

Torch Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Torch Middle School
Street	751 N. Vineland Ave.
City, State, Zip	City of Industry, CA 91746
Phone Number	626-931-2700
Principal	Dr. Monica Murray
E-mail Address	mmurray@bassettusd.org
Web Site	http://www.bassettusd.org/torch
CDS Code	19-6057491

District Contact Information	
District Name	Bassett Unified School District
Phone Number	626-931-3000
Superintendent	Debra French
E-mail Address	dfrench@bassettusd.org
Web Site	http://www.bassettusd.org

School Description and Mission Statement (School Year 2017-18)

Torch Middle School serves students in grades 6th-8th with an enrollment of 634 for the 2017-2018 school year. Torch Middle School is located in the City of Industry, 751 N. Vineland Avenue, and is nestled in-between industry and residential housing. Torch Middle School has a demographic of 93.4% Hispanic, 4.12% Asian, 1.58% White, less than 1% African American and/or Native American, and 24% English Learners. Torch Middle school has a mission statement that reinforces the expectation for all scholars, "Our mission: to empower all students to be productive, respectful, responsible, and successful life-long learners in a global community". We keep our student expectations high through a rigorous common core curriculum that provides students with real-world problems. Every family is provided with: a student handbook and Torch expectation registration documents prior to the start of the year, a detailed syllabus for every subject that includes common core expectations, grading system, is presented to students and parents during Back to School Night (BTSN) and reminded throughout the school year in both student and parent conferences. Teachers keep excellent work samples to provide exemplars for students and use project based learning, technology, and common core claims and targets to guide instruction. Everyday we are designing new ways to ensure that students are provided with more feedback on progress on state and local assessments. At Torch...ALL students will grow and be successful!

Torch Middle School is the 2016-2019 Schools to Watch awardee for providing academic and enrichment support for students in all levels. The California Schools to Watch program selects middle schools across the state to serve as model schools by critiquing their academics, developmental responsiveness, social equity, and organizational structures and processes. At Torch, we have established structures and an environment where all students are working towards reaching their potential.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	198
Grade 7	197
Grade 8	218
Total Enrollment	613

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	2.9
Filipino	1
Hispanic or Latino	95.6
Native Hawaiian or Pacific Islander	0
White	0.2
Two or More Races	0
Socioeconomically Disadvantaged	93.3
English Learners	30.5
Students with Disabilities	13.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	27		
Without Full Credential	0	0	13	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	3	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 2017-18)

Year and month in which data were collected: January 2018

Bassett Unified and Torch Middle School ensure that all students have access to the required curriculum materials in all core content areas. In addition, funds are set aside from LCFF and Title I funding to purchase supplementary materials to assist with implementation of Common Core.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 1" 2017</p> <p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 2" 2017</p> <p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 3" 2017</p> <p>6 McGraw Hill "StudySync Grade 6 California Reading and Writing Companion for ELA/ELD Unit 4" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 1" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 2" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 3" 2017</p> <p>7 McGraw Hill "StudySync Grade 7 California Reading and Writing Companion for ELA/ELD Unit 4" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 1" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 2" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 3" 2017</p> <p>8 McGraw Hill "StudySync Grade 8 California Reading and Writing Companion for ELA/ELD Unit 4" 2017</p>	Yes	0
Mathematics	<p>6 McGraw Hill California Student Edition Consumables 2015</p> <p>7 McGraw Hill California Student Edition Consumables 2015</p> <p>8 McGraw Hill California Student Edition Consumables 2015</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	6 Glencoe McGraw-Hill, 2008 Focus on Earth Science 7 Glencoe McGraw-Hill, 2008 Focus on Life Science 8 Glencoe McGraw-Hill, 2008 Focus on Physical Science	Yes	0
History-Social Science	McDougal Littell, Adopted 2007 6-8 McDougal Littell, 2007 6 - World History: Ancient Civilization 7 - World History: Medieval & Early Modern Times 8 - Creating America: A History of the United States	Yes	0
Foreign Language	Spanish 1 MS 2011 Pearson Realidades	Yes	0
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The last site inspection performed by LACOE in September 2014. The inspection was conducted as part of the William's case annual review. Based on this inspection, Torch received a rating of "Good." This rating indicates that there are no major problems with the school facilities. All rooms and buildings were inspected and found to be in good condition. The report did identify two minor problems.

Over the summer break of 2015, all Torch Middle School classrooms were modernized. Teaching technology was installed, including 80" touch screen monitors and voice projection systems. New, modular furniture, providing fast and flexible seating configurations to support collaboration, were installed in every room. Also each classroom was painted and received new flooring.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			New flooring was installed during the modernization of the summer of 2015. New flooring was installed in all classrooms and designated locations.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical: Electrical	X			New 440/220 volt electrical service for the robotic lab was during the fall of 2016 to increase the academic program for the STEM programs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			During the Christmas 2016 recess ASCIP conducted a chemical & hazardous material inventory of the science classrooms.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		During the summer of 2016 the exterior of the school site was painted by in-house facilities staff members.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	35	41	42	48	48
Mathematics (grades 3-8 and 11)	22	21	27	29	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	614	607	98.86	35.42
Male	323	319	98.76	31.66
Female	291	288	98.97	39.58
Black or African American	--	--	--	--
Asian	17	17	100	64.71
Filipino	--	--	--	--
Hispanic or Latino	587	580	98.81	34.48
White	--	--	--	--
Socioeconomically Disadvantaged	576	569	98.78	34.09
English Learners	314	309	98.41	25.57
Students with Disabilities	83	83	100	6.02
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	613	611	99.67	20.98
Male	322	321	99.69	20.25
Female	291	290	99.66	21.8
Black or African American	--	--	--	--
Asian	17	17	100	58.82
Filipino	--	--	--	--
Hispanic or Latino	586	584	99.66	19.73
White	--	--	--	--
Socioeconomically Disadvantaged	575	573	99.65	20.1
English Learners	313	313	100	12.18
Students with Disabilities	83	83	100	2.41
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46	32	36	34	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.7	22.2	24.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Torch provides regular opportunities for parents to participate in decisions on school site issues through parent organizations such as School Site Council, English Learner Advisory Council, and Parent Teacher Students Association. Coffee with the Principal, Back to School Night, Open House and student led parent teacher conferences are available for parents to get involved in their child's academic progress. School staff use an automated phone system to send messages in English and Spanish on school news and other important information. Teachers also send student and/or class information to the parents via email or phone. Parents have opportunities to attend various parent workshops provided by Bassett Unified School District, site instructional trainings, and through our school based counseling program.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.4	4.9	2.8	3.1	2.8	3.3	3.8	3.7	3.6
Expulsions	0.0	0.3	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Comprehensive School Safety Plan (CSSP) was developed for Torch Middle School in collaboration with outside agencies and the district office to fulfill Senate Bill 187 & 334 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, the sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff annually in August and January. Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. The district has employed policies, procedures, and practices to establish safe learning environments for students and staff. Students and their parents receive information annually regarding district policies.

The Bassett Unified School District is utilizing Positive Behavior Intervention and Supports (PBIS) to establish a positive school climate. PBIS is a proactive, system-wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond. Each school site has established a Behavioral Statement of Purpose and School-Wide Behavioral Expectations. Torch is committed to fostering a positive learning environment, where students are safe, respectful, and responsible.

Torch has one full-time Campus Safety Officers, two full-time Campus Monitor, and the assistance of additional personnel that support with student supervision before, during, and after school. In addition, the Los Angeles County Probation Office provides the school with an on-campus officer and other personnel as needed. The school conducts monthly drills to prepare for a disaster or emergency situations. Each drill is designed to ensure that students and employees understand how to implement emergency procedures in an effective and swift manner. At Torch our number one priority if the safety of our students and all stakeholders.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2007-2008
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	13	11	6	22	10	8	4	22	6	1	4
Mathematics	29	1	10	6	15	1			6	1		
Science	29	1	10	6	31	1	5	9	32	1	2	10
Social Science	29	1	10	6	31	1	6	8	30	2	3	9

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	643
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	3.0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5811	153	5658	69835
District	N/A	N/A	10019	\$80,858
Percent Difference: School Site and District	N/A	N/A	-55.6	-14.6
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-15.0	0.3

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

Types of Services Funded (Fiscal Year 2016-17)

The programs and services funded through funds in 2017-2018 are:

1. A full time health aide to ensure that students are provided with access to health and social services.
2. English Learner Development Program-Teacher training to facilitate English Language testing and assist students in the acquisition of the English language.
3. Advancement Via Individual Determination (AVID) – The program provides appropriate accelerated interventions and support for standard-based education and the importance of learning college expectation.
4. Project Lead the Way- The program provides opportunities for students to examine the development of automation and robotics as they learn about the, "mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms" (PLTW).
5. Visual and Performing Arts Program- students develop perceptual skills and visual arts as they analyze art elements and principals of design. Students will apply artistic processes and skills using a variety of media to communicate meaning and create works of art. In addition to Art, we offer Drama where students delve into the dynamics of theater, monologues, and musicals. Students learn to perform, practice and develop scripts while working together collaboratively.
6. GATE Program- students in the GATE program receive accelerated instruction and additional resources to address the learning styles of students who have been identified as gifted and talented.
7. Band Program- In addition to art, we have a band program. Students have the opportunity to be part of beginning band, orchestra band, and symphonic band. Students in band receive instruments for the year to practice with regularly and perform twice a year to a large audience.
8. FILM Program- In collaboration with the Latino Film Institute, this program introduces the basics of video production utilizing a personal camcorder and video editing software. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling while working in groups to create video projects utilizing post- production editing.

9. World Language Pathway- students have the opportunity to learn Spanish within middle school. We offer two courses, Spanish I and Spanish 2, for students to learn a second language during their middle school experience. By learning a world language in middle school, students are gaining a foundational understanding of a foreign language as well as building cultural relevance.
10. An extended day program to maintain a dynamic student-centered culture and to provide appropriate enrichment programs like Think Essential, organized sports teams, GATE Saturday Academy, LTEL Saturday, and tutoring.
11. Professional Development- Teachers assigned to provide expert professional training.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,905	\$44,144
Mid-Range Teacher Salary	\$72,216	\$69,119
Highest Teacher Salary	\$88,051	\$86,005
Average Principal Salary (Elementary)	\$107,316	\$106,785
Average Principal Salary (Middle)	\$109,450	\$111,569
Average Principal Salary (High)	\$121,799	\$121,395
Superintendent Salary	\$209,525	\$178,104
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Professional development is led by our school leadership dedicated to the purpose of specialized trainings and reinforced at the site by grade-level/content area collaborating teachers. Topics are developed by the leadership team and training is done by school personnel, district personnel, or outside consultants and trainers. Trainings range from Project-Based Learning development, AVID, Thinking Maps, Positive Behavioral Intervention and Support development, and implementation, English learner strategies, assessments and classroom management topics. Professional development occurs staff-wide once a month, with additional training scheduled for varying staff. Summer is also a time a professional development, with our teacher-led summer institute. Recently, we also have included teacher released days to facilitate the implementation of our STEM program, Project Lead the Way.