

# San Lorenzo Valley Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	San Lorenzo Valley Elementary School
<b>Street</b>	7155 Highway 9
<b>City, State, Zip</b>	Felton, CA 95018
<b>Phone Number</b>	(831) 335-4475
<b>Principal</b>	Jennifer Lahey, Principal
<b>E-mail Address</b>	jlahey@slvusd.org
<b>Web Site</b>	<a href="http://sle.slvusd.org">http://sle.slvusd.org</a>
<b>CDS Code</b>	44-69807-6049852

<b>District Contact Information</b>	
<b>District Name</b>	San Lorenzo Valley Unified School District
<b>Phone Number</b>	(831) 336-5194
<b>Superintendent</b>	Dr. Laurie Bruton
<b>E-mail Address</b>	lbruton@slvusd.org
<b>Web Site</b>	www.slvusd.org

### School Description and Mission Statement (School Year 2018-19)

San Lorenzo Valley Elementary School is a two-time California Distinguished school and a California Gold Ribbon School. Our mission statement is as follows: We are a community of dedicated educators supporting one another to develop critical thinkers and inspire confident learners. We are committed to making a difference in the lives of children through teaching innovative programs, engaging curriculum, active communication and essential interventions. Our vision is to build and sustain innovative programs, engaging curriculum and essential interventions that support continuous improvement in student achievement.

San Lorenzo Valley Elementary is one of 2 elementary schools in the San Lorenzo Valley Unified School District. We are located in the heart of the Santa Cruz Mountains and have been an integral part of the Valley for the past 60 years. We are now in our third generation of students. At the beginning of the 06-07 school year, San Lorenzo Valley Elementary School became a K-5 school. In 2012, we added a TK program. Our school now includes 563 students. Our K-3 students participate in class size reduction, with those classrooms averaging about 25 students. 4th and 5th grade classes average about 30 students. All classrooms are equipped with projectors, document cameras, and computers, and we have a Mac computer lab and Chromebook carts that are used by all classes. 5th grade students are participating in a "Bring Your Own Device--BYOD" program to ensure access to technology and a focus on 21st Century Learning Skills.

Curriculum is focused on preparing students for college and career in all subject areas, and follows the Common Core Standards for each grade level. Our teachers engage in regular collaboration around student achievement on Wednesday afternoons. K-3 students have music enrichment, science enrichment and art added into the curriculum because we value educating all facets of our children's minds. 4th and 5th-grade students have separate teachers for Music and Science, in addition to art instruction. In addition, all students have PE instruction. SLVE students benefit greatly from our location. The school shares a large campus with the district's middle and senior high schools. This proximity allows for many cross-age tutoring opportunities, with MS and HS students acting as tutors and classroom aides for our classes. Students also gain hands-on learning in our environment through hands-on lessons using the redwood forest and our local watershed for nature walks, experiments, and lessons in conservation.

Please visit our school or website to hear about all of the excitement that is happening at SLVE.

SLVE is the place to be!

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	112
<b>Grade 1</b>	69
<b>Grade 2</b>	89
<b>Grade 3</b>	88
<b>Grade 4</b>	91
<b>Grade 5</b>	113
<b>Total Enrollment</b>	562

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	0.4
Hispanic or Latino	9.1
Native Hawaiian or Pacific Islander	0.0
White	82.9
Socioeconomically Disadvantaged	25.8
English Learners	3.4
Students with Disabilities	10.0
Foster Youth	0.4

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24.8	24.0	24.8	115.4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

**Year and month in which data were collected:** October, 2018

San Lorenzo Valley Unified held a public hearing on October 17, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment Pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home, Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Houghton Mifflin Adoption 2003	Yes	0.0%
<b>Mathematics</b>	Pearson: enVisions Math Adopted 2014	Yes	0.0%
<b>Science</b>	MacMillan/McGraw Hill Adoption 2007	Yes	0.0%
<b>History-Social Science</b>	Scott Foresman Adoption 2006	Yes	0.0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

San Lorenzo Valley Elementary was originally constructed in 1949 and is comprised of 30 classrooms, 1 multipurpose room, 1 library, 1 staff lounge, 2 Computer labs, and 2 playgrounds. Recent remodeling included a 2 story building with 7 classrooms and a separate unit of 2 classrooms and a full science room.

**Cleaning Process:** The principal works daily with the custodial staff of two full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An online work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

The Facility Inspection Tool (FIT) was completed in April 2018.

(Please note that all actions have been completed by the district maintenance office. The district has developed a plan to address the areas of need. All facilities are in compliance with Williams requirements and are safe for the student, staff and community use.)

**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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: April, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: April, 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	59.0	66.0	57.0	56.0	48.0	50.0
Mathematics (grades 3-8 and 11)	53.0	67.0	39.0	41.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	282	97.58	65.96
Male	138	134	97.10	61.94
Female	151	148	98.01	69.59
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	22	95.65	36.36
White	241	235	97.51	70.21
Two or More Races	19	19	100.00	52.63
Socioeconomically Disadvantaged	71	69	97.18	52.17
English Learners	12	12	100.00	33.33
Students with Disabilities	44	42	95.45	30.95

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	281	97.23	67.26
Male	138	134	97.1	69.4
Female	151	147	97.35	65.31
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	22	95.65	54.55
White	241	234	97.1	69.66
Two or More Races	19	19	100	52.63
Socioeconomically Disadvantaged	71	69	97.18	60.87
English Learners	12	12	100	50
Students with Disabilities	44	41	93.18	34.15

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1	19.6	60.7

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.

## 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 2018-19)

SLVE parents are encouraged to participate in the school on a regular basis and are one of the keys to the success of our students. There are multiple ways for parents to be a part of the school including School Site Council, which monitors categorical budgets and approves SPSA, or the Bobcat Club, our parent group, which provides funds to supplement our programs. In addition, parents volunteer in classrooms, drive on field trips, provide our Art Masterpiece program, and assist in a number of other ways.

San Lorenzo Valley Unified greatly benefits from its supportive parents who participate in district-wide committees and advisory teams. Parents are welcome to join district-wide committees as well as site-based groups to support student achievement throughout the district for our K-12 students. Parents who are interested in supporting their child's site directly as a volunteer, participant in site level committees and/ or classroom activity support should contact their school directly at:

San Lorenzo Valley Elementary School 7155 Highway 9, Felton, CA 95018

Jennifer Lahey, Principal [jlahey@slvusd.org](mailto:jlahey@slvusd.org)

Website: [www.sle.slvusd.org](http://www.sle.slvusd.org)

Adrienne McConnell, Administrative Assistant: 831-335-4475

Sue Barns, Registrar: 831-335-4475

Office Fax: 831-335-4768

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	1.0	0.5	1.5	2.2	1.4	3.7	3.7	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 2018-19)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified. In our annual Parent Survey, approximately 93% of SLVE parents who completed the survey responded that they are confident our school is physically safe for their children and 92% of SLVE parents responded that they are confident our school is emotionally safe for their children. Schools in the district are in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each site works with the district and county to ensure that there is a Safety Plan at each site. During the fall semester of the new school year, all annual revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held annually.

Students are supervised before and after school by certificated, classified and/or administrative staff. K - 5 students are supervised by classified staff at lunch; secondary students are supervised by certificated, classified and administrative staff during their lunch. There are two security support staff at the high school. At each school, there is a designated area for student drop off and pick up. Visitors are required to check in at the front office at each site. The site also shares the services of a Safety Resource Officer (SRO) from the Santa Cruz County Sheriff's Department with the rest of the school sites in the district.

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	21		5		23		4		22		5	
<b>1</b>	21	2	2		26		3		23		3	
<b>2</b>	23		3		25		3		24		3	
<b>3</b>	23		5		25		4		23		4	
<b>4</b>	30		5	5	38		3	2	31	2	4	
<b>5</b>	30	1	9	2	51		4	1	30	1	4	0
<b>Other</b>	2	1			5	3			14	4	6	

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other	0	N/A

Note: Cells 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6591	\$1302	\$5289	\$65075
District	N/A	N/A	\$5274	\$69,006
Percent Difference: School Site and District	N/A	N/A	0.3	-8.2
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-74.3	-9.3

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 2017-18)**

In addition to general state funding, San Lorenzo Valley Unified receives state and federal funding for the following categorical funds and other support Programs: Title II (Professional Development) and Title III (English Language Learners). Title II funding is used to support teacher professional development that directly impacts student achievement. Title III funding supports English Learner students and families, with materials and professional development.

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the 2009-2010 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,480	\$45,681
Mid-Range Teacher Salary	\$64,213	\$70,601
Highest Teacher Salary	\$88,389	\$89,337
Average Principal Salary (Elementary)	\$103,331	\$110,053
Average Principal Salary (Middle)	\$110,174	\$115,224
Average Principal Salary (High)	\$124,165	\$124,876
Superintendent Salary	\$194,014	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

### Professional Development (Most Recent Three Years)

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. We believe that the best professional development occurs when educators spend significant time collaborating around four essential questions:

1. What do we want all students to learn?
2. How do we know if students learned?
3. How do we systematically respond when students don't learn?
4. How do we systematically respond when students already know the learning goals?

Because we have aligned our vision on professional learning, SLVUSD teachers and staff meet for an hour each week for grade level and/or department collaboration. Educators analyze the results from student work and then determine instruction that will best meet the needs and strengths of students. Sites use collaboration time to focus on their own professional learning as well. Each site has a focus area for instructional improvement that is developed with the administrator and presented in the site plan and in teacher/administrator goals.

Throughout the year, the district also provides professional development in a variety of avenues. Administrators meet regularly as an Administrative Council to learn with their colleagues about collaboration, instructional strategies and research and leadership. Teacher leaders participate in district teams that focus on technology, instructional strategies, assessment, mathematics, English learners, gifted education and other key issues that improve classroom and school-wide learning for all students. SLVUSD staff participates in professional development days at the beginning of the school year and throughout the school year.

For 2018-2019, the PD focus for our district continues the theme of Social Emotional Learning (SEL) and student engagement. The district started the year with two PD days (August 15 and 16), bringing in outside experts in engaging and connecting with students. The PD day on October 19th continued this theme, and also added in work on the Next Generation Science Standards for elementary. The last PD day of the year, February 1, 2019, will focus on more NGSS work, student engagement and interdisciplinary teaming.

For 2017-2018 the PD focus for our four district PD days was social and emotional learning (SEL). We had two days in August focused around this theme (August 22 and August 23, 2017, and we had two more during the year on January 26, 2018 and March 12, 2018). These days allowed for professional speakers to come in and share resources and best practices with teachers, and we also build in time for collaboration and planning. We also held some after school sessions on SEL to support further PD for teachers.

Another PD focus for 17-18 was reviewing grading and homework practices. Our District Curriculum Council (DCC) reviewed these issues and made plans for revising policy and practice. The DCC meetings are held during the school day, so teachers do have release time for these sessions. DCC is made up of administrators and teacher leaders.

PD Days in 15-16: 8/18/15, 8/19/15, 10/30/15, 1/29/16: Focus area was Writer's Workshop, CGI Math, AVID and data driven instruction.

PD Days in 16-17: 8/16/16, 8/17/16, 10/10/16, 1/27/17: Focus area was instructional technology and data driven instruction.

Last we have district coaches who support our teachers in our areas of focus. Our two coaches this year are focused on SEL and data/assessment (PLCs, benchmark assessments, reviewing data, etc.). These coaches support teachers in and out of the classroom.