Valle Verde 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	Valle Verde Elementary School
Street	3275 Peachwillow Lane
City, State, Zip	Walnut Creek, CA 94598
Phone Number	(925) 939-5700
Principal	Mignon Perkins, Principal
Email Address	perkinsm@mdusd.org
Website	http://valleverde.mdusd.org
County-District-School (CDS) Code	07-61754-6004345

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

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

The successful education of all students is our number one priority. Our mission is to ensure that all of our students achieve academic competency, technological proficiency and are prepared to meet the challenges of the 21st century. We commit to supporting all students through a variety of teaching strategies and data driven supports to assure this outcome. W e strive to inspire academic excellence, a passion for learning, and civic responsibility in an environment where everyone feels physically and emotionally safe.

Valle Verde serves transitional kindergarten through fifth grade students, including a Full-Inclusion Program for students on the Autism Spectrum. Exceptionally dedicated teachers as well as a caring support staff make high student achievement possible. We are able to provide a variety of programs to meet the diverse learning needs of our students, including Vocal and Instrumental Music, Reading Lab Support, Computer Lab, and Library. Art and Science/STEM is also integrated in our classes with the support of our parents and instructional assistants. Our support staff includes five instructional assistants, seven special education assistants,site techs, a part time Speech Therapist, Resource Teacher, Full Inclusion Specialist, a part-time counselor and School Psychologist, as well as a full time SDC teacher to support our students on the autism spectrum. The entire school staff is truly committed to serving the needs of all of our students.

Our shared vision for Valle Verde is that "as a collaborative Valle Verde community of staff, students, and parents, we commit to fostering an environment that supports strong character, creativity, independence, and critical thinking for all of our members. Every student will receive core instruction with targeted learning opportunities, utilizing technology and multiple learning approaches. Our students' educational experience will be enriched through the visual and performing arts. Collectively, we strive to embrace all individuals in a supportive environment that encourages different opinions and ideas, self-reflection, and on-going growth. Parents, students, and staff will take an active role in becoming a successful 21st century learning community."

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

Grade Level	Number of Students
Kindergarten	103
Grade 1	72
Grade 2	84
Grade 3	67
Grade 4	83
Grade 5	63
Total Enrollment	472

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	12.1
Filipino	4
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.2
White	37.5
Two or More Races	9.7
Socioeconomically Disadvantaged	9.7
English Learners	4.9
Students with Disabilities	7.2
Foster Youth	0.4
Homeless	0.2

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	30	27	27	1599
Without Full Credential	0	0	0	69
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	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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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: 01/08/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	A3 - SMALL CEILING TILE MISSING (LOW LEVEL CUSTODIAL TASK); LIBRARY-MISSING CARPET W/O86853; B3 RESET LIGHT DIFFUSER (LOW LEVEL CUSTODIAL TASK)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	A6 - FAUCET LEAKING W/O86854; B POD; LEAKING FACET, HANDLE HARD TO USE W/O86852; C3 BOYS BATHROOM NEEDS NEW LIGHT COVER OR FIXTURE W/O86850; C4 LEAKING FAUCET W/O86851; OUTSIDE OF ROOM E1 - WHEELCHAIR ACCESIBLE DRINKING FOUNTING DOESN'T WORK W/O 86847
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	D POD EXTERIOR FACIA IS FALLING OFF ABOVE ROOM D4 W/O86849; D3 EXTERIOR DOOR IS ROTTING, NEEDS REPLACEMENT W/O86848
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)	68	67	51	50	50	50
Mathematics (grades 3-8 and 11)	60	70	39	39	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	212	207	97.64	2.36	66.67
Male	100	97	97.00	3.00	70.10
Female	112	110	98.21	1.79	63.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	21	21	100.00	0.00	90.48
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	103	101	98.06	1.94	70.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	27	100.00	0.00	66.67
Socioeconomically Disadvantaged	25	25	100.00	0.00	44.00
English Learners	19	18	94.74	5.26	55.56
Students with Disabilities	27	23	85.19	14.81	26.09
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	212	208	98.11	1.89	70.19
Male	100	98	98.00	2.00	76.53
Female	112	110	98.21	1.79	64.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	21	21	100.00	0.00	80.95
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	58.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	103	101	98.06	1.94	76.24
Two or More Races	27	27	100.00	0.00	66.67
Socioeconomically Disadvantaged	25	25	100.00	0.00	40.00
English Learners	19	19	100.00	0.00	57.89
Students with Disabilities	27	23	85.19	14.81	30.43
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	16.4	34.4	18.0

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)

We have an incredibly supportive and involved parent community. Parent involvement is encouraged and volunteerism flourishes in classrooms, parent facilitated learning stations, STEAM events and in crucial support roles such as noon supervisors and art instructors. School Site Council includes five parent members. Parents serve as members of site committees such as technology, safety, ELAC, landscaping, and fine arts. They serve on District committees such as Parent Advisory Council, Community Advisory Committee, DELAC and in other areas, as needed. The Parent Teacher Association (PTA) provides numerous opportunities for parents to participate in supporting educational programs at the site. Samples of activities include, Fall Carnival, Spring Social, Annual Play Production, art show, science fair, and other fund raisers. There is a strong partnership centered on student learning between the parent community and the site. They organize a strong after school enrichment program which includes classes ranging from theater to chess. Our PTA is dedicated to building a strong community by sponsoring a number of family and student events. The PTA provides numerous opportunities for parent participation and encourages parent support of the educational programs at our site. Monthly meetings are held with the principal to promote collaboration with the community for future school plans. We understand that a strong home/school partnership centered on student learning is vital to the success of our students.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 939-5700.

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	0.4	0.2	0.6	3.5	4.1	4.4	3.6	3.5	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 2019-20)

We have established both a Safety Committee and Climate Committee made up of teachers, the principal, and parent representative that meet regularly throughout the year. The committee reviews current needs, conducts site inspections, review of procedures and the staff provides in-put. The Walnut Creek Police Department and the Site Council reviews, amends and approves the plan on a yearly basis. Key elements included in the plan are:Annual CPR training is available to staff. The office staff and staff completed the CPR training in March, 2018.
An Annual safety check of the school site and a walk-through is conducted. The last review and adjustment to the safety plan took place on February 7, 2019 at our School Site Council Meeting.
A staff-based Positive School Climate Committee is in place with support of the MDUSD Equity Department. Valle Verde is part of Cohort 3, PBIS (Positive Behavior Intervention Support).

Safety plan goals are written to address behavior reward system, refine the Character Traits Assemblies and address safety compliance issues. The goals are revised based on the discipline data and recommendations made during the SSC meetings. The SSC meeting held on February 21, 2019 allowed for revised goals and approval of the safety plan. Emergency Preparedness and Crisis Response Plan

Rules and Procedures on school discipline are established. The rules are posted in the classrooms, throughout the school community and are published in the Student/Parent Handbook. Rules are reviewed at a School-Wide Expectation Assembly twice a year and are reviewed with lessons in the classroom to support our Positive Behavior Intervention Support initiatives. Staff is also trained in Child Abuse Reporting, Suspension and Expulsion Policy, Bullying, Sexual harassment, and Hate Crime Policy so that we are in compliance with state mandates around safety.

Our Safety committee meets regularly. The Safety Committee meets once every third Monday. They are responsible for review of the Safety Plan and revisions based on staff recommendations and recommendations made by the PBIS committee and the School Site Council.

A Safety Officer is designated through PTA to support Monthly safety drills and safety on the campus. The PTA is involved in the process of checking the emergency backpacks that are distributed to each class at Valle Verde. An inventory is completed to ensure that all safety supplies are in the backpack. Items are also checked to ensure that they have not expired and are up to code.

Sufficient emergency supplies (classrooms & schoolwide) are inspected and replaced, when necessary. Our classes participate in monthly drills for Earthquakes, Shelter-In-Place and Fire Drills. A log is kept of the monthly drills including the time for each drill and comments are recorded. Classes are then given feedback after the drill.

Visitors and volunteers procedures are clearly defined and implemented. Parents are required to sign in/out, when on campus and wear a volunteer badge. They are also required to sign out students prior to leaving the site early and pick up their student from their destination. All staff and parents are asked to contact the office, when visitors are not wearing a volunteer badge. The visitors are redirected to sign in and receive a badge while on campus.

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	23		5		24		4		26		4	
1	25		3		22		4		24		3	
2	27		3		22		3		28		3	
3	30		2		28		3		22		3	
4	34			2	30		2		28		3	
5	33		1	2	28		3		32		2	
Other**												

*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*	944.0

*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)	.5
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	$ 12,422.90	$ 3,940.82	$ 8,482.08	$83,968.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-200.0	7.1
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-200.0	1.9

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)

Resource Specialist support, Behaviorist and Full Inclusion Specialist Support, Speech Therapist support, Psychologist Support, Counseling Support, English Language Development Instruction, as well a Special Day class and an Autism Magnet Program are provided to identified students.

Valle Verde uses a 21st Century Learning Lab model to support all students. There are two Site Techs, and an Instructional Assistant to support technology-based instruction. Response to Intervention supports occur in all grade levels and through the Learning Lab. The Instructional Assistants provide additional academic support to each classroom, as well as RTI support. Additionally, there is a Reading Specialist on site part-time for students that struggle with beginning reading skills. The SST process is used to support student learning and development. District Psychologist, Occupational Therapy and Adaptive PE services are provided as needed. Nursing support is provided at the site. Currently, a Health Assistant provides services to identified students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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 district coordinates varied staff development programs for teachers and administrators based on assessed needs and state mandates. Site Administrator participates in a district-wide leadership conference each August. Three district-designated days during the academic year are dedicated to staff development. Three additional days per year are made available by the site for grade level planning days to address needs of the site's Single Plan for Student Achievement. School staff utilizes early-release W ednesday afternoons for regular grade level team meetings and/or staff development activities. Professional development is also provided during monthly staff meetings and district recommended professional development. Opportunities are available for staff to attend conferences or workshops throughout the year.

Valle Verde continues to attend professional development at the district level for PBIS, Engage New York Math/CCCS, NGSS, Harcourt Brace Reading/Wonders Curriculum and ELD. Our teachers are also receiving professional development in "Collaborative Conversations" to support critical thinking and problem-solving skills, during instruction, as well as Common Core Priority Standards. Our focus on the 21st Century Learning Labs and Technology to support targeted learning opportunities and utilizing multiple learning approaches and technologies is also the focus at staff meetings, grade level meetings and parent meetings. District Coaches provide support in curricular areas during early release Wednesdays to staff and through individual requests.