves to wall

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Check for roof leak; Paint wood beams in front of library
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair crash bar on exterior door-RM 21, 13; Tighten strike plate on gate by room 13; Adjust door closers; Paint metal pipe by room 21; Secure wood bats outside room 21

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating			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	33	32	44
Mathematics	28	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	71	71	100.0	44	30	14	13
	4	66	64	97.0	34	22	28	16
	5	73	64	87.7	56	20	17	3
	6	53	49	92.5	16	39	39	4
Male	3		32	45.1	44	28	16	13
	4		31	47.0	42	19	32	6
	5		39	53.4	59	21	15	0
	6		21	39.6	24	29	43	0
Female	3		39	54.9	44	31	13	13

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		33	50.0	27	24	24	24
	5		25	34.2	52	20	20	8
	6		28	52.8	11	46	36	7
Black or African American	3		13	18.3	62	15	23	0
	4		13	19.7	31	31	15	23
	5		12	16.4	58	25	17	0
	6		14	26.4	29	29	36	0
American Indian or Alaska Native	3		1	1.4	--	--	--	--
Asian	3		10	14.1	--	--	--	--
	4		9	13.6	--	--	--	--
	5		5	6.8	--	--	--	--
	6		3	5.7	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
	4		2	3.0	--	--	--	--
	5		2	2.7	--	--	--	--
	6		2	3.8	--	--	--	--
Hispanic or Latino	3		31	43.7	45	32	10	13
	4		30	45.5	40	20	30	10
	5		35	47.9	69	17	9	0
	6		17	32.1	0	53	35	12
Native Hawaiian or Pacific Islander	6		1	1.9	--	--	--	--
White	3		12	16.9	33	25	25	17
	4		7	10.6	--	--	--	--
	5		9	12.3	--	--	--	--
	6		10	18.9	--	--	--	--
Two or More Races	3		2	2.8	--	--	--	--
	4		3	4.5	--	--	--	--
	5		1	1.4	--	--	--	--
	6		2	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		48	67.6	52	31	8	8
	4		50	75.8	38	24	22	16
	5		53	72.6	60	17	21	0
	6		36	67.9	19	33	39	6
English Learners	3		36	50.7	44	39	8	8
	4		24	36.4	46	21	25	8
	5		21	28.8	67	24	5	0
	6		4	7.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		5	7.0	--	--	--	--
	4		11	16.7	82	9	9	0
	5		10	13.7	--	--	--	--
	6		7	13.2	--	--	--	--
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	71	71	100.0	44	25	25	4
	4	66	64	97.0	22	36	34	6
	6	53	50	94.3	34	30	24	10
Male	3		32	45.1	38	22	31	6
	4		31	47.0	16	52	29	0
	6		22	41.5	32	27	27	9
Female	3		39	54.9	49	28	21	3
	4		33	50.0	27	21	39	12
	6		28	52.8	36	32	21	11
Black or African American	3		13	18.3	54	38	0	0
	4		13	19.7	15	38	38	0
	6		14	26.4	43	29	21	0
American Indian or Alaska Native	3		1	1.4	--	--	--	--
Asian	3		10	14.1	--	--	--	--
	4		9	13.6	--	--	--	--
	6		3	5.7	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
	4		2	3.0	--	--	--	--
	6		2	3.8	--	--	--	--
Hispanic or Latino	3		31	43.7	52	19	26	3
	4		30	45.5	30	30	33	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		18	34.0	22	33	28	17
Native Hawaiian or Pacific Islander	6		1	1.9	--	--	--	--
White	3		12	16.9	33	17	50	0
	4		7	10.6	--	--	--	--
	6		10	18.9	--	--	--	--
Two or More Races	3		2	2.8	--	--	--	--
	4		3	4.5	--	--	--	--
	6		2	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		48	67.6	44	27	23	4
	4		50	75.8	26	36	30	6
	6		37	69.8	35	27	24	11
English Learners	3		36	50.7	44	25	31	0
	4		24	36.4	33	42	21	4
	6		5	9.4	--	--	--	--
Students with Disabilities	3		5	7.0	--	--	--	--
	4		11	16.7	64	27	9	0
	6		7	13.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	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)	28	34	21	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	21
Male	20
Female	23
Black or African American	23
Asian	--
Filipino	--
Hispanic or Latino	12
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	18
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	23.20	18.80	30.40

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 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

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 SS 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 (PTA) and/or PARENT GROUP(s): PTA 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, computers, 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: 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	4.65	4.36	2.09	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)

Date of Last Review/Update – August 2015
Date Last Discussed with Staff – October 5, 2015

The Safety and Emergency Plan is reviewed at least once a year, at the beginning of the year with all staff members. This year the plan was revised to include the physical setting at the reconstructed site. All classrooms had posted all pertinent information needed, including drills and emergency standard operating procedures. Parents and family members are kept informed through the Parent Handbook, monthly newsletter, Connect Ed, PTA, SSC, and other special publications when needed. District personnel train principals at least once a year.

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	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	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
First Year of Program Improvement		2004-2005
Year in Program Improvement*		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	22		3		22	1	3		23		3	
1	26		3		24		3		24		3	
2	28		2		26		3		23		2	
3	27		2		27		2		24		3	
4	26		2		24	1	2		22	1	2	
5	31		2		24		2		28		2	
6	22	2	2		20	2	2		19	2	2	
Other	9	2							16	1	1	

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)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.30	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist	1.00	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	$7696.90	$5014.69	$2682.21	$54140.78
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-72.1	-4.0
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-49.8	-25.8

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Murphy School include:

Special Ed
Economic Impact Aid
Gifted and Talented Ed

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 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.