

Parkmead 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	Parkmead Elementary
Street	1920 Magnolia Way
City, State, Zip	Walnut Creek, CA 94595
Phone Number	925-944-6858
Principal	Alison J Gomez
Email Address	agomez@walnutcreeksd.org
Website	https://www.walnutcreeksd.org/Page/15
County-District-School (CDS) Code	07618126005193

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

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

Principal's Message

Parkmead Elementary School, located in Walnut Creek, first opened its doors in 1948 in an area where agriculture was moving out to make room for suburban development. It is now a quick 10-minute walk from a bustling downtown that has grown into a culturally rich hub of the San Francisco East Bay region. The school's centralized location provides an ideal base to explore the Bay Area, the city's wildlife museum, several living history sites, and the region's main performing arts center, all of which the school extensively uses. In 1985, the governing board chose to close the school due to low attendance. Parkmead was reopened in 1989 with 324 students. In the years since it reopened, Parkmead School has expanded to its current enrollment of 442 TK-5 students. The sprawling campus contains four wings of classrooms, an administrative wing, and an active child-care center. The campus also includes play structures and 4 acres of lawn and fields that are utilized, not only by the students during school hours, but also by organized youth sports teams and neighborhood families during non-school hours. This year our focus is on the workshop model of instruction in reading, writing, and mathematics. Walnut Creek School District adopted the reading workshop program in the spring of 2018. Parkmead's goal is to teach with these new tools and increase student engagement, inspiration, and empowerment. Our site focus is building a reading life thereby increasing the amount of reading students will accomplish as well as deepen students' understanding of the different genres of texts. We believe as students increase reading volume and develop an understanding of the complex text they will

- Become critical thinkers
- Build independence in all areas, and
- Improve collaborative skills

The Parkmead staff believes that our work with students will produce citizens who are able to work with others respectfully in order to solve real-world problems and make society better.

School Mission Statement

The mission of the Parkmead Elementary School and community is to equip our children to succeed in an ever-changing world, by fostering a learning environment that promotes discovery, innovation, creativity, leadership, and character. Based on this mission and ongoing study of our school's strengths and needs, we developed the following three strategies that guide our school site plan:

Strategy 1: We will meet the needs of all students by implementing a differentiated and challenging academic program in which inquiry, discovery, creativity and collaboration are fundamental while developing enthusiastic, lifelong learners.

Strategy 2: The Parkmead School Community will understand Parkmead Strategic Plan and school guidelines through consistent, clear and streamlined communications. The Parkmead School community will be an active and passionate partner in the development of new and improved communications processes.

Strategy 3: We will provide a safe, non-threatening environment in which the Parkmead community respects diversity and demonstrates positive, intrinsic lifelong values.

School Vision Statement

In order to achieve this, we will provide our students with the following:

A challenging academic program by emphasizing basic skills and fundamentals, while encouraging critical thinking and study skills

1. High standards and expectations for student learning and teacher instruction
2. A coordinated and integrated curriculum
3. Academic opportunities for students to excel and be recognized for success
4. An environment that stimulates and encourages lifelong enjoyment of learning
5. Opportunities that teach and model lifelong guidelines and their accompanying life skills

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	85
Grade 1	72
Grade 2	79
Grade 3	77
Grade 4	60
Grade 5	77
Total Enrollment	450

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.8
Asian	15.1
Filipino	2.4
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.2
White	59.1
Two or More Races	6.4
Socioeconomically Disadvantaged	8.4
English Learners	8.4
Students with Disabilities	9.8
Foster Youth	0.2
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	24	25	20	177
Without Full Credential	1	1	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	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 Parkmead school site is a source of pride in the community. Renovated in 2000, the facility is safe, structurally sound and well maintained. The buildings are designed to support student learning as well as the many community events held on the campus. The Parkmead School facility supports many types of student learning in a variety of instructional spaces: 21 classrooms; a library media center; art, music and science rooms; a resource room; and a large multipurpose room. Outdoor learning areas and a school garden provide attractive places for students and staff to take educational opportunities outdoors or for parent and community groups to gather. Even in times of significant budget constraints, maintenance and repair of facilities are a top priority in the district.

Students work and learn in well-lit, heated and cooled classrooms and specialty rooms (art, music, resource and science). Every classroom has a telephone with access to an outside line, internet access, a computer, a document camera, and LCD projector or TV Monitor. Furnishings are in good repair and of appropriate size for the students who use them.

The classrooms, common areas, and grounds are kept clean and in excellent repair by site custodial and district maintenance staff. All toilets are in good repair and cleaned daily by two full-time equivalent (FTE) custodians. The custodial staff is on duty from early morning to night with a custodian cleaning classrooms every other day after students leave. At least one custodian is on campus for the many evening activities on-site.

Parkmead's large multipurpose room, which holds 345 students, provides a setting for many parent and community events. Our library is large and adequate for our student population. District funds, augmented with parent funds, provide enough time for our library media specialist to keep our spacious library—with its large and current collection of books—open during school and for 30 minutes after school hours.

During the summer of 2005, improvements were made to the entrance to the site used by kindergarten and our after-school day-care program. Traffic flows more safely and students move around that part of the facility on clearly defined pathways.

In terms of supervision, staff is on duty before and after school to ensure student safety. During the school day, classified and certificated staff members supervise all common areas at recess and lunch. Because Parkmead is such a busy school with many parent and community members volunteering every day, we have a well-defined and carefully implemented sign-in and badge system, with all volunteers signing in and out and wearing nametags.

Parkmead renovated its fields and playgrounds during the summer of 2010 using Measure C bond funds passed by the voters in 2005. The funds upgraded our fields, enhanced all play areas and addressed drainage issues. In 2011, we totally renovated our kitchen.

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	
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)	69	74	73	72	50	50
Mathematics (grades 3-8 and 11)	70	74	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	215	212	98.60	1.40	73.58
Male	112	109	97.32	2.68	70.64
Female	103	103	100.00	0.00	76.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	34	34	100.00	0.00	67.65
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	41.18
Native Hawaiian or Pacific Islander					
White	128	126	98.44	1.56	76.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	81.25
Socioeconomically Disadvantaged	26	26	100.00	0.00	50.00
English Learners	25	24	96.00	4.00	37.50
Students with Disabilities	32	32	100.00	0.00	46.88
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	215	213	99.07	0.93	74.18
Male	112	110	98.21	1.79	74.55
Female	103	103	100.00	0.00	73.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	34	34	100.00	0.00	76.47
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	33.33
Native Hawaiian or Pacific Islander					
White	128	126	98.44	1.56	80.16
Two or More Races	16	16	100.00	0.00	81.25
Socioeconomically Disadvantaged	26	26	100.00	0.00	50.00
English Learners	25	25	100.00	0.00	56.00
Students with Disabilities	32	32	100.00	0.00	40.63
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	30.8	30.8	14.1

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)

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

The Parkmead School Site Council (SSC) is actively involved in the monitoring of the school's site plan. The council's key role focuses on the development, implementation, and evaluation of curricular programs. The School Improvement Program provides Parkmead with \$53,875 per year. The SSC oversees these funds and allocates them to support the implementation of the site action plans for school improvement.

Parkmead 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 parent groups and the Parkmead Education Resources Council work together to help support the school-wide character-education programs, technology, enrichment, science lab supplies, and a STREAM Lab open during lunch recess to name a few. The parent groups also support Parkmead Enrichment Program (PEP). This unique school culture has led to a dynamic School Plan, guided by our active School Site Council. Our plan supports a curriculum that meets or exceeds state benchmarks with a commitment to high-quality, proven practices and systematically addresses areas of improvement. The collaborative, multistep planning process has added to the synergy that characterizes this school community.

For more information on how to become involved, please contact the school at (925) 944-6858.

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	0.2	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)

Our school safety plan is current and detailed. It was reviewed, updated and discussed with school faculty in August 2019. We hold monthly drills and review safety procedures with students and staff on a regular basis. We update the plan annually with input from staff and parents. A school-wide Twitter account is in place to contact parents. A detailed earthquake-preparedness plan outlines the duties of all staff in the event of an earthquake and contains a complete list of the emergency supplies stored in two shipping containers. A local community group, a trained Community Emergency Response Team (CERT), collaborates with us on emergency preparedness. Parents receive regular information and reminders about our emergency procedures in the weekly e-bulletin, district App, and Blackboard Communication HQ communiques.

The Parkmead Safety Committee monitors the school safety plan and maintains supplies and equipment on a regular basis.

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	24		5		22	1	4		21	2	3	
1	24		2		18	3			25		2	
2	20	1	1		17	3			22		2	
3	21	3	1		23		4		22	1	4	
4	28		2		27		2		20	2		
5	25		3		26		3		25	1	2	
Other**	25		1		24		1		22		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	
Resource Specialist (non-teaching)	

*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	\$6,608	\$709	\$5,899	\$86,474
District	N/A	N/A	\$5,382	\$78,634.00
Percent Difference - School Site and District	N/A	N/A	9.2	9.5

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-24.0	10.8

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 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.