

# **Murwood Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Murwood Elementary School
<b>Street</b>	2050 Vanderslice Avenue
<b>City, State, Zip</b>	Walnut Creek, CA 94596
<b>Phone Number</b>	(925) 943-2462
<b>Principal</b>	Monifa Morgan
<b>Email Address</b>	monifam@walnutcreeksd.org
<b>Website</b>	<a href="https://www.walnutcreeksd.org/Page/13">https://www.walnutcreeksd.org/Page/13</a>
<b>County-District-School (CDS) Code</b>	07618126005185

Entity	Contact Information
<b>District Name</b>	Walnut Creek School District
<b>Phone Number</b>	(925) 944-6850
<b>Superintendent</b>	Marie Morgan
<b>Email Address</b>	mmorgan@walnutcreeksd.org
<b>Website</b>	<a href="https://www.walnutcreeksd.org/">https://www.walnutcreeksd.org/</a>

## School Description and Mission Statement (School Year 2019-20)

### Principal's Message

The community of Murwood Elementary School is committed to providing our students with a challenging, standards-based curriculum. The staff is highly trained, capable and dedicated with an interest in school reform. Murwood School initiated a site-level strategic planning process in December 1996. With broad community participation, strategies were identified, and vision and mission statements were created. Each year, this planning process is revisited, and areas of focus are deepened or developed. The action steps developed in each area of focus are then implemented in the upcoming year.

The school has a long tradition of parent involvement, as evidenced by countless volunteer hours, participation in site governance, strategic planning, and fundraising activities to support uplifting and inspiring programs. In addition, there is a strong link between the district office and regional and community resources that enrich our school.

Murwood School—a California Distinguished School in 1989, 1995, 2000 and again in 2008—is located in a quiet residential neighborhood in Walnut Creek. The 381 students constitute diverse socioeconomic status. Approximately 21 percent of the students have a first language other than English, with more than 40 different languages represented in the school.

Our school staff consists of a principal; 17 credentialed classroom teachers; two special day class (SDC) teachers; a 0.5 full-time equivalent (FTE) instructional coach; a 1.0 FTE resource specialist; three shared part-time certificated P.E. teachers and 26 full- or part-time support personnel consisting of an office manager, speech and language therapist, psychologist, English language development (ELD) aide, Title I teacher, paraprofessionals, custodians, cafeteria manager and assistant. We also employ specialists in science, music, art and library. In addition to district support personnel, Murwood has a district music teacher to coordinate band for grades 4-5. The district also has a school nurse.

### School Mission Statement

In a child-centered, academically challenging environment that cultivates character and celebrates learning, the families, community and staff of Murwood School will develop literate, exemplary learners who are highly motivated, creative and responsive. All students will leave Murwood Elementary School prepared for success in the middle-school grades.

### School Vision Statement

To maintain a warm, inclusive environment that celebrates diversity, respects all learners and their families, dedicated to the well-being of the whole child's social, academic and emotional growth.

### District Mission Statement

To inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

### District Vision Statement

Engage, inspire and empower all learners!

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	66
Grade 1	66
Grade 2	64
Grade 3	53
Grade 4	58
Grade 5	59
Total Enrollment	366

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	3
Asian	13.1
Filipino	0.5
Hispanic or Latino	16.1
White	58.5
Two or More Races	6.3
Socioeconomically Disadvantaged	20.8
English Learners	21.6
Students with Disabilities	13.7
Foster Youth	0.3
Homeless	

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	20	18	177
Without Full Credential	0	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 23, 2019

The state of California requires that each child have a current standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased editions for teaching language arts (reading, writing, speaking and listening), science, social science, mathematics and health. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign-language texts are also up-to-date. Thus, all textbooks in the Walnut Creek School District are current, standards-based, and consistent with the content and cycles of the Curriculum Frameworks and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The Walnut Creek School District governing board held a public hearing on September 23, 2019 and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Calkins Units of Study for Writing, Reading	Yes	0%
Mathematics	Bridges Math	Yes	0%
Science	Pearson Scott Foresman	Yes	0%
History-Social Science	Macmillan/McGraw-Hill	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

### School Facilities

The Murwood School facility has 16 classrooms, a library media center, Reading Recovery room, counseling and speech rooms, and a large multipurpose room located in the main building. There are seven additional permanent portables on the campus which house two classrooms, the learning center, Educational Options, art room, science room and music room. The school was built in 1955 and has been maintained and renovated extensively over the years.

Students work in well-lit, heated and cooled classrooms. The entire site is well maintained to provide a positive teaching and learning environment. Every classroom has a telephone with access to an outside line, internet access, and a dedicated walkie-talkie for immediate contact anywhere on campus. All classrooms have also been furnished with a ceiling mounted LCD projector and a document camera. A newly installed publicaddress system allows for messages to be broadcast both inside and outside the buildings simultaneously.

Regarding safety, Murwood is a closed campus during the school day. After the morning bell rings, all gates providing access to the school grounds are locked. To facilitate ingress and egress of parent community, volunteers and visitors, a three-foot path was built outside the perimeter of the fence that runs from the back of the school to the front. Entrance during school hours is only through the front door.

All staff wear Walnut Creek School District badges daily identifying them as district employees. There is a strong volunteer sign-in policy in place, along with corresponding badges that all visitors must wear. Volunteers are trained annually.

Students are permitted to be on school ground fifteen minutes before school begins and adult supervision is provided during all recess times. Students not collected immediately after dismissal are supervised until parents can be contacted for pick up.

Murwood has 186 Chromebooks dedicated to second, third, fourth and fifth grades. We also have 75 iPads used primarily in our transitional-kindergarten through second-grade classes, with use also in upper grades.

The library media center is equipped with 17 iMacs, three computer search stations, printers, a scanner and a mounted LCD display projector. To support student reading, our library has a large inventory of leveled reading materials that teachers use to differentiate reading instruction. In addition to printed materials, the library is equipped with a TV, document camera, VCR and videos. The carpet in the library media center was replaced in the summer of 2009.

The classrooms, common areas and grounds are kept clean and in excellent repair by two full-time equivalent (FTE) site custodians and district maintenance staff. All TK and Kindergarten classes are cleaned daily. First through fifth grades are thoroughly cleaned on alternating days.

All restrooms are cleaned daily. Custodial staff members are on duty from early morning to night every Monday through Friday to clean the entire facility.

Further upgrades and additions include:

- Air-conditioning in the multipurpose room
- New LED marquee
- Asphalt seal coating and striping in the parking lot and playground
- Fencing and handrail repairs
- Concrete repairs
- Upgraded burglar alarm
- Installed back trail lighting
- Synthetic turf installed on playground fall zone
- Technology infrastructure: new wiring, cabling, expanded Wi-Fi networks and new emergency-notification system
- Pelican wireless energy management system in all classrooms
- New fire alarm

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/2/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	68	63	73	72	50	50
Mathematics (grades 3-8 and 11)	66	67	71	70	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	165	98.21	1.79	63.03
Male	92	91	98.91	1.09	58.24
Female	76	74	97.37	2.63	68.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	55.00
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	46.43
Native Hawaiian or Pacific Islander					
White	97	95	97.94	2.06	73.68

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.00	0.00	38.10
English Learners	38	38	100.00	0.00	44.74
Students with Disabilities	33	30	90.91	9.09	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	165	98.21	1.79	67.27
Male	92	91	98.91	1.09	71.43
Female	76	74	97.37	2.63	62.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	70.00
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	39.29
Native Hawaiian or Pacific Islander					
White	97	95	97.94	2.06	83.16
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.00	0.00	38.10
English Learners	38	38	100.00	0.00	47.37
Students with Disabilities	33	30	90.91	9.09	23.33
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	40.4	24.6	5.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Our active parent community plays a vital role in encouraging a positive environment at Murwood. Parents are encouraged to volunteer in a variety of programs that support student learning. In addition to volunteering in the classrooms, library media center, science lab and school level programs, parents serve as active members on the following leadership committees: School Site Council (SSC), Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), Community Coordinating Council and the Walnut Creek Education Foundation.

Through its various successful fundraising activities, the PTA supports many schoolwide instructional programs, including the science program and Soul Shoppe, a character-education program. The PTA donates funds to purchase supplies for classrooms, books, hardware and software for our library media center, and technology upgrades for our classrooms.

With the help of parent volunteers, home-to-school interaction is facilitated by weekly eNews communication and bound envelopes containing student work, notices and teachers' notes. All classrooms are equipped with telephones, voicemail and email to further facilitate two-way communication between home and school.

For more information on how to become involved at the school, contact Mus Goumi, PTA president, at (925) 943-2462 or [mgoumi@ghirardelli.com](mailto:mgoumi@ghirardelli.com).

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.5	0.0	0.0	1.6	1.0	1.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Murwood has a Comprehensive Safety Plan that we update yearly. The school safety plan was last reviewed, updated and discussed with the school staff in August, 2019. The plan includes emergency and disaster preparedness that includes intruder, fire, shelter-in-place, and earthquake drills and procedures; school-discipline policies and actions leading to suspension or expulsion; procedures to notify staff of dangerous pupils; sexual-harassment policy; and procedures for safe ingress and egress of pupils.

Each classroom has been equipped with an emergency backpack assembled by parent volunteers. Emergency supplies in our storage containers are inventoried and maintained annually. Schoolwide emergency drills are conducted monthly, and full-scale disaster drills are practiced twice annually.

Our district nurse conducts vision and hearing screening on a regular basis. We are as concerned about our students' mental health as we are about their physical status. We have one licensed clinical social worker (counselor) who works with small groups of at-risk students and their parents. Our school psychologist makes referrals to county mental-health services when appropriate.

Students are supervised on the playground before school and during recess by certificated staff. During lunch, noon-duty supervisors ensure student play is safe and that students are following school rules. Afterschool teachers supervise the pick-up area at the front of the school. Throughout the school day, parents and community members volunteering at Murwood sign in and out at the main office and wear a visitor's badge while on the school grounds. Substitutes and all volunteers wear an identification badge. Gates to the school property are locked during school hours.

All students at Murwood School deserve an orderly environment to maximize learning. The staff developed discipline guidelines to assist students, staff and parents in managing standards of behavior. All classroom, school, playground and cafeteria rules reflect our Murwood motto:

At Murwood, we are people of character.

- We are respectful
- We are responsible
- We are safe
- We care

We are in school, On time. Every student. Every Day.

Murwood employs Soul Shoppe to teach students the tools for social-emotional well-being, positive interactions and conflict resolution.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	3	2		18	2	3		21	1	2	
1	18	2			20	2	1		21		3	
2	17	3			24		2		21	1	2	
3	21	1	2		19	3			25		2	
4	27		2		28		2		27		2	
5	28		2		22	1	2		21	1	2	
Other**	7	1							12	1		

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	.5
Other	1.7

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,197	\$1,697	\$5,500	\$86,920
District	N/A	N/A	\$5,382	\$78,634.00
Percent Difference - School Site and District	N/A	N/A	2.2	10.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-30.9	11.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Types of Services Funded The following programs are provided to schools in the Walnut Creek School District

- Title I (Helping Disadvantaged Students Meet High Standards)
- Two full-time equivalent Title I teachers (at Buena Vista and Murwood elementary schools)
- Title II (Improving Teacher Quality)
- Title II (technology)
- Title III (Limited English proficient students)
- Teacher Induction Program (TIP)
- School Improvement Program (SIP)
- Art, music, physical education, science (ongoing funds)
- Local Control Funding Formula (LCFF) funded programs (e.g., crisis counselors, ELD classes)

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,613	\$49,378
Mid-Range Teacher Salary	\$72,634	\$77,190
Highest Teacher Salary	\$92,778	\$96,607
Average Principal Salary (Elementary)	\$135,572	\$122,074
Average Principal Salary (Middle)	\$138,769	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$200,000	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

All professional growth is determined by both school site and district strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders, and the work is based on site-needs assessments. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2019-2020, the district focus will be on the implementation of the recently adopted math programs at both the K-5 and 6-8 levels, and there will be an emphasis on the implementation of Readers' and Writers' Workshop. In addition to identifying the implementation of Common Core State Standards for professional growth in the district LCAP, other areas for professional development identified in the district LCAP are: Technology Integration, English Language Development (ELD) instructional strategies and Silicon Valley Mathematics Initiative (SVMI) training.

As a "community of learners," each staff member participates in personal growth and collegial study. As each school identifies goals for supporting the district focus, staff members meet by grade level or departments to study student assessment data or student behaviors and determine how to improve instruction through research and effective pedagogy. Weekly collaboration time is provided for all TK-8 teachers. Instructional coaches provide individual student-centered coaching cycles and participate in grade-level and department meetings to support professional growth.

Individual teachers and administrators keep their skills current by researching about learning, attending workshops and classes and reading on their own. Some examples are attendance at various conferences: Teachers College Reading and Writing Project, ISTE, PBL World, SVMI, Middle School Conference, Socratic Seminar, Reading Recovery, and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a mentor who is trained through the Contra Costa County Office of Education Teacher Induction Program.

We continue to provide four days each school year that are dedicated to staff and professional development. The district ensures the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.