

# Robert Louis Stevenson Middle 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
<b>School Name</b>	Robert Louis Stevenson Middle School
<b>Street</b>	1316 Hillview Place
<b>City, State, Zip</b>	St. Helena, CA 94574
<b>Phone Number</b>	(707) 967-2725
<b>Principal</b>	Karin Cox
<b>Email Address</b>	kcox@sthelenaunified.org
<b>Website</b>	<a href="https://www.sthelenaunified.org/Domain/139#calendar764/20191018/month">https://www.sthelenaunified.org/Domain/139#calendar764/20191018/month</a>
<b>County-District-School (CDS) Code</b>	28-66290-6027031

Entity	Contact Information
District Name	St. Helena Unified School District
Phone Number	707.967.2708
Superintendent	Dr. Marylou Wilson
Email Address	mwilson@sthelenaunified.org
Website	www.sthelenaunified.org

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

Robert Louis Stevenson Middle School (RLS) is located in the upper Napa Valley. Built in 1954, the school has been extensively modernized throughout the years to ensure that staff and students have an attractive, safe, updated, and accessible campus. At RLS, we are deeply committed to creating a warm and trusting environment. To assist with that goal, students meet weekly in multi-age Family Groups, which focus on social-emotional learning. We also train student Safe School Ambassadors and maintain a robust WEB (Where Everybody Belongs) program, which partners incoming 6th graders with 8th grade mentors. In addition, we use the Positive Behavior Intervention System (PBIS) school wide to encourage and promote our school goals of safety, respect, and responsibility for all. To give back to our generous community, each of our students is required to complete 10 hours of community service each year, culminating in a total of 30 hours by the time they leave RLS.

RLS upholds the St. Helena Unified School District (SHUSD) board and district goals of professional excellence and success for all. The ultimate purpose and goal of the instructional programs at Robert Louis Stevenson Middle School is to raise academic achievement for all students, close the achievement gap between subgroups, provide a safe and caring environment, and use technology as an integral tool for teaching and learning. To facilitate student learning and comprehension, all staff members are focused on providing rigorous and clear learning goals each day along with multiple overt, active engagement opportunities throughout every lesson. At our site, students are divided into grade-level academic teams. Each grade-level team of teachers creates an atmosphere of trust and success for all students. Each student receives daily instruction in math, science, social studies, English, physical education, intervention/enrichment and elective classes. Elective classes include art, choir, Spanish, drama, performing arts and band. Students are placed either in an intervention class to receive additional support or in an enrichment class. Enrichment classes include Advancement Via Individual Determination (AVID), science, technology, engineering and math (STEM), video/technology, Makerspace, journalism, and creative writing. Parent-teacher conferences, Student Support Team (SST) meetings, Individualized Education Plan (IEP) meetings, and behavior-contract meetings are held during the school day with the grade-level teams, counselor and principal present.

We are fortunate to have an active Parent Group and English Learner Advisory Committee. The support of the St. Helena Public Schools Foundation allows us to provide our students with a level of resources rarely seen in public schools, including highly-trained teachers, extensive field trips, excellent technology, beautiful facilities, and well-maintained grounds. Our community cares deeply about education and is committed to maintaining the excellence of our St. Helena schools.

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

Grade Level	Number of Students
Grade 6	79
Grade 7	97
Grade 8	94
Total Enrollment	270

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	0.4
Hispanic or Latino	53.3
White	45.2
Two or More Races	1.1
Socioeconomically Disadvantaged	45.2
English Learners	17
Students with Disabilities	10
Homeless	2.2

## 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	22	23	25	101
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	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: October, 2019

The textbook-adoption process includes these steps:

1. The principal meets with the director of curriculum and instruction
  - Review process
  - Establish a timeline resulting in board action
  - Select Instructional Materials Evaluation Committee

## 2. Instructional Materials Evaluation Committee

- Director of curriculum and instruction
- Principal
- Teachers (minimum two)
- Parent(s) and additional staff, as deemed necessary (two to three)

## 3. Text-review process

- Committee reviews state-adopted list
- Committee screens adopted texts for quality and alignment to state standards and selects two to four texts for further review
- Publisher representatives for each selected text make presentations to the committee
- Publisher representative presents district with costs for piloting textbook (in writing)
- Publisher representative presents district with costs for entire adoption, if selected (in writing)
- Teachers pilot text for two semesters
- Piloting teachers meet with other staff at least two times to discuss text and make recommendations
- Evaluation form is completed by each teacher piloting text
- Recommendation is made to superintendent
- Community display of recommended text(s) (30 days)
- Superintendent recommends approval of adoption to board of trustees
- Board of trustees meeting for first reading of adoption recommendations
- Board of trustees approval of recommended texts (second reading)

Each student, including English learners, has access to current standards-based textbooks and other instructional materials 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
<b>Reading/Language Arts</b>	Study Sync, 2017Holt Literature and Language Arts: Warriner’s Handbook, grammar-	Yes	0
<b>Mathematics</b>	Carnegie Learning Math Series curriculum (Course 1, Course 2, Course 3) 2017Big Ideas Integrated 1	Yes	0
<b>Science</b>	Prentice Hall series, Pearson	Yes	0
<b>History-Social Science</b>	My World Interactive California series, Pearson	Yes	0
<b>Foreign Language</b>	Realidades series, Level 1 and 2; Prentice Hall; ¡Cuéntame más!, TPRS curriculum for middle school Spanish (2002)	Yes	0

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

Robert Louis Stevenson Middle School was built in 1954. Over the years, RLS has been well maintained and its structures kept safe and sound. In 2000, there was a renovation, and a new gym was built. In the fall of 2005, a new track and playing field were installed. The gym, athletic field and blacktop are all large enough to accommodate 300-plus students. The back of the RLS campus was completely transformed from a field of weeds to an outdoor learning center, or nature trail, in 2009. This outdoor learning center includes a slab stage, two greenhouses, picnic tables and landscaping. Produce grown in the garden is either used by our cafeteria staff to create healthy meals for our students or donated to local food programs. Construction bonds were passed in 2010 and 2012, enabling RLS to be provided with covered walkways, a new kitchen, a covered solar eating area, new restrooms and a track refresh. The campus replaced all portables with brand-new modular classrooms during the summer of 2012. During the summer of 2016, extensive maintenance was done on the campus. Upgrades included replacing the entire bell and public announcement system, replacing heating and air-conditioning units, and making roof repairs. Additionally, our computer wiring and networking was completely overhauled in order to increase the bandwidth and speed processing. All of these projects were funded either by the district, parent-teacher groups and/or through community support, including bond measures.

RLS students are kept safe on campus through regular and consistent custodial, maintenance, and ground keeping care. Two full-time custodians clean the entire school daily, ensuring that students arrive at school each day to find a clean and neat campus where safety hazards are not in the way of student activities. Restrooms are cleaned every day, with 100 percent of the toilets and sinks in working order. The grounds are kept trimmed, maintained, and in attractive condition year-round. The local fire marshal conducts on-site inspections twice a year, providing a neat, clean and safe environment.

### 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: 9/4/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Vents missing on A/C ducts; part of an ongoing experiment to determine how to prevent persistent noise issues
<b>Interior:</b> Interior Surfaces	Good Fair	Bubbling/cracked/worn floor tiles in D2 and D3; work order submitted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Cockroaches in some rooms; work order submitted.
<b>Electrical:</b> Electrical	Good	Loose light diffuser in boys locker room; work order submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Damaged ceiling tiles in several rooms and library; work order submitted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Paint is chipping on railing at entry and on several door frames, loose weather stripping; work order submitted.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	61	66	64	67	50	50
Mathematics (grades 3-8 and 11)	45	50	45	50	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	264	259	98.11	1.89	66.41
Male	115	111	96.52	3.48	61.26
Female	149	148	99.33	0.67	70.27
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	142	138	97.18	2.82	51.45
Native Hawaiian or Pacific Islander					
White	118	117	99.15	0.85	82.91
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	124	120	96.77	3.23	53.33
English Learners	82	78	95.12	4.88	35.90
Students with Disabilities	24	23	95.83	4.17	17.39
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	264	262	99.24	0.76	50.00
Male	115	113	98.26	1.74	53.10
Female	149	149	100.00	0.00	47.65
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	142	141	99.30	0.70	31.91
Native Hawaiian or Pacific Islander					
White	118	117	99.15	0.85	70.09
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	0.81	32.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	82	81	98.78	1.22	16.05
Students with Disabilities	24	23	95.83	4.17	17.39
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.

### 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
7	8.7	31.5	43.5

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)

Robert Louis Stevenson Middle School provides abundant opportunities for parents to become actively involved. In addition to the administration, counselor and teachers, the AVID Site Team includes two parents and two students. The Parent Group meets monthly, and the English Learner Advisory Committee (ELAC) group meets six times per year. These groups provide parent-education programs, debrief with the principal and generate funds in support of school programs.

In addition, parents have multiple opportunities to get involved as chaperones for field trips, supports in project-based learning units, panelists for student work and presenters for career panels. The district also has myriad committees and is always looking for parents to serve and inform our decision-making.

For more information on how to become involved at the school, please contact Principal Karin Cox at (707) 967-2527, Parent Group President Tish Wagner at tishwagner@gmail.com or our ELAC president, Federico Sanchez.

### 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	3.0	3.3	3.2	1.7	3.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The school safety plan was last updated in September, 2019. It was reviewed and discussed with the faculty on September 9, 2019. It was reviewed with the RLS School Site Council on October 2, 2019. The safety plan covers the following objectives:

1. Train all staff members on implementing district crisis-response procedures.
2. Decrease the number of referrals for bullying or harassment through improved programs and services.
3. Decrease the number of discipline and attendance referrals.
4. Increase student participation in extracurricular teams, clubs and organizations.
5. Achieve and maintain a high standard of safety, appearance and comfort for all school facilities.

Special codes have been devised districtwide to alert staff of emergency or safety situations, and they are communicated through the school's phone tree or all-call system. Each teacher has an emergency folder with key information to be used in a crisis. First-aid backpacks are placed in each classroom. Supplies are replenished every year in the first-aid backpacks. The staff and students participate in monthly safety drills, including the statewide earthquake drill, called The Great California ShakeOut, in October. Additionally, teachers and staff are given critical medical information at the beginning of the school year on students that they will serve throughout the school year, and they are all trained to use EpiPen epinephrine auto-injectors.

Our Positive Behavioral Interventions and Supports Committee works together monthly to refine site discipline procedures based on data and best practices.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	17	12	4	1	17	14	1	1	20	14		1
Mathematics	17	9	3		19	6	3		18	5	6	
Science	21	7	3		21	7	2		23	4	5	
Social Science	22	7	2		22	5	4		24	2	7	

\*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.

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

Title	Ratio
Academic Counselors*	216

\*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)	1.25
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	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.

## 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	\$19,160.09	\$2,506.22	\$16,653.88	\$114,551.00
District	N/A	N/A	\$22,388.72	\$123,191.00
Percent Difference - School Site and District	N/A	N/A	-29.4	-4.0
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	199.3	53.7

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 Federal Program Participation

services are provided at the school:

- Title II: Improving Teacher Quality
- Title III: Limited English

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$69,731	\$43,574
Mid-Range Teacher Salary	\$100,583	\$63,243
Highest Teacher Salary	\$143,971	\$86,896
Average Principal Salary (Elementary)	\$153,176	\$103,506
Average Principal Salary (Middle)	\$166,946	\$108,961
Average Principal Salary (High)	\$185,027	\$108,954
Superintendent Salary	\$231,125	\$136,125
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	5%	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	3	1	1

This year, the staff had one day prior to the start of the school year for professional development. Professional development is also done throughout the year on eight minimum days, using release time for teachers, and in the summer.

The district is committed to providing the highest quality professional development for all teachers. Principals encourage teachers to seek advanced degrees, credentials and other certifications. The district participates and supports new teachers through the Beginning Teacher Support and Assessment (BTSA) program.

Certificated representatives from all district schools meet periodically throughout the school year to discuss, among other things, district professional development initiatives. Current areas of focus are differentiated instruction, Units of Study in Writing, literacy strategies for English language learners, Common Core Math strategies and Advanced Placement. Depth of Knowledge (DOK) and Multi-Tiered Systems of Support (MTSS). A districtwide commitment supports teacher implementation via conferences, in-service training and coaching.

\* Due to the wildfires and no school held from 10/9/17-10/20/17 an additional two professional development days were added after the academic year to address topics planned for the cancelled Vertical Articulation Days. Due to the Instructional Time Recovery Plan, Vertical Articulation days were canceled to make those days full instructional days.