

Harding Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2017-18)	
School Name	Harding Elementary
Street	7230 Fairmont Avenue
City, State, Zip	El Cerrito, Ca, 94530-3797
Phone Number	510-231-1413
Principal	Linda Takimoto, Principal
E-mail Address	ltakimoto@wccusd.net
Web Site	http://www.hardingpta.org/
County-District-School (CDS) Code	07617966004782

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

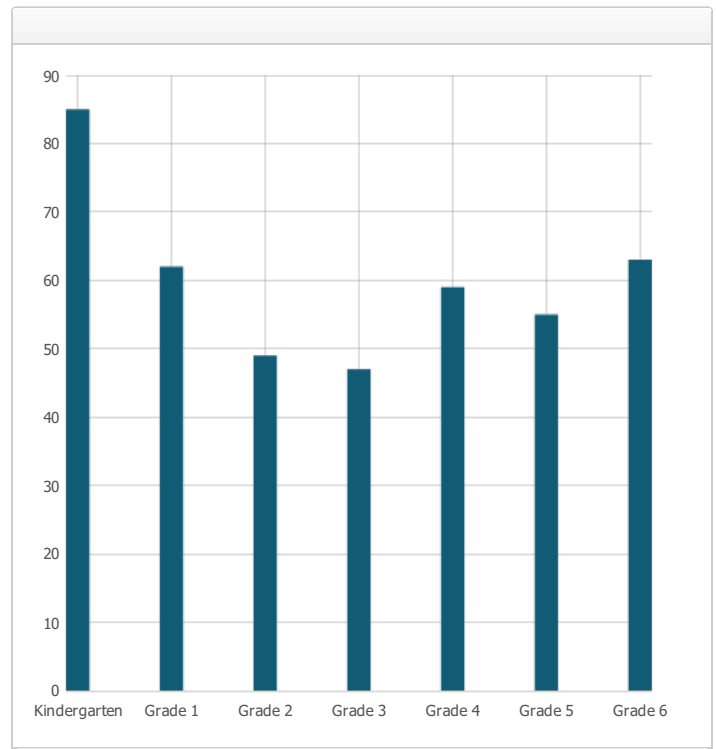
Harding Elementary School is a cooperative partnership of students, parents, teachers, and administration working together to create an effective learning environment and a caring school community. The school has developed and maintains active leadership groups, representing all stakeholders, who communicate 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 Committees, and a general education teachers 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.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	85
Grade 1	62
Grade 2	49
Grade 3	47
Grade 4	59
Grade 5	55
Grade 6	63
Total Enrollment	420



Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	10.2 %
American Indian or Alaska Native	0.2 %
Asian	18.1 %
Filipino	1.9 %
Hispanic or Latino	24.8 %
Native Hawaiian or Pacific Islander	0.5 %
White	36.7 %
Two or More Races	7.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.3 %
English Learners	22.9 %
Students with Disabilities	15.0 %
Foster Youth	1.0 %

Last updated: 1/25/2018

A. Conditions of Learning

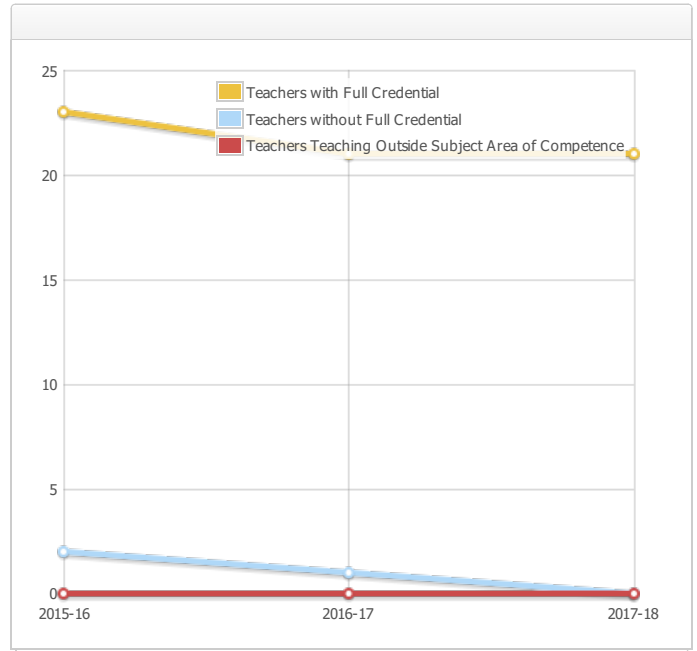
State Priority: Basic

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

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

Teacher Credentials

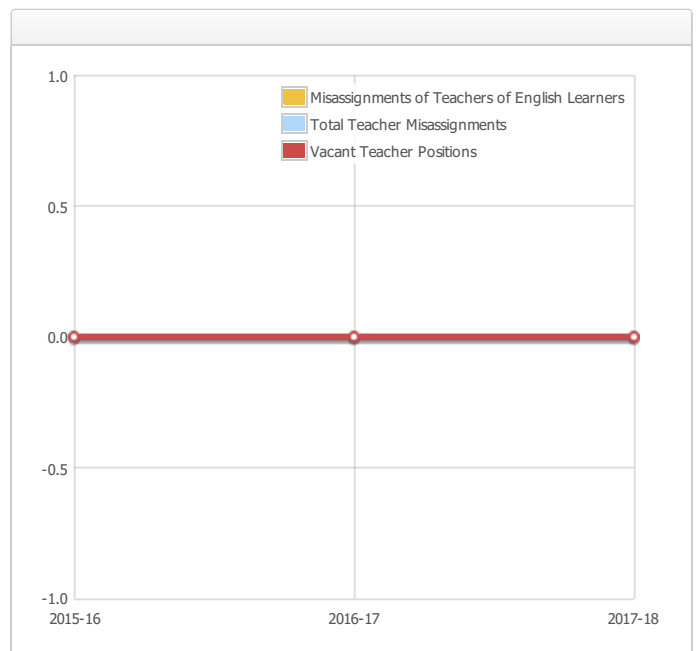
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	21	21	1192
Without Full Credential	2	1	0	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012	No	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 K-6, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-6, c2007 - adopted 2007	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: 1/17/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Actions were/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Actions were/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Good	<p>Lighting appears to be adequate and working properly, including exterior lights. Actions were/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	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.
Safety: Fire Safety, Hazardous Materials	Good	Actions were/will be taken to ensure:

The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).

Emergency alarms appear to be functional.

Emergency exit signs function as designed, exits are unobstructed.

Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).

<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>Roof systems appear to be functioning properly. Actions were/will be taken to ensure:</p> <p>Severe cracks are not evident.</p> <p>Ceilings & floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
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<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Fair</p>	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff.</p> <p>Exterior doors and gates are functioning and do not pose a security risk.</p>
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Overall Facility Rate

Year and month of the most recent FIT report: November 2017

<p>Overall Rating</p>	<p>Fair</p>
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Last updated: 1/24/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	51%	57%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	46%	52%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	220	95.24%	56.82%
Male	117	111	94.87%	49.55%
Female	114	109	95.61%	64.22%
Black or African American	38	36	94.74%	19.44%
American Indian or Alaska Native	--	--	--	
Asian	37	35	94.59%	62.86%
Filipino	--	--	--	
Hispanic or Latino	66	64	96.97%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	74	69	93.24%	81.16%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	94	88	93.62%	28.41%
English Learners	72	68	94.44%	47.06%
Students with Disabilities	47	42	89.36%	11.90%
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	224	96.97%	52.47%
Male	117	112	95.73%	52.25%
Female	114	112	98.25%	52.68%
Black or African American	38	35	92.11%	14.29%
American Indian or Alaska Native	--	--	--	
Asian	37	37	100.00%	59.46%
Filipino	--	--	--	
Hispanic or Latino	66	66	100.00%	44.62%
Native Hawaiian or Pacific Islander	--	--	--	
White	74	70	94.59%	75.71%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	94	91	96.81%	26.67%
English Learners	72	72	100.00%	43.66%
Students with Disabilities	47	42	89.36%	12.20%
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: 1/25/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	82.0%	58.0%	46.0%	40.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	12.3%	33.3%	17.5%

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: 1/25/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

- **COMMUNITY PROGRAMS:** Trained community members such as Quinan Street Project 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, Walk and Read-a-thons, 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 small group and one on one instruction.
 - **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
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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: Pupil Engagement

Last updated: 1/18/2018

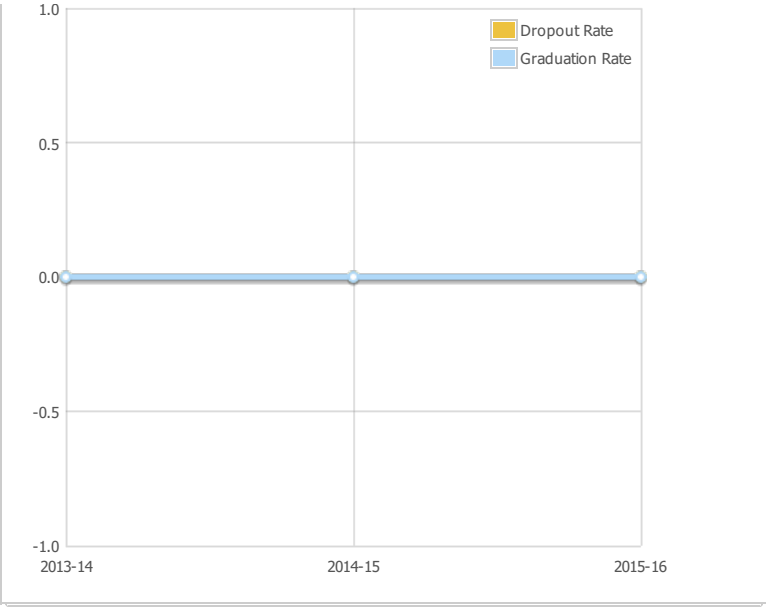
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



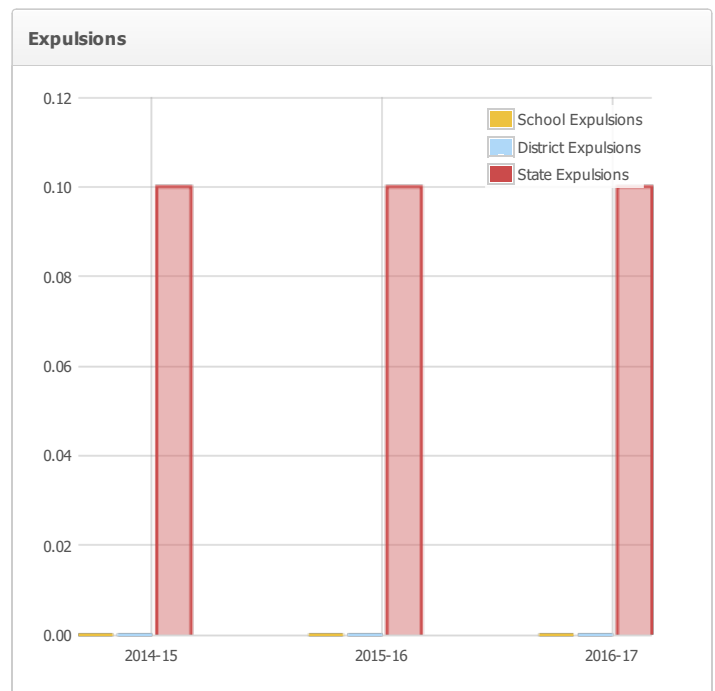
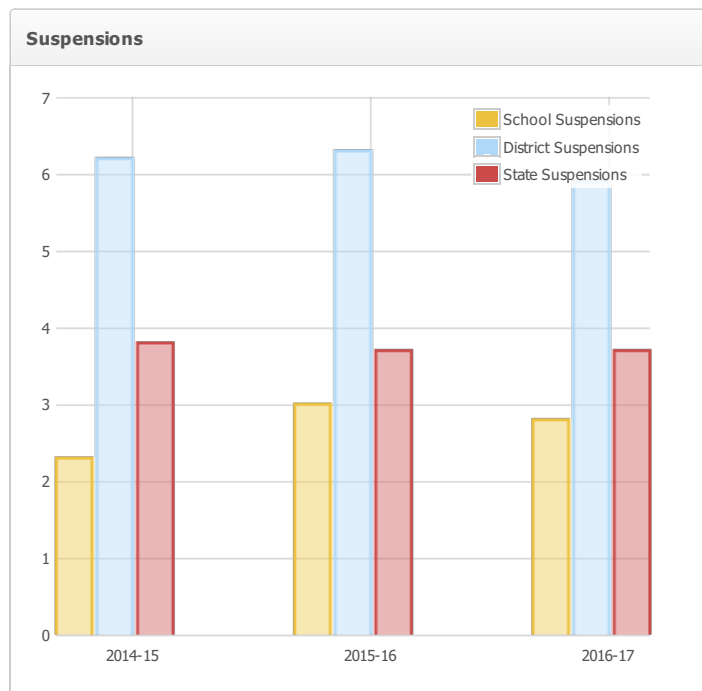
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.3%	3.0%	2.8%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System. Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	0	0	19.0	3	1	0	18.0	2	3	0
1	20.0	2	0	0	22.0	0	2	0	20.0	1	2	0
2	18.0	3	0	0	21.0	0	2	0	24.0	0	2	0
3	18.0	2	0	0	16.0	3	0	0	23.0	0	2	0
4	24.0	0	1	0	25.0	0	2	0	24.0	0	2	0
5	19.0	3	0	0	19.0	2	0	0	24.0	0	2	0
6	17.0	3	1	0	18.0	3	2	0	20.0	2	2	0
Other	16.0	1	1	0	8.0	1	0	0	0.0	0	0	0

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

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	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: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16671.5	\$6710.9	\$9960.6	\$62289.7
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	-1.5%	1.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	41.0%	-23.9%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

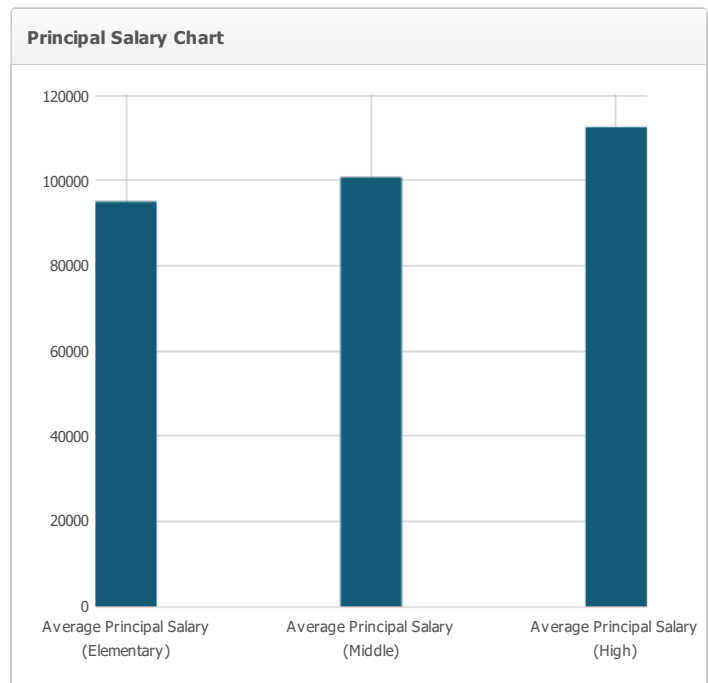
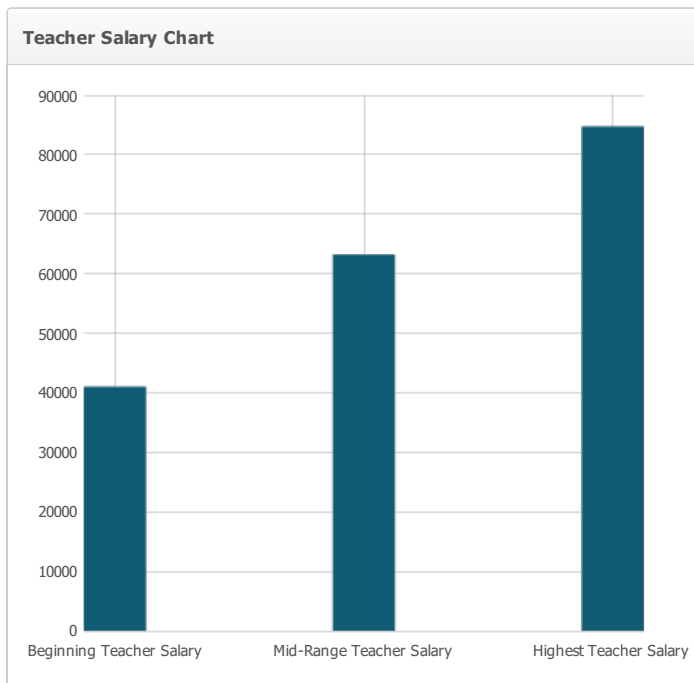
- SCHOOL SUPPORT-DATA & ACCOUNTABILTY
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2018

Professional Development

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.

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