Del Rey 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	Del Rey Elementary School
Street	1510 Via Sonya
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-5000
Principal	Don Carpenter
Email Address	dcarpent@slzusd.org
Website	del.slzusd.org
County-District-School (CDS) Code	01-61309-6002554

Entity	Contact Information
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4690
Superintendent	Daryl Camp, Ed.D.
Email Address	dcamp@slzusd.org
Website	https://www.slzusd.org/

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

Del Rey was built in 1957 and includes the following: 25 classrooms, a staff lounge, a science maker-space, library, music room, multipurpose room, a Resource Specialist room, two intervention rooms, and several conference rooms used for the following programs: counseling, speech, psychologist, school community liaison, social worker, and staff workroom. All teachers in grades 2-5 have a dedicated a ChromeBook cart to ensure a device is allocated for each student. Students in grades TK-1 have dedicated Chromebooks in each classroom for small group rotation learning. All staff have participated in either Project Lean-In or have received individualized training on how to effectively incorporate technology into the teaching and learning. There is a large grassy field and a hardtop surface for games. An outdoor classroom and planter boxes school garden and several classroom patio gardens help to create a beautiful outdoor learning environment.

We have one teacher on special assignment, serving as the intervention teacher and Common Core coach and another half-time teacher on special assignment serving as EL support. All students receive a balanced literacy program aligned to Common Core Standards. Students participate in Reader's Workshop model of reading instruction and Writer's Workshop model. Teachers K-3 have been trained with the SEAL strategies to improve academic discourse through thematic instruction.

We have additional supports including, including a counseling program with one full-time counselor and one half-time counselor, a part-time social worker, a part-time social worker intern, and Kidango Preschool, which provides morning and afternoon sessions with spaces for 40 students, ages three and four.

Our academic goals are aligned with the academic performance goals of the San Lorenzo School District. This means that we are actively engaged in developing a deep understanding of the implications of the Common Core Standards for teachers and students.

Mission Statement:
The Del Rey community strives to build a culture of success by providing equitable and challenging educational opportunities. Del Rey Dragons will be safe, responsible and respectful individuals who value one another's unique and diverse contributions. We encourage independent thinking in order to prepare students to become lifelong learners and contributing citizens in a global community.

Vision Statements:
At Del Rey, we will:
- Foster an inclusive school community partnership that promotes greater parent involvement and education.
- Use data analysis and appropriate assessment techniques to drive planning and instruction.
- Provide all students with a challenging comprehensive education so they will leave Del Rey able to read, write, and compute to their highest potential.
- Ensure the safety of all students and staff by adhering to school rules and safety procedures.
- Monitor attendance and provide family outreach.
- Utilize proven instructional techniques and activities to ensure equitable access to a quality education for all students.
- Encourage student voice and recognize those who show courtesy and respect and provide opportunities for conflict resolution.

- Advocate practices for a healthy body and mind.
- Inspire all students to use rational and creative thought processes.
- Foster the organizational skills necessary for students to be responsible and independent learners.
- Create classroom learning environments that value student voice, promote positive communication, and include clear and consistent routines, procedures, and structures that respect students.

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	86
Grade 2	90
Grade 3	83
Grade 4	99
Grade 5	79
Total Enrollment	520

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.2
Asian	11
Filipino	6.9
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	2.3
White	11
Two or More Races	1.3
Socioeconomically Disadvantaged	58.5
English Learners	37.3
Students with Disabilities	14.2
Foster Youth	0.2
Homeless	1.7

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	28	28	25	473
Without Full Credential	0	2	0	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	6	1
Total Teacher Misassignments*	0	8	1
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: November 2019

Schools in the San Lorenzo Unified School District (SLzUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the district-adopted curriculum adoption cycle. The SLzUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading, Fountas and Pinnell Classroom, 2018 Adopted in 2018 for TK-3; Adopted in 2019 for 4th and 5th Writing, Lucy Calkins Units of Study, 2013 Adopted in 2013	Yes	0%
Mathematics	Mathmatics, Scott Foresman enVision Math Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The buildings and grounds are in good condition and are maintained by two full-time site custodians and District maintenance staff. Custodial staff follows District guidelines for "Standards of School Cleanliness". Site custodians clean school buildings and restrooms and do basic maintenance year round. School District maintenance staff insures that the buildings and grounds are maintained on a regular schedule throughout the year. Preventative maintenance (two staff and a mobile maintenance vehicle) comes twice a year to service and repair school equipment (such as heating/air conditioning and major repairs).

Site is scheduled to have the exterior painted and wooden handrails replaced with powder coated rails in the summer of 2015.

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: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	There are many stained ceiling tiles throughout the site. Some of the restroom floors have damage to the epoxy surface.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Most sink faucets need repair.
Safety: Fire Safety, Hazardous Materials	Fair	Personal small appliances need removed as they are not safety compliant.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Leaking gutters on new wing causing wood rotting near doors. School needs repainted due to peeling paint.
Overall Rating	Fair	

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)	26	29	39	37	50	50
Mathematics (grades 3-8 and 11)	26	27	27	26	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	258	254	98.45	1.55	29.13
Male	138	135	97.83	2.17	22.96
Female	120	119	99.17	0.83	36.13
Black or African American	14	14	100.00	0.00	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	44.00
Filipino	15	15	100.00	0.00	40.00
Hispanic or Latino	167	164	98.20	1.80	27.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	26	96.30	3.70	34.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	176	173	98.30	1.70	23.12
English Learners	135	133	98.52	1.48	23.31
Students with Disabilities	40	39	97.50	2.50	5.13
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	258	256	99.22	0.78	26.56
Male	138	137	99.28	0.72	27.01
Female	120	119	99.17	0.83	26.05
Black or African American	14	14	100.00	0.00	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	52.00
Filipino	15	15	100.00	0.00	40.00
Hispanic or Latino	167	166	99.40	0.60	23.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	26	96.30	3.70	30.77
Two or More Races					
Socioeconomically Disadvantaged	176	175	99.43	0.57	21.14
English Learners	135	135	100.00	0.00	20.00
Students with Disabilities	40	39	97.50	2.50	0.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.0	18.7	22.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The Del Rey staff recognizes the importance of parent involvement in children's' education and continues to look for ways to increase the level of participation. Classroom and school volunteers perform many activities to support teachers and students such as chaperoning field trips, clerical tasks, room parents, listening to students read, gallery-walks, school beautification, monthly participation on the School Site Council (SSC), and bi-monthly participation on the Site English Learner Advisory Council (SELAC), nutrition classes, family literacy classes, and technology classes. The 5th Grade Parent Committee works collaboratively to facilitate end of the year 5th grade events, which include 5th grade movie night, the As Game field trip, Wagon Train reenactment, and the 5th grade breakfast and yearbook signing.

Our dynamic PTA volunteers assist with school wide programs and activities such as hearing and vision screenings, picture day, Book Fair, Variety Show, fundraising, Common Core Family Night, craft night, family dance, and movie nights. Parents are encouraged to attend PTA general membership meetings on the first Wednesday of each month. We encourage all parents to be involved by attending school events including those listed above, Back to School Night, Title I Literacy Night, Open House, parent conferences, and music performances.

For more information on how to become involved, contact your child's classroom teacher or Principal Don Carpenter at (510) 317-5010 or dcarpent@slzusd.org.

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	0.9	0.9	0.7	4.5	4.9	4.5	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)

Del Rey School and its staff is committed to providing a safe, clean and academically rigorous environment. We believe that in order to learn students must first feel safe.

At Del Rey we are continuing to implement SoulShoppe, which is a research based, social-emotional learning curriculum to help students increase agency and self mastery, to help students improve their relationships with peers and family members, and to effectively manage the complexity of interpersonal as well as intrapersonal conflicts. Additionally we use the Best Behavior Code of Conduct. With the establishment of clearly defined "Expected School Behaviors," we create a strong common language and effective learning environment where children are empowered to make wise choices. This program provides a school climate that ensures a safe place to learn and the right of all children to enjoy the educational experience. A class and individual students are rewarded each week for their positive behavior.

There is an Emergency Operations command structure in place, and all staff have specific assignments in case of an emergency (such as first aid, search and rescue, emergency student dismissal, food/shelter, and safety). A flow chart of assigned duties and a description of duties has been distributed to all staff. Each teacher has an emergency backpack in his or her classroom with special survival supplies.

Throughout the year, the staff receives disaster preparedness training. In addition, monthly safety drills for duck and cover, evacuation, lock-down, and shelter-in-place are scheduled and rehearsed each month. The knowledge gained from our training, research, and drills has been incorporated into the School Safety Plan. This plan includes information about child abuse reporting, sexual harassment policy, dress code policy, the Del Rey School Code of Conduct, and the District-Wide Safety Plan, as well as disaster preparedness. The Comprehensive School Safety Plan is available for review by contacting the principal.

The Comprehensive School Safety Plan was most recently reviewed, updated, and discussed with school faculty and the Del Rey School Site Council in September, 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	5			19	5	1		20	2	2	
1	25		3		26		3		23		3	
2	25		4		24		3		24		4	
3	24		3		24		4		25		3	
4	25	1	2		29		2		27	1	3	
5	26	1	3		24	1	3		21	1	3	
Other**	11	1			13	1			11	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*	0.0

*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)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.4
Social Worker	0.2
Nurse	0.15
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0.2

*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	6117	313	5804	90924
District	N/A	N/A	1913	$82,585.00
Percent Difference - School Site and District	N/A	N/A	100.8	9.6
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-25.6	15.2

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)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:
- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title III (for Limited English Proficient students)

* Supplemental and Concentration Funds
- Beginning Teacher Support and Assessment (BTSA)
- Special Education
- National School Lunch Program
- Bechtel Grant (Math-Reasoning Mind)
- Kidango Preschool

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,296	$49,084
Mid-Range Teacher Salary	$76,526	$76,091
Highest Teacher Salary	$103,173	$95,728
Average Principal Salary (Elementary)	$125,448	$118,990
Average Principal Salary (Middle)	$131,390	$125,674
Average Principal Salary (High)	$141,012	$137,589
Superintendent Salary	$304,479	$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

Del Rey is committed to differentiated, highly engaging instruction that is standards based. All teachers participate in ongoing site-based professional development and have the opportunity to improve their skills by taking college courses, workshops at the District's training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers also have opportunities to attend professional conferences supported by site and/or District funding. All teachers participate in ongoing Balanced Literacy professional development. Teachers are receiving support in Writer's Workshop model instruction. Teachers of primary grade students are participating in the language development and enrichment professional development, SEAL. All teachers are also participating in professional development on Restorative Practices, and the implementation of culturally relevant teaching strategies. All teachers participate in professional development and participate in coaching/collaboration with site and district Common Core coaches. Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center. Also offered centrally are classes to support our newest technology such as Chromebooks and the use of Google Apps for Education. As we strive to meet the evolving academic and social emotional learning needs of our students at Del Rey, staff participate in site and district professional development on designated and integrated English Language Development (ELD), Universal Design for Learning (UDL), restorative practices, and equity. We have a restorative practices lead teacher that participates in professional development with district social workers and other restorative practices lead teachers.

In addition to the above, staff have requested professional development on math, science, Universal Design for Learning, and on the utilization and implementation of the new Fountas and Pinnell literacy adoption. Teachers receive professional development during monthly staff meetings, and during half day professional development trainings (4-6/year) and during full day site and district facilitated professional development trainings (3-4/year).