

Harding Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Harding Elementary School
Street	7230 Fairmount Avenue
City, State, Zip	El Cerrito, CA 94530-3797
Phone Number	(510) 231-1413
Principal	Linda Takimoto
E-mail Address	ltakimoto@wccusd.net
Web Site	www.hardingpta.org/
CDS Code	07-61796-6004782

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

Harding Elementary School is a cooperative partnership of students, parents, teachers, and administration working together to create an effective learning environment and a caring school community. The school has developed and maintains active leadership groups, representing all stakeholders, who communicate routinely for continued growth and progress towards goals. Using the four "Cs" 21st Century Skills, Collaboration, Communication, Critical Thinking, and Creativity, the Harding community has developed and aligned school-wide systems and programs that are student centered and support the shift to Common Core teaching and learning. Community expectations for working together are focused on student engagement, and specific and positive feedback that includes Building Effective Schools Together (BEST), Playworks, Restorative Justice, and Teachers College Units of Study for Writing and Reading. All classes participate in writing workshop with English Language Development, PE, and reading workshop for Universal Access blocked daily by grade level. Visual and Performing Arts in all disciplines are embedded in the instructional day with Artists in Residence, along with hands on science in the school garden. We take pride in our diversity, which includes racial, language, socioeconomic, and ability differences. Harding offers five special education programs, Transitional Education, Resource, Non-severely Handicapped, Deaf/Hard of Hearing, and Full Inclusion, with a school-wide culture that values and supports understanding, accommodation, and inclusion. All students with disabilities are mainstreamed for PE, arts, and science in the garden programs with other subjects as appropriate.

The Harding Instructional Leadership Team (ILT) has been directing and monitoring the transition to Common Core Standards. The ILT is made up of a liaison to the District Academic and Visual and Performing Arts Committees, and a general education teacher representing grade level pairs: TK/K, 1/2, 3/4, 5/6. The transition has been focused on writing and increased student discourse across the curriculum. Additionally, teachers and the principal are active learners in various Professional Learning Communities (PLCs) with the shared understanding that the instructional shift is an ongoing process that requires a "Growth Mindset" (Dweck, 2006) for teachers and students. School leadership is developed and shared through the ILT as well as the REACH Institute and Teachers College professional development programs, and the PLCs. Harding Elementary, a small community school, is developing into a school with large beliefs and ideas. It seeks to meet the needs of, and assure success for, every student through research supported teaching and learning methods leading to skill building for all.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	77
Grade 1	45
Grade 2	43
Grade 3	49
Grade 4	53
Grade 5	54
Grade 6	71
Total Enrollment	392

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.3
Asian	17.6
Filipino	2.6
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	0.8
White	36.7
Two or More Races	6.4
Socioeconomically Disadvantaged	33.2
English Learners	20.9
Students with Disabilities	16.1
Foster Youth	0.5

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	23	21	21
Without Full Credential	1	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Our site utilizes the District Mandated Materials for Language Arts, Math, Social Studies, Science, and ELD instruction in addition to Teachers College Units of Study for Writing (adopted at the site in 2014-15) and Units of Study for Reading.

Subject	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 (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Harding School opened in 1943 with an addition added in 1954. Harding was renovated in 2005. The project included new classroom space, library and media center, drop-off area, main and secondary entries, and kindergarten play yard.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
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	Repair carpet in office entry way Mildew on window sills and windows in room 146
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Mildew on window sills and windows in room 146
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	Adjust window stops on upstairs hallway Mildew on window sills and windows in room 146

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	49	51	33	35	44	48
Mathematics	43	46	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	57	55	96.5	61.8
	4	54	48	88.9	52.1
	5	62	57	91.9	54.4
	6	74	72	97.3	40.0
Male	3	30	29	96.7	62.1
	4	26	23	88.5	34.8
	5	33	29	87.9	48.3
	6	50	49	98.0	37.5
Female	3	27	26	96.3	61.5
	4	28	25	89.3	68.0
	5	29	28	96.5	60.7
	6	24	23	95.8	45.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	13	13	100.0	7.7
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	12	9	75.0	44.4
	5	12	11	91.7	81.8
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	20	19	95.0	47.4
	4	12	12	100.0	33.3
	5	17	16	94.1	62.5
	6	25	25	100.0	12.5
Native Hawaiian or Pacific Islander	5	--	--	--	--
	6	--	--	--	--
White	3	21	21	100.0	81.0
	4	20	18	90.0	77.8
	5	14	11	78.6	72.7
	6	30	30	100.0	63.3
Two or More Races	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	22	22	100.0	36.4
	4	24	19	79.2	21.1
	5	35	33	94.3	36.4
	6	31	29	93.5	14.8
English Learners	3	--	--	--	--
	4	11	6	54.5	
	5	--	--	--	--
	6	14	13	92.9	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	15	14	93.3	7.1
	6	24	23	95.8	4.8
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	57	57	100.0	62.5
	4	54	53	98.2	60.4
	5	62	59	95.2	39.0
	6	74	72	97.3	29.2
Male	3	30	30	100.0	66.7
	4	26	25	96.2	48.0
	5	33	31	93.9	29.0
	6	50	48	96.0	29.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	27	27	100.0	57.7
	4	28	28	100.0	71.4
	5	29	28	96.5	50.0
	6	24	24	100.0	29.2
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	13	13	100.0	
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	12	12	100.0	50.0
	5	12	12	100.0	66.7
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	20	20	100.0	57.9
	4	12	12	100.0	41.7
	5	17	17	100.0	35.3
	6	25	24	96.0	12.5
Native Hawaiian or Pacific Islander	5	--	--	--	--
	6	--	--	--	--
White	3	21	21	100.0	81.0
	4	20	19	95.0	84.2
	5	14	11	78.6	63.6
	6	30	30	100.0	46.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	22	22	100.0	38.1
	4	24	23	95.8	34.8
	5	35	35	100.0	25.7
	6	31	29	93.5	10.3
English Learners	3	--	--	--	--
	4	11	11	100.0	36.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	14	13	92.9	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	15	14	93.3	7.1
	6	24	22	91.7	4.5
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70	82	58	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	62	59	95.2	57.6
Male	33	31	93.9	51.6
Female	29	28	96.6	64.3
Black or African American	13	13	100.0	23.1
Asian	12	12	100.0	66.7
Hispanic or Latino	17	17	100.0	47.1
White	14	11	78.6	100.0
Socioeconomically Disadvantaged	35	35	100.0	40.0
Students with Disabilities	15	14	93.3	35.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5	27.1	37.3

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 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 (School Year 2016-17)

- **COMMUNITY PROGRAMS:** Trained community members such as Youth in Arts, Stagebridge, and Interact provide arts instruction as well as academic and social/emotional support in classrooms and at recesses.
- **PARENT-TEACHER ASSOCIATION (PTA):** The PTA conducts fundraising to provide equipment, supplies and personnel as needed to support the school mission. It organizes and promotes events, activities, and meetings that build community and support student and parent education such as the Fall Carnival, Field Day, Walk and Read-a-thons, Passport Night, and dance/music/theater performances throughout the year. They pay for an expanded visual and performing arts program and other enhancement activities like study trips. PTA recruits for and organizes the various volunteer opportunities that support all school programs and classroom instruction.
- **ENGLISH LEARNER ADVISORY COMMITTEE (ELAC):** Harding’s ELAC provides a voice for families of English Learners and direction for ELD instructional support that can include materials, curriculum, and after school tutoring and homework help.
- **SCHOOL SITE COUNCIL:** Harding’s School Site Council is composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This group creates the school plan and monitors its implementation. It also forms and directs committees such as the Communication, Safety, Garden, and Technology

Committees to share the leadership and workload, and assure comprehensive programs and systems to support students and teachers.

- **HARDING AFTER SCHOOL ENHANCEMENT PROGRAM (HASEP):** In coordination with the City of El Cerrito Recreation Department, a parent group plans a variety of ever-changing after school enrichment classes for all students.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.6	2.3	3.0	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

- Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety Safety issues are discussed at the beginning of the year with staff and parents and the Harding Student and Family Handbook outlines school policies.
- Students participate in monthly fire and disaster drills.
- Assemblies and class discussions are held throughout the year.
- Parents receive letters and forms regarding emergency supplies and procedures.
- A safety committee oversees and updates emergency supplies and planning annually by January, and the staff is trained during staff development and faculty meetings.
- Teachers supervise students before school, and the principal and/or at least three supervisors monitor students at lunch recess.

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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	20	3			20	3			19	2	2	
1	18	3			20	2			22		2	
2	20	2			18	3			21		2	
3	20	2			18	2			17	3		
4	23		2		24		1		25		2	
5	19	3			19	3			19	2	1	
6	16	3	1		17	3	1		24		2	
Other	8	1			16	1	1		14	2		

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 2015-16)

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	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6733.08	2593.43	4139.64	59051.71
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-35.4	-9.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-27.1	-22.1

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Harding School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION
 SP ED IDEA BASIC LOCAL ENTITL
 SPECIAL ED - E

QUALITY EDUCATION INVESTMENT ACT
 SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 the Instructional Leadership Team (ILT) to improve their ability to provide strong instructional leadership and guide teaching and learning. Training includes data use and sharing, which guides teaching, learning, and goal setting. The principal and ILT, in turn, provide support to teachers through a variety of professional learning communities, 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 common core state standards. State and District assessment data drives the current professional development focus on writing using Columbia University's Teachers College Units of Study for Writing, math writing and multiple methods for concept mastery, differentiated instruction, and educational technology. Additionally, our site is systematically studying and reflecting on Identity Safe Classroom practices. 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.