

# Hidden Valley Elementary



## Kristi Fish, Principal

Principal, Hidden Valley Elementary

### About Our School

I am thrilled to be the principal at Hidden Valley School. We are very proud of the warm camaraderie that exists among our staff and parents, and the strong focus on learning and citizenship that we maintain. Our exceptionally talented teachers and support staff take great pride in their work and are focused on ensuring that Hidden Valley keeps the focus on our students, providing a program of academic excellence, cultural richness, social, emotional and physical development that educates, supports, challenges and inspires each child. Our phenomenal PTO and YES Foundation continually supports the school to allow combined efforts to provide the quality educational experience all students deserve.

Our school is located in a quiet valley, nestled against open space with gorgeous views of Mt. Tamalpais. Hidden Valley School opened in 1954 and is one of five schools in the Ross Valley School District. Ross Valley School District, in general, and Hidden Valley, in particular, is a community that nurtures and treasures its children. It is because of this that the community is committed to the support of a rich educational experience. Parents, teachers, local businesses and children have all become partners in this mission. This cooperative spirit creates our unique Hidden Valley Family. The welcoming school environment and culture are qualities that our families enjoy.

Our teachers and students are the heart of our school community. We have a school population of about 400 students, kindergarten through fifth grade. The welcoming school environment and culture are qualities about Hidden Valley that our families enjoy. Our education program is supported by 17 regular education teachers, 2 Learning Center teachers, a Resource Specialist and specialists for Music, Art, Library and PE.

We encourage parents to become an active participant in the life of Hidden Valley School. There are many ways for you to become involved in school programs and activities: working with the PTO and its many programs and projects; participating in School Site Council activities; supporting YES; working as a classroom volunteer; or attending the various community functions. It is a pleasure and a privilege to be the principal at Hidden Valley. I look forward to a great year ahead!

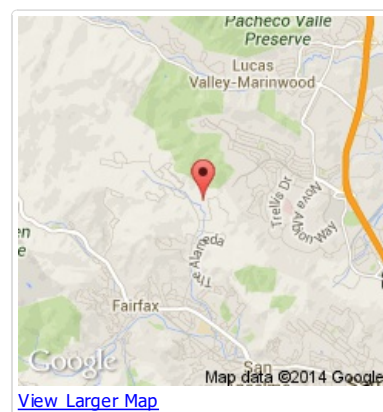
Sincerely,

Kristi Fish

### Contact

46 Green Valley Ct.  
San Anselmo, CA  
94960-1112

Phone: 415-454-7409  
E-mail: [kfish@rossvalleyschools.org](mailto:kfish@rossvalleyschools.org)



## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Hidden Valley Elementary
<b>Street</b>	46 Green Valley Ct.
<b>City, State, Zip</b>	San Anselmo, Ca, 94960-1112
<b>Phone Number</b>	415-454-7409
<b>Principal</b>	Kristi Fish, Principal
<b>E-mail Address</b>	<a href="mailto:kfish@rossvalleyschools.org">kfish@rossvalleyschools.org</a>
<b>County-District-School (CDS) Code</b>	21750020124578

District	
<b>District Name</b>	Ross Valley Elementary
<b>Phone Number</b>	(415) 454-2162
<b>Web Site</b>	<a href="http://www.rossvalleyschools.org">www.rossvalleyschools.org</a>
<b>Superintendent First Name</b>	Eileen
<b>Superintendent Last Name</b>	Rohan
<b>E-mail Address</b>	<a href="mailto:superintendent@rossvalleyschools.org">superintendent@rossvalleyschools.org</a>

*Last updated: 1/21/2014*

### School Description and Mission Statement (School Year 2012-13)

#### SCHOOL DESCRIPTION

Hidden Valley School was constructed in 1957 with seven classrooms. As our community grew, additional classroom pods were added. In 2000, a new office building and Gym/MPR were built and older classrooms were modernized with upgraded heating and air conditioning, as well as provisions for wheel-chair accessibility, and Internet connectivity. After many years as an upper elementary school, Hidden Valley School made the transition to an individual K-5 campus which included a name change (from Brookside Upper Campus) and a new kindergarten playground structure. The playfields have been upgraded and completed through the combined efforts of community, staff and parents. In September of 2012 additional upgrades included a new parent parking lot, a repaired walkway and a new stair structure between the classroom area and the playground. Sharing our site is a non-profit operated before-and-after school day care.

Our campus is a community-oriented facility - used after hours for childcare and scout meetings. The school fields are shared with San Anselmo Recreation Department so that Hidden Valley facilities can be utilized for community recreational programming. Upkeep of our school grounds and gardens is a shared responsibility between community organizations, parent volunteers and the school district staff. Our Parent Teacher Organization Board aligns yearly goals with our school improvement plan to provide additional support and materials to ensure student success. The PTO actively solicits participation from the community in monthly meetings, family fund raiser such as our first solo fundraiser, the Fun Run and Fall Fest. The school garden is tended by students and teachers through Next Generation (funded by PTO) and parent volunteers working closely with staff.

All programs in the Site Plan are based on state content and performance standards. Goals are established annually and made explicit in the objectives and activities in each section of the plan. These are supported by professional development including site and district meetings, staff development days and conferences. The plan supports learning for all students school-wide with additional funding and services provided for special education and English Language Learners (ELLs).

#### MISSION STATEMENT

The Hidden Valley mission is to provide comprehensive learning experiences based on best practices and creative teaching

- where students will develop confidence in their ability to think for themselves, analyze a variety of situations, find creative solutions, and generate a love of learning, and;
- where students will approach the world beyond their immediate community with a sense of respect, wonder and responsibility;
- where students will be challenged to reach their highest learning potential within a rigorous academic context enriched by access to the arts.

We will prepare our students to be self-motivated, life-long learners!

*Last updated: 1/21/2014*

## **Opportunities for Parental Involvement (School Year 2012-13)**

Parents and Hidden Valley staff are partners in education. Parent involvement is an integral part of our school community. Parents serve as classroom volunteers, in leadership roles, on site and district committees, assist with special projects and offer their many talents and expertise to enrich the educational experience of our students. We invite and encourage parents to take an active role in their child's education and the school community.

*Last updated: 1/21/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

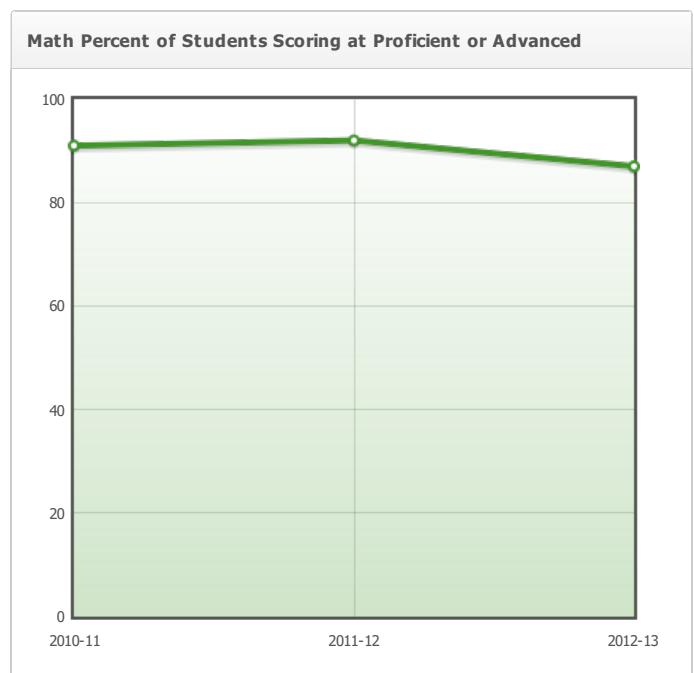
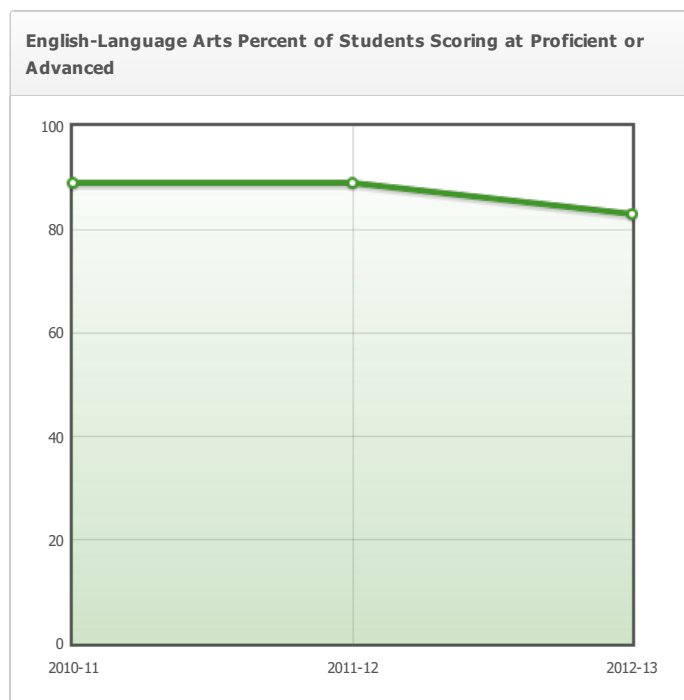
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

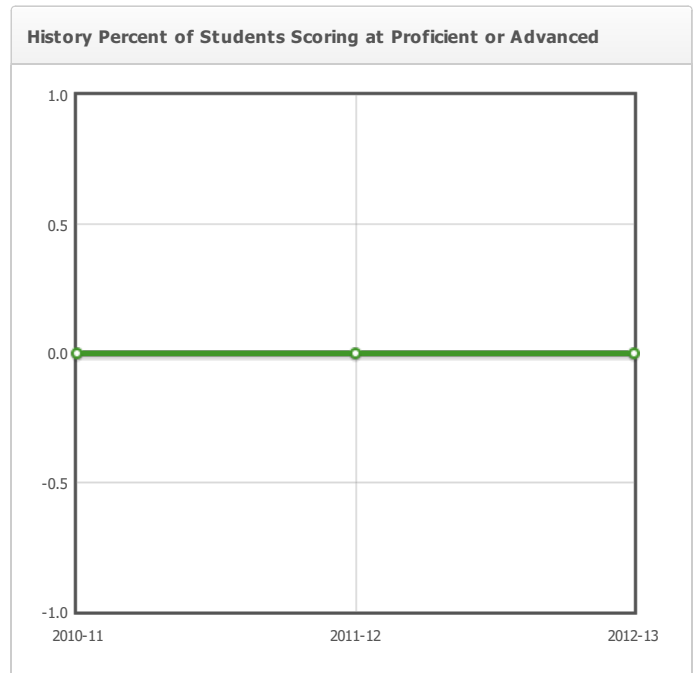
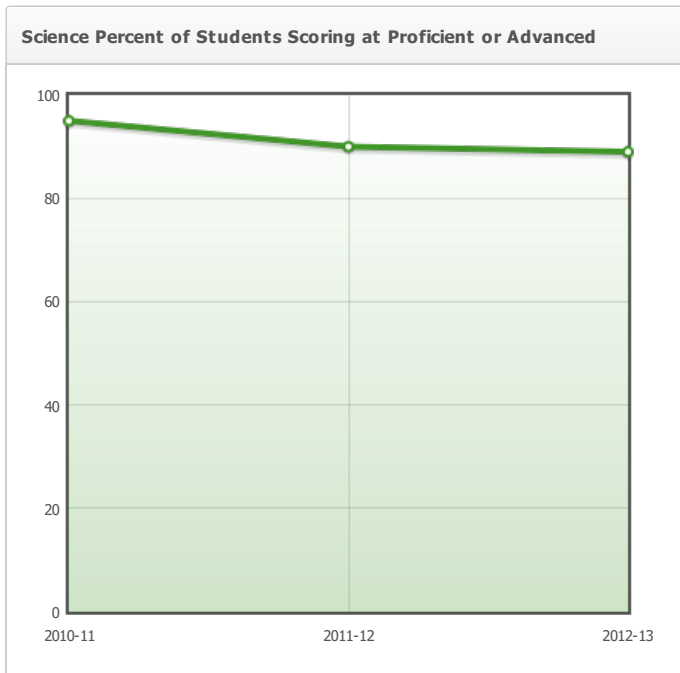
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	89%	89%	83%	86%	86%	84%	54%	56%	55%
Mathematics	91%	92%	87%	81%	84%	80%	49%	50%	50%
Science	95%	90%	89%	89%	88%	89%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	81%	81%	78%	48%	49%	49%

Note: Scores are not shown 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.





Last updated: 1/21/2014

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	84%	80%	89%	78%
All Students at the School	83%	87%	89%	N/A
Male	83%	87%	91%	N/A
Female	82%	87%	88%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	76%	71%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	84%	88%	88%	N/A
Two or More Races	81%	94%	N/A	N/A
Socioeconomically Disadvantaged	64%	68%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	50%	59%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown 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.

Last updated: 1/21/2014

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.9%	16.5%	78.9%

Note: Scores are not shown 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.

*Last updated: 1/21/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	8	8	8

*Last updated: 1/21/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	38	5	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	38	5	-22
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/21/2014*



## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	305	929	1,653	919	4,655,989	790
Black or African American	2		18	801	296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	10		61	945	406,527	906
Filipino	1		6		121,054	867
Hispanic or Latino	16	877	133	805	2,438,951	744
Native Hawaiian or Pacific Islander	0		2		25,351	774
White	261	933	1,368	930	1,200,127	853
Two or More Races	13	933	43	913	125,025	824
Socioeconomically Disadvantaged	17	876	213	855	2,774,640	743
English Learners	9		57	751	1,482,316	721
Students with Disabilities	41	779	197	756	527,476	615

Last updated: 1/21/2014

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

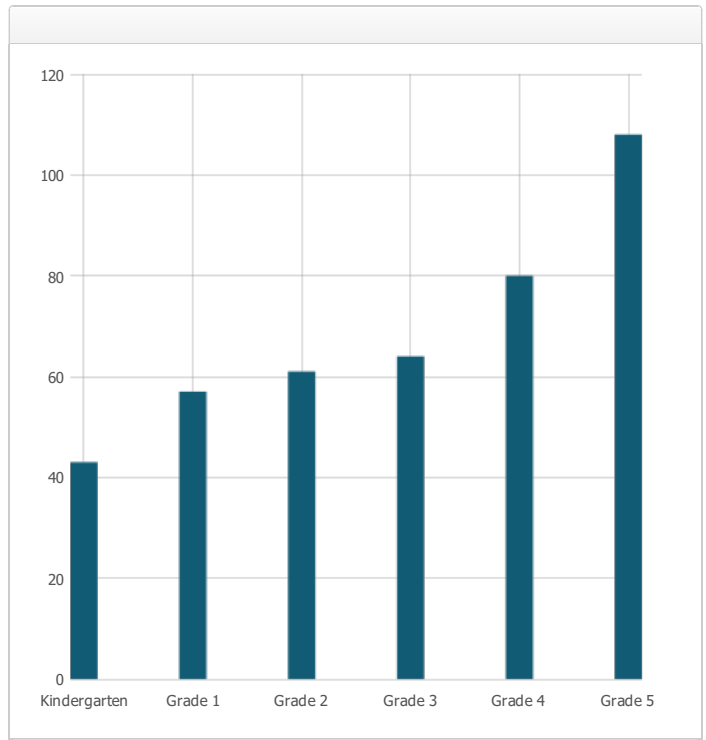
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Last updated: 1/21/2014

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

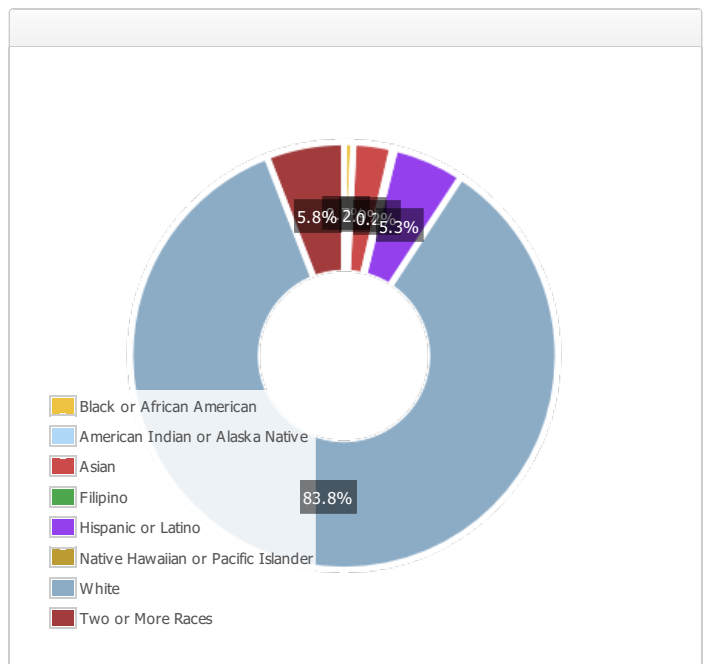
Grade Level	Number of Students
Kindergarten	43
Grade 1	57
Grade 2	61
Grade 3	64
Grade 4	80
Grade 5	108
<b>Total Enrollment</b>	<b>413</b>



Last updated: 1/21/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	2.9
Filipino	0.2
Hispanic or Latino	5.3
Native Hawaiian or Pacific Islander	0.0
White	83.8
Two or More Races	5.8
Socioeconomically Disadvantaged	6.3
English Learners	1.5
Students with Disabilities	9.4



Last updated: 1/21/2014

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

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								21.0		2		
1				18.7	3	0	0	19.0	3			
2	19.7	4		14.0	3	0	0	20.0	2	1		
3	22.4	1	4	27.3	0	3	0	21.0		3		
4	27.6	0	5	25.5	0	4	0	27.0		3		
5	28.0	0	3	27.2	0	5		27.0		4		
6												
Other												

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

*Last updated: 1/21/2014*

## School Safety Plan (School Year 2012-13)

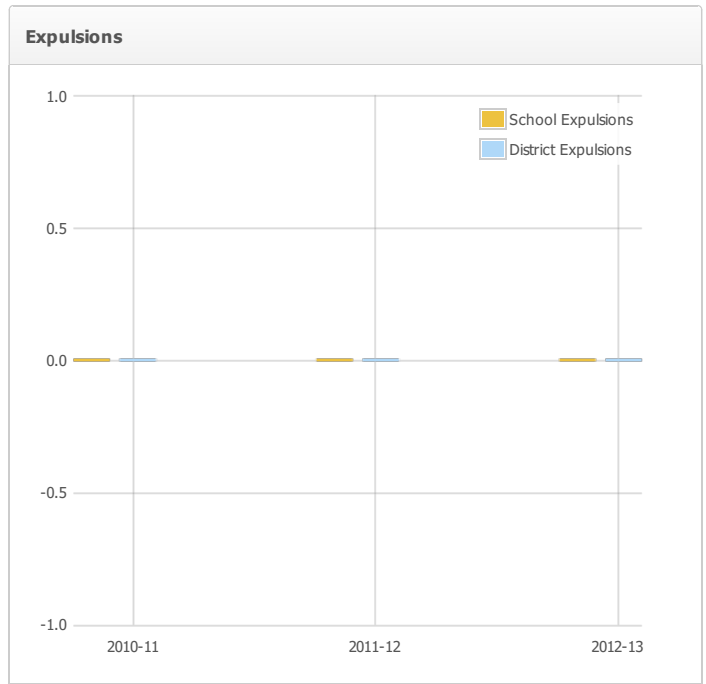
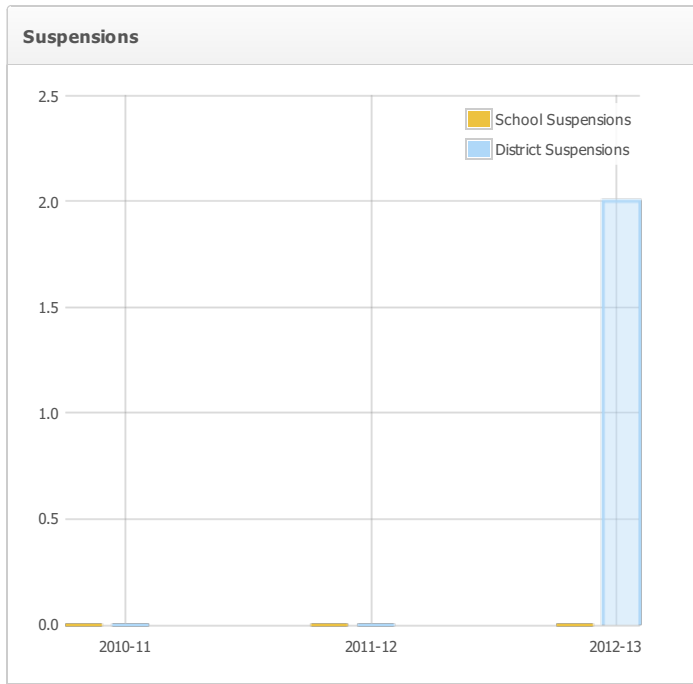
The Board of Trustees adopted the Ross Valley School District's School Safety plan in August of 1998. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, nine emergency drills per year, and emergency training for all staff. Training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked yearly. Board policies on suspension and expulsion, procedures to notify teachers of dangerous pupils, sexual harassment, school-wide dress code, procedures of safe ingress and egress of pupils and rules and procedures on school discipline are also components of the plan. The plan may be reviewed in detail at the school site.

*Last updated: 1/22/2014*

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.23	0.00	0.24	0.12	0.03	2.22
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/22/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

The Ross Valley School District passed a \$41 million facility bond in November 2010 to accommodate increased enrollment and replacement and/or repairs at Hidden Valley School and other schools in the district. No major construction or repairs are scheduled to be completed in 2013-2014.

*Last updated: 1/22/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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	Original restrooms in need of renovations
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rate (School Year 2013-14)

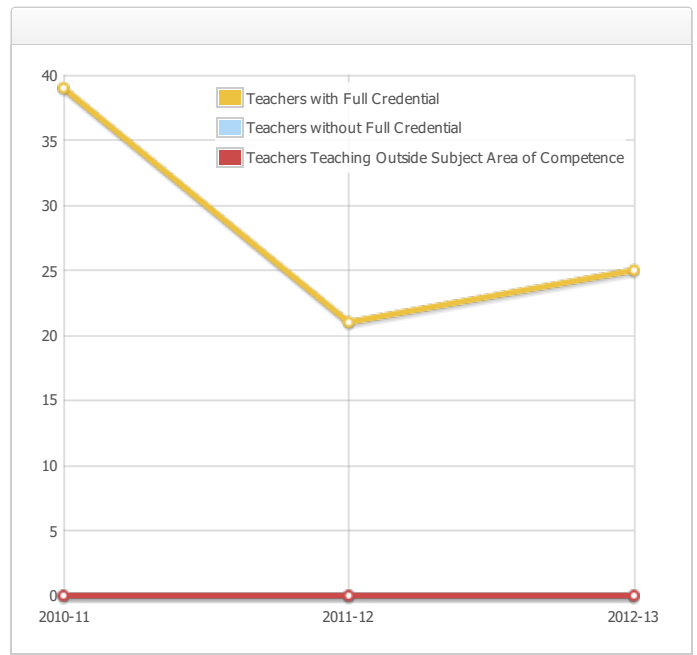
Overall Rating	Good
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*Last updated: 1/22/2014*

# Teachers

## Teacher Credentials

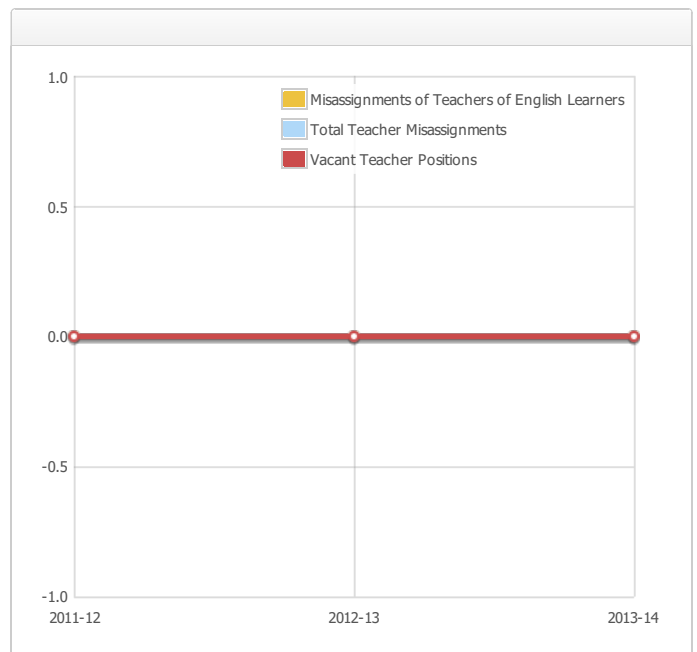
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	39	21	25	135
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Last updated: 1/21/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/21/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

\* 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.

*Last updated: 1/21/2014*



## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2010

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court	Yes	0.0
Mathematics	Everyday Math	Yes	0.0
Science	Foss CA Math	Yes	0.0
History-Social Science	Pearson Scott Foresman	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

*Last updated: 1/21/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$62,744
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$66,594
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/16/2014

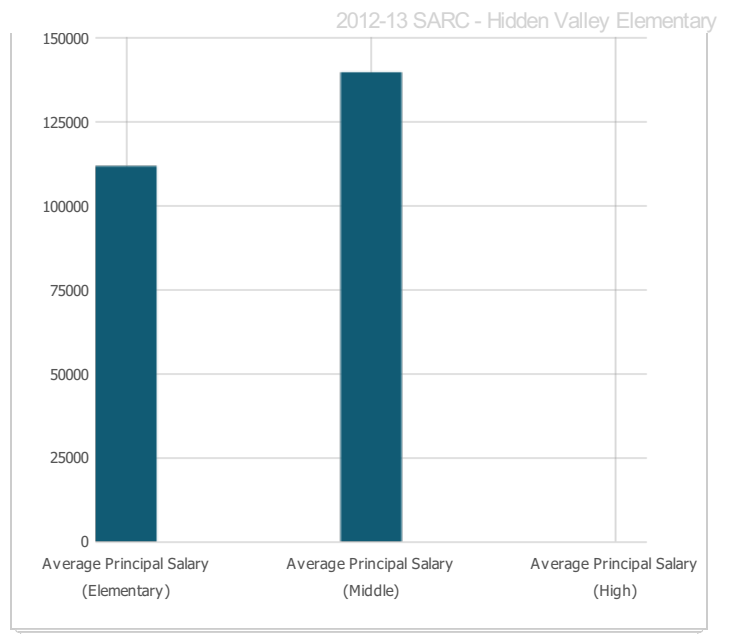
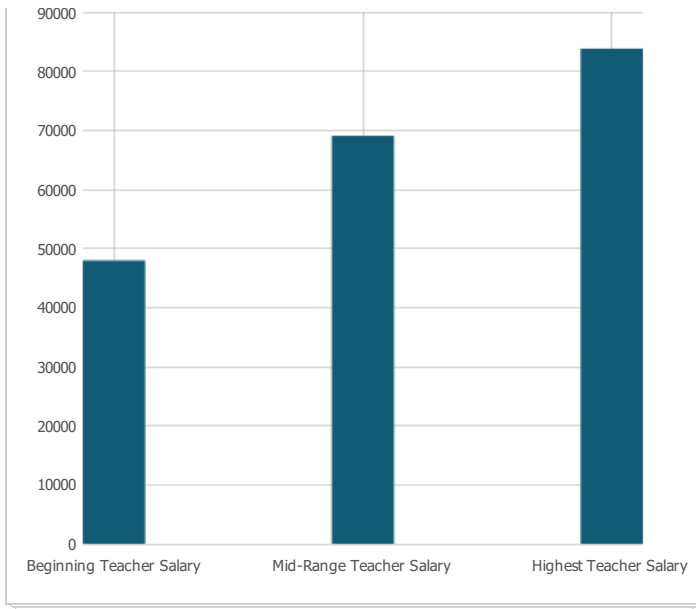
### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,966	\$41,327
Mid-Range Teacher Salary	\$69,042	\$63,903
Highest Teacher Salary	\$83,809	\$81,573
Average Principal Salary (Elementary)	\$111,657	\$103,887
Average Principal Salary (Middle)	\$139,587	\$107,439
Average Principal Salary (High)	\$00	\$102,399
Superintendent Salary	\$196,691	\$155,551
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	6.3%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart

Principal Salary Chart



*Last updated: 1/16/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Transitioning to the Common Core Math standards was the focus of professional development in the 2011-12 school year. Teachers benefited from two staff development days with Phil Daro, author of the CC math standards, with follow up work on designing units of study with trainers from the California Math Project.

Professional Development in the 2012-13 school year focused on providing all teachers in the district with Guided Language Acquisition Design (G.L.A.D.) training. Two district wide staff development days and four teacher release days for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies continues during the 2013-14 school year.

The focus of teacher professional development in the 2013-14 school is on the development of units aligned with the Common Core Standards in English Language Arts. Three district wide staff development days, along with teacher release days have provided the time for teachers to learn the process for developing CC aligned units and design units for piloting during the 2014-15 school year.

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