

Los Perales 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)

| Entity | Contact Information |
|-----------------------------------|-------------------------------|
| School Name | Los Perales Elementary School |
| Street | 22 Wakefield Dr. |
| City, State, Zip | Moraga, CA 94556 |
| Phone Number | 925 631-0105 |
| Principal | Stephanie Richards |
| Email Address | srichards@moraga.k12.ca.us |
| Website | lp.moraga.k12.ca.us |
| County-District-School (CDS) Code | 07617476003933 |

| Entity | Contact Information |
|-----------------------|-----------------------------------|
| District Name | Moraga Elementary School District |
| Phone Number | 925 376-5943 |
| Superintendent | Bruce K. Burns |
| Email Address | bburns@moraga.k12.ca.us |
| Website | www.moraga.k12.ca.us |

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

Los Perales Elementary School is a TK-5 elementary school located in the Moraga School District. The total enrollment in 2019-2020 was 416 and the average class size is 24 students. All classrooms have Teaching Assistants who work from five to eight hours per week, depending on grade level assignments. The school has a number of programs in addition to regular classroom activities. Art, Music, and Physical Education programs are delivered to all students by teachers credentialed in those areas. A computer lab with thirty student stations is provided to K-5th grades on a regular instructional basis and all grades have computers and iPads in the classroom. Weekly scheduled library time is provided to all grade levels.

An English Language Learner (ELL) program is offered to those who qualify for this service. Our Special Education staff consists of a full-time Resource Specialist and assistant, a part-time School Psychologist and a part-time Speech and Language Pathologist. In addition, a "Kids Connection" program and a part-time school counselor are available one day per week to provide support for students with school adjustment or social skill issues.

Los Perales School's staff, students, and parents are committed to meeting the needs of all who attend by providing an effective instructional program designed to improve students' academic, social and physical growth. We are in full support of the mission of the Moraga School District to provide a supportive and challenging academic environment that encourages critical and creative thinking, maximizes individual students' strengths and motivates them to be lifelong learners and responsible citizens. This is accomplished by a dedicated team of educators, parents, community members, and students.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 88 |
| Grade 1 | 66 |
| Grade 2 | 67 |
| Grade 3 | 48 |
| Grade 4 | 76 |
| Grade 5 | 72 |
| Total Enrollment | 417 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 1 |
| Asian | 15.8 |
| Filipino | 1 |
| Hispanic or Latino | 8.4 |
| White | 57.3 |
| Two or More Races | 15.8 |
| Socioeconomically Disadvantaged | 1.9 |
| English Learners | 2.4 |
| Students with Disabilities | 6.5 |
| 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 | 25 | 25 | 20 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

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: January 2018

All students were assigned adopted textbooks and materials.

The District is currently reviewing Next Generation Science Standards (NGSS) materials and plans to adopt new K-5th grade NGSS curriculum during the 2018-2019 school year. History Social Science textbooks and materials will be adopted in the 2019-2020 school year.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | Grades K-5 Writing and Reading Unit of Study, Lucy Calkins (2015); Reading/Language Arts Grades K-2 Wilson Foundations (2016) | Yes | 0 |
| Mathematics | Grades K- 5 - Houghton Mifflin Harcourt (2015) Math Expression | Yes | 0 |
| Science | Grades K-5 Next Generation FOSS (2019) | Yes | 0 |
| History-Social Science | Grades K-2 Foresman Social Studies for California (2006); Grade 3 Houghton Mifflin Social Studies (2006); Grades 4 & 5 Harcourt California Reflections (2006) | Yes | 0 |
| Health | Health Promotion Waves (1997) | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Los Perales Elementary School is currently comprised of eight buildings, including a gymnasium, library, one computer lab, a music room, and an after school daycare facility. Through funding provided by Measure V, modernization efforts will commence at the beginning of the Summer of 2020 and are anticipated to be completed at the end of the summer. The district-wide project intends to vastly improve the student experience through such initiatives as renovated classrooms and a redesigned main office. Furthermore, outdoor walking paths with worn-out concrete and elevated sections are to be fixed completely.

Camino Pablo Elementary School provides a safe and clean environment for students, staff, and community members. Site custodians ensure a sanitary learning space through daily work that is supervised and inspected by site principals on a routine basis. All classrooms, restrooms, and athletic centers are prioritized on the regular cleaning schedule. Outside trash is collected daily to reduce an unwanted animal presence on the school campus. The district recently added modern cleaning-chemical dispensers in the custodian closets to further guarantee the optimal cleaning agent is utilized for the right job. The site principal and custodians work in conjunction with the district Director of Buildings and Grounds to seek ways to increase the cleanliness of the LP campus regularly. The school is inspected annually by the Fire Marshal and periodically by school site administrators.

The repair and maintenance of Los Perales Elementary School are prioritized and implemented by the Director of Buildings and Grounds. Work is carried out by the members of the Maintenance Department to ensure that the facilities remain in excellent repair. Generally, site custodians, secretaries, and principals submit tickets through the work order system for the Director of Buildings and Grounds to receive. Emergency repairs are given the highest priority, as is anything that poses a threat to student safety. Priorities for the Maintenance Department to address are the roofs for the Redwood Building as well as the Sequoia. The district's November 2019 FIT report identified these two roofs as in Fair condition.

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: January 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Monitor aging HVAC units and repair as needed |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | Two roofs identified as needing renovations |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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) | 80 | 82 | 85 | 86 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 73 | 81 | 79 | 82 | 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 | 198 | 194 | 97.98 | 2.02 | 82.47 |
| Male | 99 | 98 | 98.99 | 1.01 | 75.51 |
| Female | 99 | 96 | 96.97 | 3.03 | 89.58 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 34 | 33 | 97.06 | 2.94 | 84.85 |
| Filipino | | | | | |
| Hispanic or Latino | 14 | 14 | 100.00 | 0.00 | 78.57 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 117 | 114 | 97.44 | 2.56 | 79.82 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 32 | 32 | 100.00 | 0.00 | 90.63 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| English Learners | 14 | 14 | 100.00 | 0.00 | 85.71 |
| Students with Disabilities | 20 | 20 | 100.00 | 0.00 | 50.00 |
| 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 | 198 | 194 | 97.98 | 2.02 | 81.44 |
| Male | 99 | 98 | 98.99 | 1.01 | 82.65 |
| Female | 99 | 96 | 96.97 | 3.03 | 80.21 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 34 | 33 | 97.06 | 2.94 | 90.91 |
| Filipino | | | | | |
| Hispanic or Latino | 14 | 14 | 100.00 | 0.00 | 71.43 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 117 | 114 | 97.44 | 2.56 | 78.95 |
| Two or More Races | 32 | 32 | 100.00 | 0.00 | 84.38 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| English Learners | 14 | 14 | 100.00 | 0.00 | 85.71 |
| Students with Disabilities | 20 | 20 | 100.00 | 0.00 | 55.00 |
| 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 | 11.3 | 25.4 | 59.2 |

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)

Parents are an integral part of the learning community at Los Perales School. Our parent community is well-informed and articulate, and we make much effort to include parents in all aspects of the functioning of the school. Parents volunteer in classrooms, school projects, the cafeteria, and also assist with field trips, class parties, and activities, and helping at home with many projects and assignments. Our PTA offers many opportunities for parents to be involved in school and community-related events such as serving as committee chairs and members, fundraising activities, legislative action, communication to other parents, and school-wide clean-up days. The School Site Council, comprised of staff and parents, meets regularly to monitor curriculum and instruction, makes suggestions for improvement, and annually approves the Single Site Plan for Student Achievement. The Moraga Education Foundation (MEF) raises funds from the community in support of selected instructional programs. Our parent community financially supports school personnel, activities, and events through many significant, generous donations.

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 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.5 | 0.0 | 0.0 | 0.6 | 0.3 | 0.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 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)

The District's Student Safety Committee, comprised of parents, classified staff, teachers, administrators, superintendent and at least one governing board member and representatives from the police department and the Child Abuse Prevention Council as needed, meet at least four times a year to monitor the District's Comprehensive Safety Plan or CSP. The Student Safety Committee develops annual CSP goals and ensures the CSP is compliant per SB 187. The CSP is annually approved by the Governing Board in June.

The plan consists of two sections:

1. The "Comprehensive School Safety Plan" (Section II), which includes all components required by Education Code 32281-32282 except for the emergency preparedness components.
2. The "Emergency Preparedness Plan" (Section IV) includes disaster procedures (routine and emergency), including earthquakes and other man made or natural disasters.

Individual school sites have developed site specific emergency plans and procedures for a variety of different types of emergencies, including:

1. Pre-Disaster Procedures
2. Evacuation routes
3. Incident Command and Staff Assignments (roles and responsibilities)
4. Operations
5. Safety/Security
6. Planning
7. Student Release
8. Communications

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 | 19 | 3 | 1 | | 18 | 4 | | | 22 | | 4 | |
| 1 | 24 | | 2 | | 21 | 1 | 2 | | 22 | | 3 | |
| 2 | 22 | | 3 | | 24 | | 2 | | 22 | | 3 | |
| 3 | 24 | | 3 | | 23 | | 3 | | 24 | | 2 | |
| 4 | 25 | | 3 | | 24 | | 3 | | 25 | | 3 | |
| 5 | 20 | 1 | 2 | | 26 | | 3 | | 24 | | 3 | |
| Other** | | | | | | | | | | | | |

*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 | .5 |
| Social Worker | |

| Title | Number of FTE* Assigned to School |
|------------------------------------|--------------------------------------|
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist (non-teaching) | 1.0 |

*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.

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 | 7137.43 | 172.28 | 6965.14 | \$74,746.59 |
| District | N/A | N/A | 8914.62 | \$74,887.00 |
| Percent Difference - School Site and District | N/A | N/A | -24.6 | -0.2 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | -7.5 | -3.8 |

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)

The following is a partial list of programs and services available to support and assist students: K-3 Reading Intervention Program; 1-2 Math Intervention Program; TK-5 Counseling; TK-5 teacher assistants; online computer support; TK-5 after-school enrichment and athletics; 4-5 student councils; TK-5 ELA teacher on special assignment; 4-5 Math Boost program; Student Study Team; K-5 assessments; TK-5 professional learning communities; K-5 Kids Connection; 1, 3 and 5 Speak Up Be Safe instruction; TK-5 music and art programs; K-5 computer and TK-5 library programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|--------------------|--|
| Beginning Teacher Salary | \$51,063 | \$49,378 |
| Mid-Range Teacher Salary | \$68,750 | \$77,190 |
| Highest Teacher Salary | \$89,990 | \$96,607 |
| Average Principal Salary (Elementary) | \$144,540 | \$122,074 |
| Average Principal Salary (Middle) | \$161,391 | \$126,560 |
| Average Principal Salary (High) | \$0 | \$126,920 |
| Superintendent Salary | \$217,902 | \$189,346 |
| Percent of Budget for Teacher Salaries | 34% | 36% |
| Percent of Budget for Administrative Salaries | 7% | 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 | 5 | 5 | 5 |

Five district-wide staff development days were scheduled in each of the school years 2015-16, 2016-17 and 2017-18. These days were scheduled and held outside the 180-day student calendar. The focus of these professional development days in 2018-19 was to educate teachers, administrators and staff about the new common core state standards, specifically in the Next Generation Science Standards (NGSS), mathematics, and English Language Arts (ELA). The focus was selected in conjunction with the District's LCAP goals. In addition, teachers were provided opportunities to attend workshop events that focused on learning about common core standards and how their instructional strategies will improve student learning. Release time is provided for teachers to visit other schools, observe other classrooms and collaborate about instruction. The Beginning Teacher Induction Program assigns new teachers with a mentor teacher. This program is a two-year mandatory program for all new beginning teachers in the Moraga School District. Teachers receive support from one another, site administrators, consultants and the MSD teacher on special assignment.