

San Lorenzo Valley Middle 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)

School Contact Information	
School Name	San Lorenzo Valley Middle School
Street	7179 Hacienda Way
City, State, Zip	Felton, CA 95018
Phone Number	(831) 335-4452
Principal	Shannon Calden
E-mail Address	scalden@slvusd.org
Web Site	http://ms.slvusd.org/
CDS Code	44-69807-6060644

District Contact Information	
District Name	San Lorenzo Valley Unified School District
Phone Number	(831) 336-5193
Superintendent	Dr. Laurie Bruton
E-mail Address	lbruton@slvusd.org
Web Site	www.slvusd.org

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

San Lorenzo Valley Middle School: Working Together to Ensure All Students Learn

San Lorenzo Valley Middle School is located in the beautiful redwood forests of the Santa Cruz Mountains. A school construction bond passed by the citizens of the San Lorenzo Valley enabled SLVMS to remodel the entire school in 2005, including twelve new classrooms, two new science labs, and two new restrooms. A second community bond led to the a new state-of-the-art library and computer lab, which opened in December of 2011. San Lorenzo Valley Middle School values the continued support of its community and parents.

San Lorenzo Valley Middle School is a comprehensive middle school that offers language arts, math, science, social studies and physical education at each level, grades six, seven and eight. Our students are able to take advanced courses in mathematics and language arts in 7th and 8th grade. In physical education, students have access to a state-of-the-art turf field, an all-weather track and an Olympic swimming pool. SLVMS offers a full range of exploratory electives, including art, band, choir, drama, Spanish, technology, life skills, building and engineering, leadership, and robotics. In 2013-14, SLVMS incorporated an AVID program, beginning at the 8th grade level. SLVMS offers a varied Pyramid of Intervention for at-risk students. RTI is a school-wide focus. SLVMS offers intervention courses in Reading Support, ELD, Academic Support, and Directed Studies for both regular education and special education students. Team-taught Language Arts and Math courses are offered, which creates fully-mainstreamed schedules for all resources students. We offer after-school homework centers, drama productions, after-school clubs, GATE activities, and a comprehensive, cost-free school sports programs. The school supports cultural awareness through its diverse literature selections and curriculum.

SLVMS is dedicated to creating a positive, safe, and caring atmosphere in which students and staff are encouraged to reach their highest personal and educational potential. We recognize each person as unique with special needs and talents. Above all else, we foster high academic achievement, self-discipline, self-esteem, and self-knowledge.

San Lorenzo Valley Middle is the only traditional middle school that serves 6-8 students in the San Lorenzo Valley Unified School District. Curriculum is focused on the Common Core standards.

During the 2017-18 school year, 535 sixth through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

SLVMS has been recognized as a 3 time Middle School to Watch, a California Distinguished School and a Gold Ribbon School.

San Lorenzo Valley Middle School is working together with the San Lorenzo Valley community to ensure that all students learn.

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

Grade Level	Number of Students
Grade 6	179
Grade 7	169
Grade 8	190
Total Enrollment	538

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.9
Filipino	0.2
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.0
White	75.5
Socioeconomically Disadvantaged	28.1
English Learners	3.0
Students with Disabilities	11.5
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	22.4	22.4	22.4	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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Adoption 2016	Yes	0.0%
Mathematics	Pearson/Digits Adoption 2014	Yes	0.0%
Science	Holt, Rinehart & Winston Adoption 2007	Yes	0.0%
History-Social Science	Cengage Learning Adoption 2018	Yes	0.0%
Foreign Language	Vista (Spanish) Adoption 2016		

School Facility Conditions and Planned Improvements (Most Recent Year)

San Lorenzo Valley Middle School is comprised of 25 classrooms, 1 gym, 1 cafeteria, 1 library, 1 staff lounge, 2 computer labs, a performing arts classroom, and state of the art athletic facilities including an all-weather track and turf athletic field and a 10 lane swimming pool. Recent remodeling included 12 new classrooms, two new science lab classrooms, and two new restrooms, completed in 2005. A new library, complete with a modern computer lab, was opened in December of 2011.

Cleaning Process: School administration works daily with the custodial staff of two full-time custodians and a part-time library custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall 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)	54.0	50.0	57.0	56.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	36.0	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	528	497	94.13	49.60
Male	255	244	95.69	42.98
Female	273	253	92.67	55.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	66	95.65	36.36
White	402	375	93.28	51.88
Two or More Races	35	34	97.14	50.00
Socioeconomically Disadvantaged	153	141	92.16	32.86
English Learners	22	20	90.91	20.00
Students with Disabilities	57	54	94.74	7.69
Foster Youth	--	--	--	--

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	528	486	92.05	35.54
Male	255	239	93.73	32.77
Female	273	247	90.48	38.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	65	92.86	20
White	401	365	91.02	38.29
Two or More Races	35	34	97.14	38.24
Socioeconomically Disadvantaged	154	138	89.61	18.98
English Learners	22	20	90.91	10
Students with Disabilities	58	53	91.38	3.77
Foster Youth	--	--	--	--

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
7	13.3	23.6	56.4

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)

San Lorenzo Valley Unified greatly benefits from its supportive parents who participate in various ways. SLVMS parents participate in School Site Council, or volunteer to be a part of the SLVMS Panther Club, the school's parent booster club. Parents of EL students, GATE students and AVID students are invited to parent meetings during the year. SLVMS also has a Career and College Information night for parents. Back to School Night, Open House, incoming 6th grade parent night, Honor Roll assemblies, Drama productions, Music performances, and after-school athletic teams offer parents the opportunity to become involved with the school community and to volunteer their help. Parents are also encouraged to teach classes in a specialty they have like sewing or technology in our Maker's Space. Classes are offered after school.

Parents or community members who wish to participate in district level leadership teams may contact the San Lorenzo Valley Unified School District at (831) 336-8852.

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 San Lorenzo Valley Middle School at (831) 335-4452.

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	5.0	11.0	8.8	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, 97.5% of SLVMS parents responded that they are confident our school is physically safe for their children. 96% responded that 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 the 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. Lock down drills are held twice each year. Students are supervised before and after school by certificated, classified and/or administrative staff. There are two security support staff employees at the middle school. Visitors are required to check in at the front office and wear a visitor's badge while on campus. The District employs a School Resource Officer through the Sheriff's Office. The deputy is available to assist with students and incidents at any time.

The Comprehensive Safe School plan is reviewed and developed each year. The site Leadership Team reviews the plan by soliciting information from staff, then the staff and school site council review and approve the plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	4	9	2	23.0	4	10	1	27.0	3	6	6
Mathematics	26.0	4	7	2	10.0	3	1		28.0	2	5	6
Science	28.0	1	11		28.0	2	9	1	30.0	1	5	6
Social Science	30.0	1	8	2	29.0		10	1	32.0		6	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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)	1.0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	2.0	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	\$6738	\$1076	\$5661	\$72572
District	N/A	N/A	\$5274	\$69,006
Percent Difference: School Site and District	N/A	N/A	7.1	2.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-68.4	1.6

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)

SLVMS receives funding through the district from Federal Title 1 funds, as well as state ADA funds. SLVMS also receives funding for Title II (Professional Development) along with Title III (English Language Learners).

Title 1 funds are used at SLVMS to support intervention and enrichment for students, along with professional development opportunities for teachers. Title II funds support the implementation of the Common Core State Standards, along with the new History/Social Science framework and NGSS (for science). Title III funds support English learners, both students and parents.

The following services/programs are available on site to support and assist students:

1. Special Education
2. Speech and Language
3. Special Day class
4. Team taught ELA and math classes
5. Academic Support classes for general education students
6. Directed studies classes for special education students
7. Mandatory After School Subject Help (*MASH)
8. After school Academic Center
9. Instructional aides in some classrooms
10. Mental health counseling
11. Academic Counseling
12. Intramural sports program
13. After school athletics
14. After school GATE classes

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.

