

Buena Vista 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	Buena Vista Elementary
Street	2355 San Juan Avenue
City, State, Zip	Walnut Creek, CA 94597
Phone Number	(925) 944-6822
Principal	Kelly Eagan
Email Address	keagan@walnutcreeksd.org
Website	https://www.walnutcreeksd.org/Page/9
County-District-School (CDS) Code	07618126005169

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

The goal of the Buena Vista Elementary School community is to prepare our students to become lifelong learners who are responsible, contributing citizens in a diverse society. The students, staff and parents will provide rigorous, relevant high-level learning in a caring, safe and engaging environment. Each student will have the opportunity to reach his or her full potential academically, physically, socially and emotionally. Buena Vista Elementary, again named a California Distinguished School in 2008, is nestled in a residential neighborhood within close walking distance to Walnut Creek's thriving downtown and the region's rapid transit, BART. Our school is known for its high achievement, relevant education, ethnic diversity and a closeknit family feel. We attribute our success to a highly committed staff and community of families. Throughout the year, a team of staff and community members review our school's strengths and needs using formal and informal data. The School Site Council (SSC), consisting of many staff members and parents, develop the following strategies: Curriculum: We will provide relevant, rigorous learning for all students in the core curriculum areas based on standards and measured by benchmarks and assessments. Communication: The Buena Vista community will understand and provide feedback on school guidelines, programs and procedures through consistent, clear communications including email and personal connections. Climate: We will provide a safe, healthy environment in which the Buena Vista community respects diversity and demonstrates positive, intrinsic, lifelong values. Technology: We seek to provide technology instruction for students and teachers that are aligned to state and district standards and focus on 21st-century learning. Resources of time and money are carefully aligned to our plan, assuring that we systematically support our greatest needs and highest priorities. Our complete School Plan, including action steps and budgets, is on the school website, www.walnutcreeksd.org/bv. Buena Vista is a family-oriented, welcoming place where expectations are high within a caring atmosphere. Parents and staff frequently express their joy at belonging to the Buena Vista family. Students are convinced that they contribute to create the best school anywhere!

School Mission Statement

The mission of Buena Vista Elementary is to prepare out students to become lifelong learners who are responsible, contributing citizens in a diverse society. The students, staff and parents will promote rigorous, high-level learning in a caring, safe and engaging environment. Each student will have the opportunity to reach his or her full potential academically, physically, socially and emotionally.

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	93
Grade 1	90
Grade 2	71
Grade 3	71
Grade 4	63
Grade 5	74
Total Enrollment	462

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
Asian	19.5
Filipino	2.6
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	0.2
White	45.5
Two or More Races	13.4
Socioeconomically Disadvantaged	14.9
English Learners	18.2
Students with Disabilities	10
Homeless	0.2

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	27	28	24	177
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

The Buena Vista School facility houses 19 classrooms, a half-time instructional coach, two district special day classes, Title I room, resource room, library media center, science room, music room, art room, speech room, counseling room, kitchen and a large multiuse room. Renovated in 2000, the facility is safe, structurally sound and designed to support student learning. Outdoor learning areas provide attractive places for students, staff and parents to gather to extend learning outdoors. Maintenance of facilities is a top priority in the district, even in times of significant budget constraints.

Students work in well-lit, heated and cooled classrooms and specialty rooms (art, music, resource and science). Rooms are clean and well maintained to support teaching and learning. Every classroom has a telephone with access to an outside line, internet access and a teacher computer with mounted projector. 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, those in classrooms and shared, are all in good repair and cleaned daily by two full-time equivalent (FTE) custodians. The custodial staff is on duty from 6:30 a.m. to 10 p.m., 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.

A high degree of supervision is present at Buena Vista before, during and after school. Staff is on yard duty before and after school in the student drop-off areas and at the points of departure of students from the campus. In addition, the yard supervision for before school and recesses is fully staffed.

Students participate in safety and school-rules assemblies. Students are taught to keep themselves and others safe. Yard supervisors, teachers and all staff and students are trained in techniques to use for situations that need redirection or correction. School rules are included in the parent handbook.

An after-school and before-school program operates in partnership with Buena Vista and provides a safe place for students who need additional supervision before and after school hours.

Parent and community groups frequently use Buena Vista's multipurpose room. Our library is large and adequate for our student body. 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 hours.

Our custodians take pride in their work, ensuring clean classrooms and a clean campus and grounds. Our school has extensive play fields, which support daily P.E. classes as well as soccer, baseball, and lacrosse sports teams after school and on the weekends.

Walnut Creek is very proud of the funding, planning and effort put into planning for our facilities. To maintain high standards of excellence and consistently modernize the site takes strategic planning. In 2009, we refurbished the playground and playing fields and have an improved track and pathway around the field for walking and running activities. In 2011, we renovated the kitchen, installed an improved server-room HVAC and added shelves in our kindergarten. In 2012, we added a new portable with new shrubbery planted in front, Americans with Disabilities Act (ADA) compliant parking lot and sidewalk improvements, new ADA compliant drinking fountain and bathroom modifications, additional backpack hooks at the library and science room, exterior siding replacement, and painted restrooms. In 2015, with support from the City of Walnut Creek, we improved our parking and sidewalks and modified our entry area to improve student drop-off and pick-up on San Juan Avenue.

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: 10/1/2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	71	71	73	72	50	50
Mathematics (grades 3-8 and 11)	75	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	204	198	97.06	2.94	70.71
Male	107	105	98.13	1.87	67.62
Female	97	93	95.88	4.12	74.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	35	35	100.00	0.00	82.86
Filipino	--	--	--	--	--
Hispanic or Latino	36	33	91.67	8.33	60.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	92	90	97.83	2.17	72.22
Two or More Races	29	29	100.00	0.00	65.52
Socioeconomically Disadvantaged	29	27	93.10	6.90	40.74
English Learners	44	43	97.73	2.27	65.12
Students with Disabilities	23	21	91.30	8.70	28.57
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	204	198	97.06	2.94	74.24
Male	107	105	98.13	1.87	71.43
Female	97	93	95.88	4.12	77.42

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	35	35	100.00	0.00	91.43
Filipino	--	--	--	--	--
Hispanic or Latino	36	33	91.67	8.33	60.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	92	90	97.83	2.17	72.22
Two or More Races	29	29	100.00	0.00	72.41
Socioeconomically Disadvantaged	29	27	93.10	6.90	48.15
English Learners	44	43	97.73	2.27	62.79
Students with Disabilities	23	21	91.30	8.70	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	33.3	22.2	6.9

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)

Parental Involvement

Buena Vista has an active Parent Teacher Association (PTA), School Site Council (SSC) and English Learner Advisory Committee (ELAC), which support vital programs, materials and services. The PTA and SSC meet monthly; all school community members are invited to these open meetings. Community and school events build participation of our diverse community, with parent volunteers at the center of each.

Families and community volunteers are essential partners in education at Buena Vista. A visitor at Buena Vista might see volunteers working in classrooms, helping with special programs, tutoring individuals or groups, doing clerical work, answering phones, running enrichment activities, checking books out of the library or other needed support work around campus. Families are engaged with meaningful tasks that support every child's education.

In addition to volunteer work at our school, parents fund several vital school programs at Buena Vista. Through the efforts of an enormous volunteer cohort, the PTA funds classroom supplies for teachers and many other programs identified through our site plan. The PTA at Buena Vista has a passion for building community with our families. It hosts many events throughout the year to bring families closer together: BV Celebrates, Multi-Culture Potluck and Food Truck Fridays.

Our SSC consists of an equal number of parents and staff members, and the Site Council oversees all fiscal resources and works to achieve the goals of the School Site Plan.

For more information on how to become involved, contact the school office at (925) 944-6822.

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	0.0	0.4	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. The plan is updated annually with input from staff and 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 a secure container on-site. Several staff members are trained in search-and-rescue procedures, CPR, and basic first aid as part of our preparedness plan. Parents receive regular information and reminders about our emergency procedures in eNews.

The school Leadership Team meets monthly, and the Disaster Prep team monitors school safety and meets as needed with the school principal throughout the year to work on specific improvements to playground supervision and campus safety issues as they arise.

In October 2018, all staff members became ALICE certified in an effort to better prepare our staff members for active shooter emergencies. All emergency procedures were reviewed in August 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	21	1	2		23		4		23		4	
1	20	4			21		3		22		4	
2	18	1	3		23		3		23		3	
3	23		3		21	1	2		24		3	
4	27		3		25		3		28		2	
5	28		3		27		3		27		3	
Other**	8	1			7	2			10	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)	1.8

*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	\$6,734	\$1,469	\$5,265	\$89,257
District	N/A	N/A	\$5,382	\$78,634.00
Percent Difference - School Site and District	N/A	N/A	-2.2	12.7
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-35.1	13.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

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

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

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

For 2019-20, the district focus will be on the continued 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.