

Montalvin Manor 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	Montalvin Manor Elementary
Street	300 Christine Drive
City, State, Zip	San Pablo, Ca, 94806-1199
Phone Number	510-231-1405
Principal	Katherine Acosta-Verprauskus, Principal
E-mail Address	KAcosta-Verprauskus@wccusd.net
Web Site	http://www.montalvinmanor.org/
County-District-School (CDS) Code	07617966004865

Last updated: 11/21/2017

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

School Vision:

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

Theory of action:TLL: If we use data to drive our teaching and learning then we will see high impact planning that strategically targets each student's needs and results in all students urgently growing.

ALC: If we create systems and structures for effective adult collaboration then we will see empowered adults with a plan and supports to solve problems of practice resulting in positive staff culture focused on improvement and solutions.

SCC: If we build student ownership and agency then we will see students using their Toolbox and embodying our core values resulting in a safe inclusive student culture where students are the drivers of their own learning.

School Description:

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

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

Our rigorous academic goals for the 2017-2018 school year are:

By June 2018 students K-6th grade will on average grow at least 1 year in reading and math as measured by the end of year STAR assessment and at least 40% will on average score within the at grade level or above range.

By June 2018 100% of teachers will implement narrative, opinion, and information TCWP units of study in writing as evidenced by pre- and post- on demand assessments analyzed during data driven instruction meetings.

By June 2018 80% of teachers will teach at least 8 Toolbox units to promote self-regulating and coping skills as measured by an end of year staff survey and a suspension rate of less than 1% school wide.

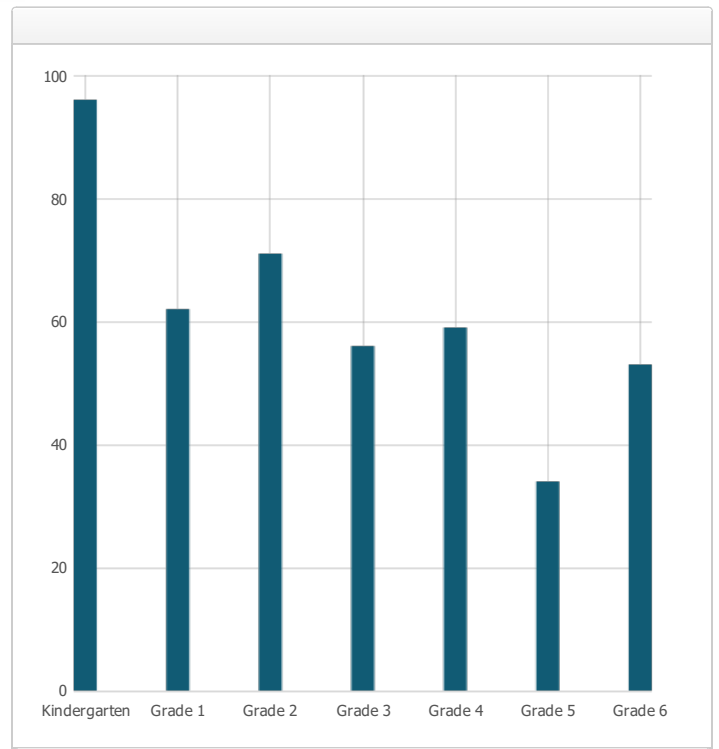
By June 2018, Montalvin will host 5 impactful parent partnerships events, including one parent orientation, Parent University, one session of cooking matters, one family night on the CCSS which is facilitated by the ILT.

To support students in meeting these goals teachers are provided 3 full days of data driven instruction and collaboration released planning days. We partner with Mills Teacher's Scholars program to support our inquiry cycle PLC and we changed our bell schedule to extend the Wednesday collaboration time for teachers.

Last updated: 11/21/2017

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	62
Grade 2	71
Grade 3	56
Grade 4	59
Grade 5	34
Grade 6	53
Total Enrollment	431



Last updated: 1/25/2018

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

Student Group	Percent of Total Enrollment
Black or African American	14.2 %
American Indian or Alaska Native	0.0 %
Asian	8.4 %
Filipino	5.1 %
Hispanic or Latino	65.9 %
Native Hawaiian or Pacific Islander	0.7 %
White	4.9 %
Two or More Races	0.2 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.0 %
English Learners	47.8 %
Students with Disabilities	8.1 %
Foster Youth	1.4 %

Last updated: 1/25/2018

A. Conditions of Learning

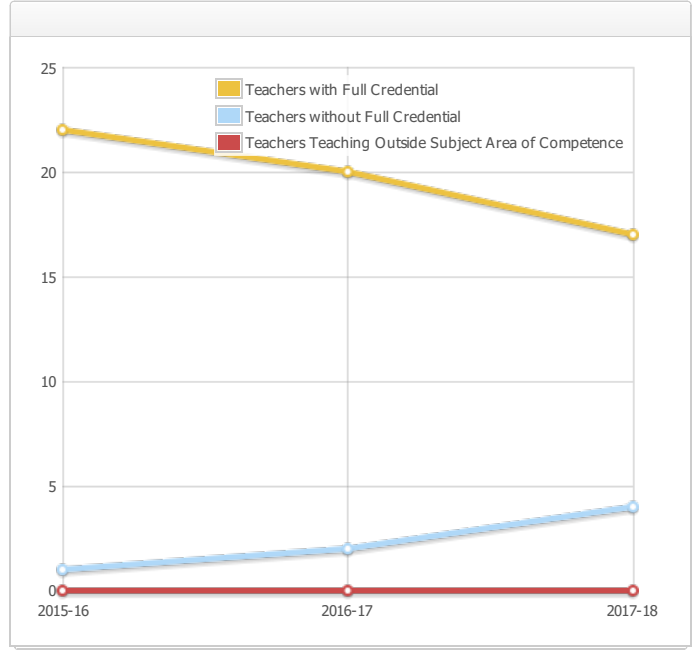
State Priority: Basic

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

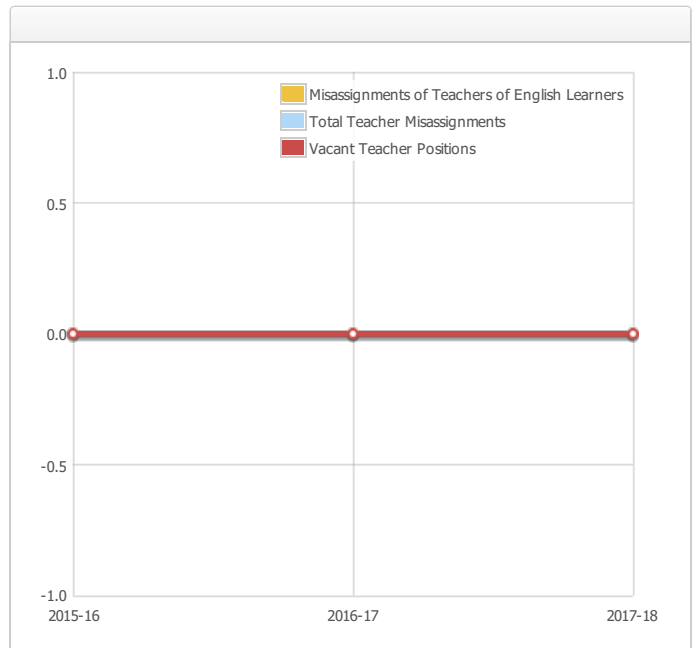
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	20	17	1192
Without Full Credential	1	2	4	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



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: January 2018

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	Fair	<p>Interior surfaces appear to be clean, safe, and functional.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.</p> <p>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	Fair	<p>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.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>Actions were/will be taken to ensure:</p> <p>The fire sprinklers appear to be in</p>

		<p>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	Fair	<p>Roof systems appear to be functioning properly. Actions were/will be taken to ensure:</p> <p>Severe cracks are not evident. 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>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<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>

Overall Facility Rate

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

Overall Rating	Good
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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)	47%	44%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	27%	27%	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	205	201	98.05%	44.28%
Male	103	100	97.09%	35.00%
Female	102	101	99.02%	53.47%
Black or African American	22	22	100.00%	27.27%
American Indian or Alaska Native				
Asian	14	14	100.00%	64.29%
Filipino	--	--	--	
Hispanic or Latino	147	144	97.96%	42.36%
Native Hawaiian or Pacific Islander	--	--	--	
White			100.00%	54.55%
Two or More Races				
Socioeconomically Disadvantaged	194	192	98.97%	43.23%
English Learners	142	140	98.59%	48.57%
Students with Disabilities	19	19	100.00%	--
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	205	205	100.00%	26.83%
Male	103	103	100.00%	28.16%
Female	102	102	100.00%	25.49%
Black or African American	22	22	100.00%	13.64%
American Indian or Alaska Native				
Asian	14	14	100.00%	28.57%
Filipino	--	--	--	
Hispanic or Latino	147	147	100.00%	25.17%
Native Hawaiian or Pacific Islander	--	--	--	
White			100.00%	63.64%
Two or More Races				
Socioeconomically Disadvantaged	194	194	100.00%	26.29%
English Learners	142	142	100.00%	25.35%
Students with Disabilities	19	19	100.00%	--
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)	46.0%	36.0%	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	33.3%	21.2%	12.1%

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)

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

Parent workshops are provided throughout the year by the principal and staff to help parents better assist their child at home. Our wonderful parents conduct fundraisers, coordinate support for teachers, and schedule fun activities for their students. Parent University sessions are provided 2 times a year for families and cooking matter classes are offered in the Spring.

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

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

Contact Information for Parental Involvement: School Community Outreach worker, 510-231-1405

State Priority: Pupil Engagement

Last updated: 11/21/2017

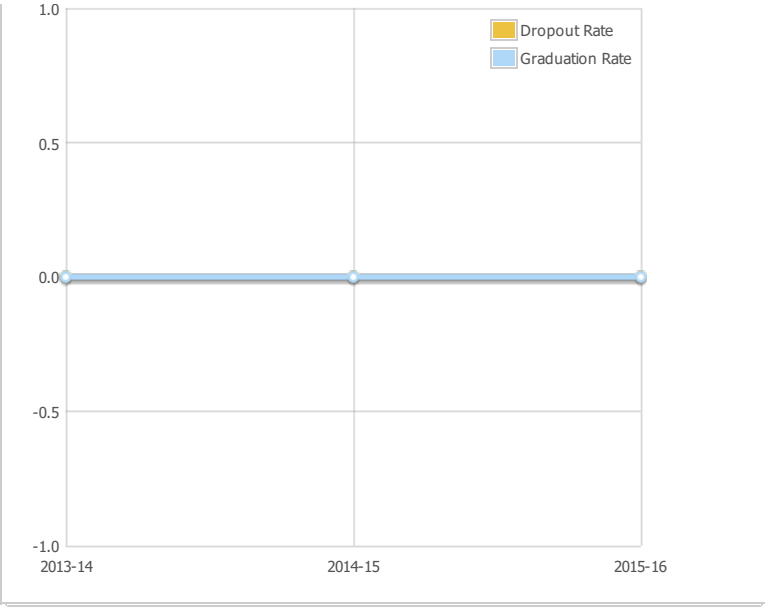
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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



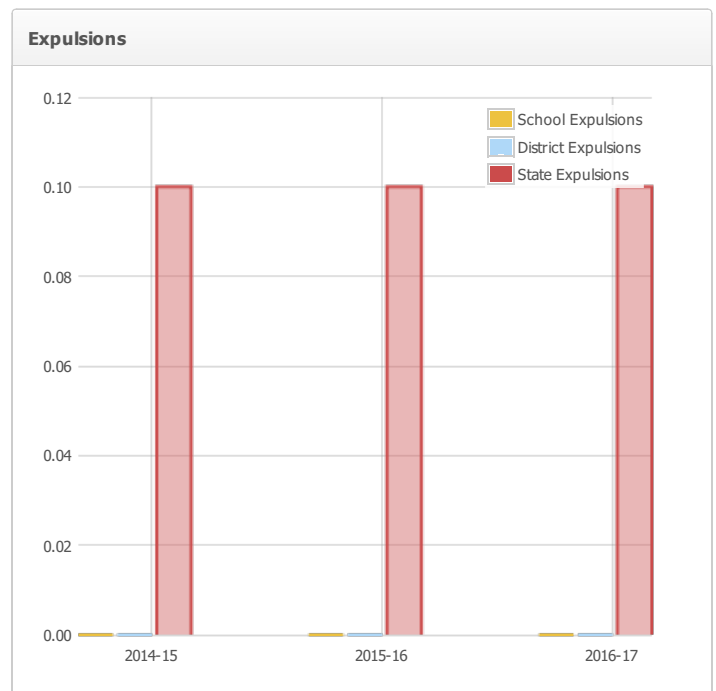
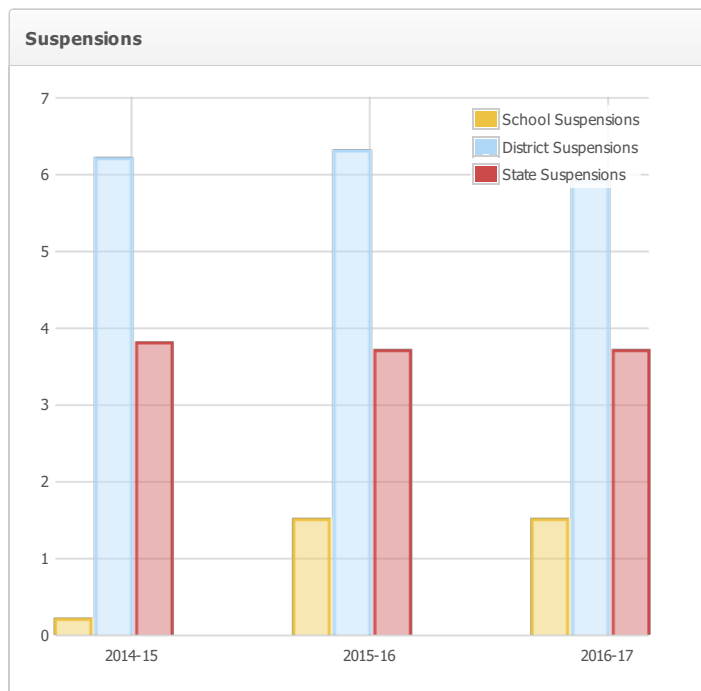
State Priority: School Climate

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	0.2%	1.5%	1.5%	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	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/25/2018

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	1	0	20.0	3	1	0	24.0	0	4	0
1	23.0	0	3	0	24.0	0	3	0	21.0	2	1	0
2	22.0	0	3	0	23.0	0	3	0	24.0	0	3	0
3	25.0	0	2	0	21.0	1	2	0	19.0	3	0	0
4	27.0	0	2	0	25.0	0	2	0	28.0	0	2	0
5	25.0	0	2	0	30.0	0	2	0	33.0	0	0	1
6	26.0	0	2	0	23.0	0	2	0	26.0	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	6.0	1	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	0.2	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: 1/18/2018

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	\$14889.5	\$4670.0	\$10219.5	\$59010.5
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	1.1%	-3.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	43.4%	-29.3%

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

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

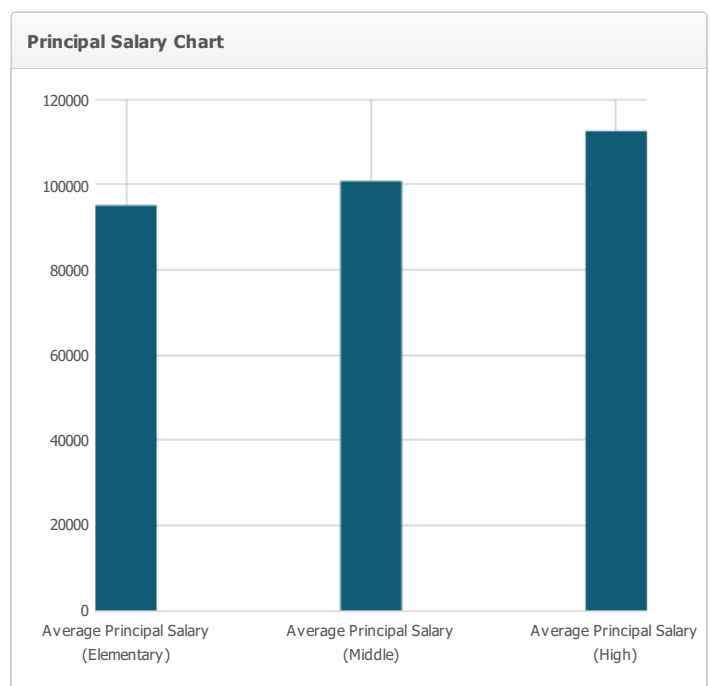
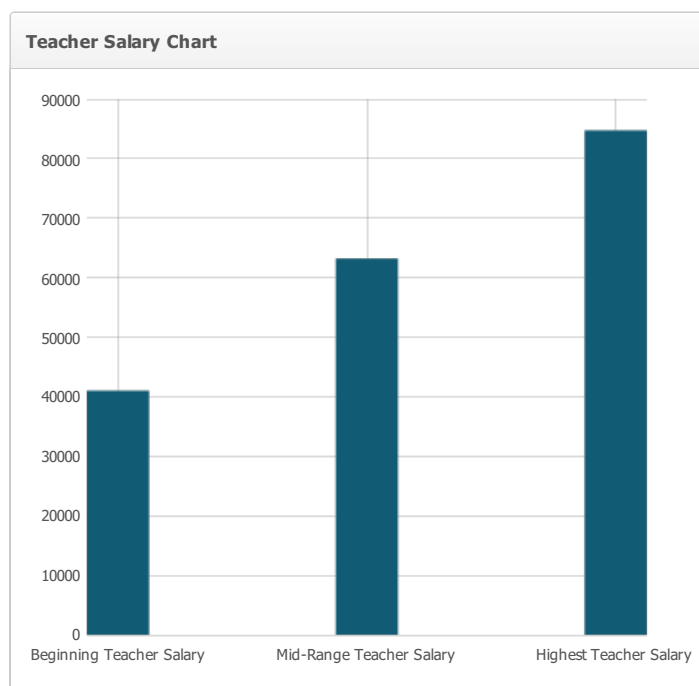
- 21ST CENTURY AFTER SCHOOL PROGRAMS
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOUNTABILTY
- TITLE I PARENT INVOLVEMENT
- TITLE I PROFESSIONAL DEVELOPMENT
- VISUAL & PERFORMING ARTS - WHOLE CHILD

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 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, writing through TCRWP, special education, Response to Intervention and educational technology. In addition, training is made available in classroom management, the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Professional Development is provided on an on-going basis. We continue to improve our practice as educators and focus our staff development on cultural responsive teaching with specific emphasis on writing. This year we continue to have courageous conversations around how we can improve our practices in regards to teaching students of color using data driven instruction. Teachers are released for a full day monthly to discuss students' progress or lack thereof and design corrective instruction plans to ensure every student meets or exceed grade level standards. All staff has been trained using Lucy Calkins writing, Toolbox, and Culturally Responsive Teaching strategies to continue our understanding of how student's learn best.

Teachers also collaborate on combined Wednesdays from 1:20-3:00 p.m. in Professional Learning Communities with the partnership of Mill Teacher Scholars and use the inquiry cycle to study a problem of practice with colleagues.

Last updated: 11/21/2017