

Deer Creek Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Deer Creek Elementary School
Street	805 Lindley Ave.
City, State, Zip	Nevada City, CA 95959
Phone Number	(530) 265-1870
Principal	Karen Mix
Email Address	kmix@ncsd.k12.ca.us
Website	deercreek.ncsd.school
County-District-School (CDS) Code	29663406097315

Entity	Contact Information
District Name	Nevada City School District
Phone Number	(530) 265-1820
Superintendent	Monica Daugherty
Email Address	mdaugherty@ncsd.k12.ca.us
Website	www.ncsd.k12.ca.us

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

Mission Statement: To help children achieve their full potential in an innovative and nurturing environment.

At Deer Creek School we pride ourselves in providing a strong academic program, as well as an enriching and exciting one. Our students engage in a comprehensive curriculum that integrates the core areas of reading, writing, mathematics, science, engineering, social studies, as well as music, physical education, art, and technology into rich and interactive learning experiences. School values are based on positive behavior and focus on our three school promises: Be Kind, Be Safe, and Be Responsible. Students learn nine different tools such as breathing, personal space, and the garbage can tool to use in dealing with personal and social conflict. Whether it is helping a student who is new to our school, holding the door for the class, or picking up an item someone has dropped, Deer Creek students model good citizenship and are rewarded for exhibiting "Deer Creek Pride".

Principal's Message

Deer Creek's tradition of academic excellence is tried and true. We have a proven track record of success through traditional education practices spanning over three decades and we remain on the cutting edge by moving ahead with the implementation of the State Standards and incorporating STEAM into our school day. Our testing scores and rankings have been consistently among the best in Nevada County and the state. At Deer Creek School we pride ourselves in providing a strong academic program as well as an enriching and exciting one. Our students engage in a comprehensive curriculum that integrates the core areas of reading, writing, mathematics, science, engineering, and social studies, as well as music, art, and physical education into rich and interactive learning experiences. We strive to apply our rigorous academic content into real life applications, creating opportunities for students to collaborate and communicate. We also provide the following enrichment classes: Healthy Kids/Fitness, Music, Exploring STEAM and Library. Additionally, we are proactive in recognizing positive behavior and focus on our three school promises: Be Kind, Be Safe, and Be Responsible. Students learn nine different tools such as breathing, personal space, and the garbage can tool to use in dealing with personal and social conflict.

Throughout the year, we incorporate programs to broaden student's experiences. Our Farm-to-School program includes field trips to local farms, local farmer visits to each classroom, food tasting, a school orchard, and a weekly garden cart during growing seasons. We have a strong Art Docent program and provide educational and enrichment assemblies.

We are fortunate to have excellent teachers who are well experienced yet open to new and innovative ideas, who understand that sound research based teaching practices, are fundamental to improved student achievement and realize that student connection and relationships are paramount to achieving this. Staff members maintain high expectations for students' academic, social and emotional growth and development. Teachers also hold expectations high for themselves as they collaborate weekly, analyze data to drive instruction, and identify best teaching practices. Deer Creek's instructional program uses a variety of strategies and differentiated instruction to ensure the success of all students. For students needing additional academic assistance, we offer academic support through Math and Reading intervention, speech therapy, and exceptional special education programs. Our Student Success Team works together to identify and address needs of children and families needing support. We connect students and families to academic, health, social services, and resources to help remove barriers to learning and to support academic achievement. We collaborate with community partners to provide wrap around services to those in need.

Deer Creek is an outstanding school that students, families, staff, and the community are all very proud of. With our long history of educational excellence and our abundance of enrichment programs, we feel we offer the best in public school education.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	65
Grade 2	72
Grade 3	70
Grade 4	82
Total Enrollment	384

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	0.3
Filipino	0.3
Hispanic or Latino	6.3
Native Hawaiian or Pacific Islander	0.5
White	82.6
Two or More Races	9.1
Socioeconomically Disadvantaged	39.6
English Learners	0.8
Students with Disabilities	7.8
Foster Youth	0.5
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	24	24	44
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Journeys - (adopted 2017)	Yes	0%
Mathematics	Houghton Mifflin Harcourt, GO Math! - (adopted 2015)	Yes	0%
Science	FOSS	No	0%
History-Social Science	Studies Weekly	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Deer Creek Elementary School was originally constructed in 1978. The school is currently comprised of 19 classrooms, a main office, library, STEAM room, a fitness center, staff lounge, music room, cafeteria/multi-purpose room, a workroom, psychologist's office, speech /language room, three outdoor play areas, two outdoor classrooms, and a field area which is also used by local community sports groups.

Deer Creek Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. Deer Creek's custodial staff includes two full-time custodians. A joint effort between students and staff helps keep the campus clean and litter-free.

The Nevada City School District's Maintenance Director oversees a scheduled maintenance program. School safety is a priority at Deer Creek School and emergency repairs are given the highest priority. School Safety checklists are completed annually and reviewed by the district's Safety Committee. To keep student learning a priority, heavy maintenance functions occur during vacation periods.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 7, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	C16 - ceiling register loose.
Interior: Interior Surfaces	Fair	A9/ B11/D18 - a few ceiling tiles damaged or stained, need to be replaced. D19 - bent t-bar ceiling runners; may need 1-2 ceiling tiles. Bathrooms - some ceiling tiles need to be replaced. STEAM/Storage room - carpet worn; needs replacement.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	A9 - some doors are not ADA accessible due to clutter, no clear path of travel due to clutter. Girls toilet - floor is worn; needs refinishing. B13 - room overloaded with materials; no access to furnace; supply/return grills covered; cannot access electrical outlets; materials at door strikes not ADA compliant. Vestibule - walls need repainting, replace flooring.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Girl's/boy's bathroom - toilet, sink, urinal and accessories not ADA compliant. Building B/C - drinking fountain outside B12 missing railing. B6/B7 Storage - lavatories non-compliant; needs to be replaced.
Safety: Fire Safety, Hazardous Materials	Good	A9 - file cabinets, shelves, and boxes in exit corridors; need to be relocated. Building F - wood siding warped; requires new vapor barrier and hardiplank siding. Library - minor clutter at exit door, fire alarm pull not accessible.
Structural: Structural Damage, Roofs	Good	Building B/F - needs gutter and downspouts. Playground behind building B needs new 4-6 foot retaining wall. Playfield needs retaining wall at slope.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Parking lot - some restriping needed. Building A - repair damaged stair railing, paint railing. Stairs & ramps - repair and paint damaged railing hear building A. Walkways outside building B - cracked, uneven, need repair. Non-compliant ramp at building D. Non-compliant walkway at backside of building B to playfield. Ramp from building A to building B and down to playfield not ADA compliant. Playfield/ball field need re-seeding/sod. Hardcourt is cracking; needs repair and sealing. Tree near hardcourt are damaging pavement and need to be remove. Play equipment needs new soft play surface. Lower play area behind bldg B needs TK play equipment. Emergency vehicle access gate needs repair, some site fencing needs repaired or replaced.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	73	68	62	68	50	50
Mathematics (grades 3-8 and 11)	67	64	48	55	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	152	98.06	1.94	68.42
Male	80	78	97.50	2.50	62.82
Female	75	74	98.67	1.33	74.32
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	12	12	100.00	0.00	66.67
Native Hawaiian or Pacific Islander					
White	126	123	97.62	2.38	68.29
Two or More Races	16	16	100.00	0.00	68.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	69	67	97.10	2.90	53.73
English Learners	--	--	--	--	--
Students with Disabilities	16	15	93.75	6.25	40.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	151	97.42	2.58	64.24
Male	80	78	97.50	2.50	66.67
Female	75	73	97.33	2.67	61.64
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	12	12	100.00	0.00	66.67
Native Hawaiian or Pacific Islander					
White	126	123	97.62	2.38	64.23
Two or More Races	16	15	93.75	6.25	60.00
Socioeconomically Disadvantaged	69	67	97.10	2.90	52.24
English Learners	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	28.57
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Like all successful schools, we understand the importance of building strong relationships with our families and the surrounding community. The Deer Creek Parent Teacher Club is an organization of actively involved parents who work tirelessly to enhance our school academic and enrichment programs. We work hard to keep these partnerships alive and flourishing.

Parents at Deer Creek School have the opportunity to be actively involved in a wide spectrum of activities ranging from classroom support to participating on district committees. In addition to classroom and school volunteers, parents can be involved with our Parent Teacher Club (PTC), the School Site Council, the Art Docent Program, the Farm to School Program, and the Nevada City Schools Foundation.

The Parent Teacher Club meets monthly to organize activities and fundraisers to support Deer Creek Elementary School. Activities organized by the PTC include, but are not limited to:

- Annual Deer Creek Mini Marathon
- Evening Event – Party in the Pines
- Duck Race
- Staff Appreciation Luncheon
- Garden Stand
- Read-A-Thon
- K – 4th Field Days
- 3rd Grade Continuity and Change Days

If you would like to get involved in our school community, please call or email Karen Mix at 530-285-1870 or kmix@ncsd.k12.ca.us.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	1.2	0.7	2.7	3.9	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Student safety is a primary concern of Deer Creek Elementary School. Teachers monitor students on campus before and after school, and classified staff supervise students during the recess and lunch break. All visitors must sign in at the school's office and receive proper authorization to be on-site. Visitors are asked by the staff to display their pass at all times.

The Safety Committee revises Deer Creek Elementary School's Safety Plan annually in the fall, and throughout the year as needed. Changes are reviewed immediately with all staff members. Key elements of the Safety Plan highlight the school's Disaster Preparedness Plan and staff response during an emergency. Emergency drills are held on a regular basis; fire and earthquake drills are held four times per year, and secure campus drills are conducted at least twice yearly.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	3		24		4		19	3	2	
1	23		3		23		3		35		2	1
2	25		3		23		3		24		3	
3	22		6		26		3		23		3	
4	28		3		29		3		20	2	3	
Other**									22		1	

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	1.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,734.65	\$3,763.01	\$9,971.64	\$71,800.72
District	N/A	N/A	\$9,102.59	68543
Percent Difference - School Site and District	N/A	N/A	9.1	4.6
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	28.2	10.0

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

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

Types of Services Funded (Fiscal Year 2018-19)

Parent Support

Eight week parenting class offered. The classes offered address strategies to help students be successful in school, homework, organization at home, and communication between home and school.

Professional Development

Continued education is vital to supporting a growing and improving educational environment. Staff members have opportunities throughout the year to attend professional workshops, work with county coaches in specific areas or attend county-wide staff development days with a menu of learning choices.

Safety

Deer Creek School takes safety seriously and is in compliance practicing a variety of drills throughout the year.

Special Education

Individuals with Disabilities Act (IDEA): Is a Federal program that provides supplemental instructional support for students with an active Individualized Education Plan (IEP) in the form of specialized academic instruction, speech and language services, and counseling services.

Special Education: Is a State program that provides funding for Special Day Class (SDC), Resource teachers, instructional aides, speech and language services, and counseling. The district provided SDC teachers, RSP teachers, Speech and Language Therapists, School Psychologists, and instructional assistants for these programs. The annual State funding that NCSD receives rarely covers the costs of implementing the Special Education programs. The needed additional funding comes from the General Fund.

Williams Settlement Act Instructional Materials

Ensures that all students with standards-aligned textbooks and materials in subject areas having specific CCSS (State) standards. The district must submit quarterly reports to the State of California.

Student Enrichment

After School Enrichment: Three (3) Sessions of enrichment classes offered to students, each session lasting six (6) to eight (8) weeks.

Individual Parent Donations: Specifically used to support field trips, technology, and the performing arts.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,645	\$45,252
Mid-Range Teacher Salary	\$63,757	\$65,210
Highest Teacher Salary	\$80,779	\$84,472
Average Principal Salary (Elementary)	\$89,970	\$107,614
Average Principal Salary (Middle)	\$89,970	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$141,625	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Nevada City School District certificated teachers have three (3) professional development days in addition to twenty (15) Early Release Student Days to provide staff a variety of professional growth opportunities in curriculum development, teaching strategies, and methodologies. Professional development for the most recent three (3) school years (2017/18, 2018/19, 2019/20) includes the following topics:

Assessment for Learning

- Benchmark analysis
- Formative data collection
- Smarter Balance (SBAC): digital item bank and Performance Tests
- STAR – Science only for 5th and 8th grades

Student Support Services

- Instructional Interventions and Strategies
- Differentiated Instruction
- Executive Functioning
- Positive Behavioral Interventions & Supports (PBIS)
- Love and Logic Training
- Toolbox Training
- Student Assistant Program
- Trauma Informed Schools

Technology

- GAFE (Google Aps for Education)
- Google Docs
- Technology safety and use

State Standards

- Implementation
- Grade level or department collaboration regarding common benchmarks
- Mathematics adoption of Go Math and Big Ideas
- English Language Arts adoption of Journeys and Study Sync
- Family Life and Sexual Health curriculum adoption of Positive Prevention Plus

Teacher Induction

- Beginning Teacher Support and Assessment (BTSA) – 2 year program
- New Teacher Mentor Program

Workplace Wellness

- Food and Moods/Fitness/Stress Management
- Emotional Intelligence
- Mindful Meditation
- Yoga, Foam Rolling, Qigong and Tai Chi classes, Body Flow
- Hydration and Nutrition