Indian Valley Elementary
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	Indian Valley Elementary
Street	551 Marshall Drive
City, State, Zip	Walnut Creek, CA 94598
Phone Number	(925) 944-6828
Principal	Milissa Banister
Email Address	mbanister@walnutcreeksd.org
Website	https://www.walnutcreeksd.org/Page/11
County-District-School (CDS) Code	07618126005177

Entity	Contact Information
District Name	Walnut Creek School District
Phone Number	(925) 944-6850
Superintendent	Marie Morgan
Email Address	mmorgan@walnutcreeksd.org
Website	www.walnutcreeksd.org

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

Principal's Message

At Indian Valley Elementary School, we believe school should be a place where children are valued. They are our future. Every person is respected, supported and safe. Children experience success and feel good about learning. The diversity of our community is valued—staff members work in partnership with parents and the community to reach our educational goals. Indian Valley's Site Plan aligns the school's efforts to maintain the focus on addressing the academic, social and emotional development of all children. The two major focus areas of the plan are: 1. We will meet the needs of all students by implementing a standards-based curriculum at all grade levels to develop enthusiastic lifelong learners. 2. We will create a community of parents, teachers and students to provide a positive school climate for all children and adults and foster students' successful development academically, socially and emotionally. We support this through our social skills and conflict management program Soul Shoppe. It teaches students how to successfully manage conflict, express their feelings and develop empathy.

Indian Valley School is located in Walnut Creek, bordering the open space with its trails, which lead to the top of Mount Diablo. This California Distinguished School is the focal point of the community, enrolling approximately 390 students in grades TK-5. Our school is unique because of its history of having Indian Valley alumni being actively involved at school either as teachers or parents. Because of this, our students and adults are known and valued.

Our school staff consists of a principal, 16 credentialed teachers, a half-time literacy coach, a school office manager, part-time clerk, two full-time custodians 1 credentialed resource specialist, a speech therapist, one part-time English language development (ELD) specialist, one resource paraprofessional, one part-time school psychologist, 1 part-time counselor, a cafeteria manager and assistant, noon supervisors, and one part-time occupational therapist. We also employ specialists in science, art, music and in the library. In addition to district support personnel, Indian Valley has weekly visits from the credentialed PE teachers and credentialed district music teacher who coordinates the band program for grades 4-5. The district also has a school nurse.

School Mission Statement

Through the efforts of staff and with the support of parents, we dedicate ourselves to providing a stimulating environment that promotes intellectual, academic, social and personal growth for all children.

School Vision Statement

Indian Valley Elementary follows the WCSD vision to engage, inspire and empower all learners.

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	83
Grade 1	64
Grade 2	55
Grade 3	61
Grade 4	59
Grade 5	73
Total Enrollment	395

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.5
Asian	16.5
Filipino	1.8
Hispanic or Latino	15.4
White	52.7
Two or More Races	8.4
Socioeconomically Disadvantaged	13.7
English Learners	17.5
Students with Disabilities	8.1
Homeless	0.5

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	23	16	177
Without Full Credential	0	0	0	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	1	0
Vacant Teacher Positions	0	1	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%
Foreign Language		Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities
The Indian Valley School facility houses 20 classrooms, a library media center, science room, art room, resource room, counseling and speech room, and large multi purpose room. The Indian Valley site has Mount Diablo, and its open space as the school's backdrop and is a source of pride in the Walnut Creek community. The school was built in 1958 and was renovated 18 years ago. The facility is safe, structurally sound and designed to support student learning. Outdoor learning areas provide beautiful, picturesque places for students, staff and parents to gather to extend learning outdoors.

Students are expected to arrive at school not before 7:45 a.m.; students who arrive at school before this time are seated in our office hallway where we can observe and supervise as needed. At 7:50 a.m., students are dismissed to go out to the playground where two teachers are on duty to supervise and maintain student safety. Classroom teachers pick up their students from the playground at the end of each recess. Students are under adult supervision during the school day, whether on the playground, in the cafeteria or classrooms, during lunch, recess or class time. These adults are either credentialed teachers or noon supervisors who have received training in school safety and school rules. Supervisors meet with the principal on a regular basis to continue training and to deal with issues that may occur. We also have a number of parent volunteers who are also on campus and provide additional support to district staff.

After school, students are sent to the front of the school to wait for their parents. There are two staff members and our student safety patrol who supervise the parking lot and student pickup. Often, the principal is also out front providing additional support. If students are not picked up when the teachers finish their parking-lot duty, students are seated in the office hallway while we make a call to parents to check on their arrival or if the student is expected to attend the after school daycare program.

The Walnut Creek School District renovated an area that provides a well-groomed grass field for student athletic use. 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, a document camera and projector. Approximately 1/2 of the classrooms have upgraded to large TV monitor screens in lieu of the LCD projector. All classrooms have multiple student devices, and we have five mobile Chromebook carts for 1:1 student computing. Furnishings are in good repair. The library provides 28 computers for daily student use. The library houses approximately 14,000 books, including a variety of technological reference materials.

Two site custodians and district maintenance staff keep the classrooms, common areas and grounds clean and in excellent repair. All student toilets and restrooms, as well as the four adult restrooms, have been remodeled to ensure excellent repair and working order.

All restrooms are cleaned daily. Custodial staff is on duty from early morning to evening Monday through Friday to clean the entire facility. The on-site day-care facility has its own cleaning staff. The day care is in good repair and uses the school's restroom facilities that are adjacent to the day care.

In 2009, the district renovated the playground and sports field using Measure C bond funds. New turf covering the play surface around the play structures was installed summer 2018. The district upgraded the soccer and baseball fields by planting new turf and installing an irrigation system. In 2010, our kitchen was totally renovated.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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)	76	76	73	72	50	50
Mathematics (grades 3-8 and 11)	71	69	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	191	188	98.43	1.57	75.53
Male	98	96	97.96	2.04	69.79
Female	93	92	98.92	1.08	81.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	22	88.00	12.00	68.18
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	63.33
Native Hawaiian or Pacific Islander					
White	106	106	100.00	0.00	85.85
Two or More Races	16	16	100.00	0.00	56.25
Socioeconomically Disadvantaged	27	27	100.00	0.00	48.15
English Learners	37	35	94.59	5.41	57.14
Students with Disabilities	22	22	100.00	0.00	31.82
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	191	190	99.48	0.52	68.78
Male	98	98	100.00	0.00	72.16
Female	93	92	98.92	1.08	65.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	79.17
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	60.00
Native Hawaiian or Pacific Islander					
White	106	106	100.00	0.00	71.70
Two or More Races	16	16	100.00	0.00	62.50
Socioeconomically Disadvantaged	27	27	100.00	0.00	38.46
English Learners	37	37	100.00	0.00	56.76
Students with Disabilities	22	22	100.00	0.00	33.33
Students Receiving Migrant Education Services					
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	40.5	23.0	6.8

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)

Indian Valley School has an active Parent Teacher Organization (PTO), with membership including both parents and staff who play a major role in site-based decision-making. The PTO has raised more than $100,000 from various fundraising activities, including the Walk-a-thon, and the annual auction. These funds help support the library media center; the science program; the visual and performing-arts program; instructional technology; the P.E. program; enrichment assemblies; the Soul Shoppe program; supplementary classroom materials, equipment and books;

The PTO organizes family-oriented activities such as the yearly auction, the Book Faire, Grandparent's Day, Family Involvement Nights, International Night, Visiting Author and Artist Days, book exchanges, Welcome Back Days, and One School One Book. Parents generously volunteer their time while striving endlessly to support the school's educational environment.

In addition to our parent community, Indian Valley School has partnerships with other community businesses and government agencies. Our school has a collaborative and ongoing alliance with the city of Walnut Creek. Community agencies are involved in a wide range of activities, including community service days and donating books by the Rotarians and the city council. More than 200 businesses donate to our school fundraisers.

Parents may also participate on our Indian Valley School Site Council, which meets throughout the year. Parents and staff members oversee the site plan and guarantee that school-improvement funds are aligned with the plan. We address all components of our plan and target ways to increase and sustain academic gains for all students.

For more information on how to become involved at the school, contact PTO at (925) 944-6828 or visit www.ivpto.org.

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	0.2	0.2	0.0	1.6	1.0	1.2	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)

Indian Valley has a Comprehensive Safety Plan that we update yearly. The plan includes emergency and disaster preparedness that includes intruder, fire, and earthquake drills and procedures. Our safety plan was reviewed by our Indian Valley School Site Council and a local Walnut Creek School Resource Officer. Indian Valley conducts monthly safety drills which include the following types of drills: fire, earthquake, shelter in place, intruder, secure campus. We practice on campus and off campus evacuations to prepare for emergencies of various types.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

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			20	4			21	1	3	
1	19	3			21	1	2		21		3	
2	20	1	2		19	3			18	3		
3	24		3		21		3		20	2	1	
4	24		3		24		3		24		2	
5	20	1	3		24		3		28		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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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	$7,467	$1,419	$6,048	$90,567
District	N/A	N/A	$5,382	$78,634.00
Percent Difference - School Site and District	N/A	N/A	11.7	14.1
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-21.5	15.4

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

Category	District Amount	State Average For Districts In Same Category
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.