

Bonny Doon 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	Bonny Doon School
Street	1492 Pine Flat Rd.
City, State, Zip	Santa Cruz, CA 95060-9711
Phone Number	831.427.2300
Principal	Mike Heffner
Email Address	mheffner@bduesd.org
Website	www.bduesd.org
County-District-School (CDS) Code	44697326049563

Entity	Contact Information
District Name	Bonny Doon Union Elementary School District
Phone Number	831.427.2300
Superintendent	Mike Heffner
Email Address	mheffner@bduesd.org
Website	www.bduesd.org

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

Superintendent/Principal's Message

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November of 1988. The Report Card provides a variety of information about the school, its resources, its successes, and the areas in need of improvement. It is my hope that as you read our school's Report Card, you will find that Bonny Doon School has a solid record of academic achievement, a staff that is professionally skilled and committed to meeting the needs of its students, and a program that sets high standards for both the personal development and the intellectual growth of students. It is our goal to provide a thoughtful, meaning-centered curriculum, exemplary instruction, and a healthy environment for learning. We want Bonny Doon students to be engaged in and excited about learning on a daily basis.

Vision Statement

The Bonny Doon School Community will create a learning environment that challenges and supports students to achieve their highest potential. We need to acknowledge all aspects of a child's well-being to provide a successful learning experience.

Bonny Doon School Theory in Action

If we work together as a cohesive staff to provide a safe learning environment and create appropriate, rigorous expectations that tap into student interests and passions, then students will develop the agency and critical thinking skills needed to challenge themselves to go above and beyond to solve real world problems both independently and collaboratively. As a result, our students will be prepared for success at their next stages in life and school.

Our Core Values

We believe that:

- Learning occurs best in a healthy, safe, and nurturing environment.
- Commitment from students, home, school, and community is essential to student success.
- High standards and expectations foster greater academic achievement.
- A highly skilled, enthusiastic, and dedicated staff has a direct and powerful influence on students' lives and learning.
- Everyone should be treated with kindness and respect.
- The development of self esteem is critical to student success.
- Community building and peaceful conflict resolution are an integral part of the curriculum.
- It is our duty to cultivate a life-long love of learning in our students and staff.
- There is strength and value in diversity, and diversity should be celebrated.
- Active, timely communication is needed to build alliances with the entire community.
- An appreciation and respect for the natural world is necessary to becoming responsible world citizens.
- Continuous improvement is necessary to meet the needs of students in a changing world.

Community & School Profile

For more than half a century, the children of Bonny Doon have been schooled close to their homes. In the nineteenth century, several one-room schools, including Alba, Bald Mountain, Ocean View and San Vicente provided an education for the children of this remote area. Responding to a swift rise in population after the second world war, these small schools were absorbed into the newly formed Bonny Doon Union Elementary School District in 1947.

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	23
Grade 2	21
Grade 3	18
Grade 4	25
Grade 5	28
Grade 6	26
Total Enrollment	165

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Hispanic or Latino	6.7
White	89.7
Two or More Races	3
Socioeconomically Disadvantaged	17.6
English Learners	1.8
Students with Disabilities	7.9
Homeless	7.9

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	11	10	10	10
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: September, 2019

The school district held a public hearing on September 19th, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in January 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Readers and Writers Workshop/2017	Yes	0.0%
Mathematics	Engage New York Eureka Math	Yes	0.0%
Science	FOSS Adopted 2018	Yes	0.0%
History-Social Science	Scott Foresman Adopted 2006	Yes	0.0%
Health	Puberty Workshop and Curriculum Human Relations Media 2013	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Bonny Doon School was originally founded in 1947 and has since undergone complete modernization. Recent renovations to the campus include a new roof and the remodel of a substandard classroom into a dedicated science classroom. At the beginning of the 13/14 school year, a solar voltaic energy system was installed. This system now provides most of the power necessary to operate the school. The campus is currently comprised of 13 classrooms (including portables), a library, one staff room, a multi-purpose room, three playgrounds, one office, and one after-school program room. The chart displays the results of the most recent school facilities inspection.

Bonny Doon School provides a safe, clean, and functional learning environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for the school. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Superintendent/Principal works daily with a full time Operations Manager to develop cleaning schedules that ensure a clean and safe school. A scheduled maintenance program is administered by Bonny Doon School’s Operations Manager on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used to ensure efficient service when issues arise, with emergency repairs given the highest priority. The district maintains a deferred maintenance budget for larger facilities repair and maintenance needs. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For 2019-2020, Bonny Doon Union Elementary School District budgeted \$13,949 for the deferred maintenance program.

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: 10/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Gophers require trapping during non-school hours.
Overall Rating	Exemplary	

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)	66	63	66	63	50	50
Mathematics (grades 3-8 and 11)	50	54	50	54	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	94	89	94.68	5.32	62.92
Male	53	50	94.34	5.66	60.00
Female	41	39	95.12	4.88	66.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	86	82	95.35	4.65	65.85
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	19	18	94.74	5.26	44.44
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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	94	89	94.68	5.32	53.93
Male	53	50	94.34	5.66	48.00
Female	41	39	95.12	4.88	61.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	86	82	95.35	4.65	56.10
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	5.26	33.33
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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
5	7.1	25.0	57.1

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)

Parents and community members are actively involved in planning school programs, developing policies, raising funds, and assisting with the educational program and site upkeep. Parents volunteer in the classrooms, science lab, and Life Lab gardens.

The School Site Council and the Parents' Club provide excellent avenues of opportunity for those interested in contributing to Bonny Doon School. The School Site Council is responsible for creating and updating the School Safety Plan and the Local Control Accountability Plan (LCAP). Members also create a school survey which is completed by parents and students in the spring of each school year. The Parents' Club is a school-based community-building organization that also does small fundraising. All parents/guardians at the school are automatically members of the Parents' Club.

Bonny Doon School is fortunate to have the support of The Bonny Doon Community School Foundation (BDCSF). The Foundation solicits funds from the community at large in order to enhance the educational program for students and professional development program for staff. The Bonny Doon Art, Wine and Brew Festival is the major fundraising event for the Foundation. Donations from the Foundation presently support science and arts instruction.

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	0.0	0.0	0.0	0.0	0.0	0.0	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)

The Bonny Doon School Safety Plan includes detailed instructions for responding to a number of different emergency situations. It also outlines safety precautions taken at the school on a daily basis. The plan reviews school procedures and guidelines that support student safety and well-being, both outside on the playground and in the classroom.

The safety of students and staff is a primary concern at Bonny Doon School. Students are supervised before school and during recesses and lunch by certificated staff, classroom aides, and four noon yard duties. There is a designated area for student drop-off and pick-up in front of the school. All visitors are required to check in at the main office where they are given badges that must be displayed at all times.

The School Site Safety plan is revised regularly by the Safety Committee and the School Site Council.

Key elements of the safety plan include implementation of the Safe School Plan, and emergency closure and evacuation procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake and intruder alert drills are conducted on a regular basis throughout the school year.

Students at Bonny Doon School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Parents and students are informed of school rules and policies at the beginning of each school year through the student/parent handbook, and monthly through the principal’s newsletter. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. The school practices the Tribes discipline program which focuses on conflict resolution techniques.

Suspensions and expulsions are generally expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Extracurricular Activities

Students are encouraged to participate in the school’s additional academic and extracurricular activities, which are an integral part of the educational program. Offerings include:

- Student Council
- Artists in Residence
- Variety Show
- After-school Art Classes
- After-school Program (Childcare)
- Running Club
- Spectra Arts
- After-school chess classes
- Dance
- Music
- Yearbook committee

Student Recognition

School-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Numerous certificates, ribbons, prizes, and various other awards are given to students throughout the year. The school holds assemblies and special presentations to honor those with outstanding academic achievement, or participation in extracurricular activities.

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	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* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	8	3			9	3			12	2		
1	10	2			11	2			23		1	
2	13	2			10	2			21		1	
3	15	1	1		14	2			18	1		
4	15	2			15	1	1		25		1	
5	11	2			15	2			28		1	
6	16	1			17	1			26		1	
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*	.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	\$11,439	\$3,187	\$8,251	\$53,522
District	N/A	N/A	\$9,842	\$65,652.00
Percent Difference - School Site and District	N/A	N/A	-16.2	-9.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	54.3	-9.6

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)

Bonny Doon School employs an academic support teacher funded by the Federal Title I program. This teacher works with students who qualify for Title I support as well as other students in all grade levels who need extra support in any academic subject, particularly reading and mathematics. The Title I teacher is also our English Language Development (ELD) teacher, and she provides English Language Development (ELD) instruction to our English language learners. Kindergarten through 1st grade classes have a classroom aide for three hours per day. 2nd - 6th grade classes have an aide for one hour and 50 minutes per day. In addition, the school funds a social-emotional counselor to support students expressing or demonstrating challenges in the classroom and/or playground. for the 2019-2020 school year, the counselor is funded through the federal Title IV program. The school also offers fee-based After School Program and art classes.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,830	\$45,252
Mid-Range Teacher Salary	\$64,399	\$65,210
Highest Teacher Salary	\$92,827	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$151,088	\$124,686
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	12%	7%

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

Professional Development (Most Recent Three Years)

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

Staff members build teaching skills and concepts through participation in learning about and implementation of the Common Core State Standards. A team of five staff members attended the Computer Using Educators (CUE) conference in March of 2016 where they focused on using technology as an innovative tool to improve instruction and student learning. In the spring of 2019, a team attended the CUE conference again. Upon return, these teachers shared what they learned with the rest of the staff. In addition, teachers meet every Wednesday afternoon for professional development. On these Wednesdays, teachers plan lessons together, analyze student work and assessment results, plan interventions, research topics in education, and explore new uses for technology in the classroom. They also collaborate to plan special lessons, field trips, and events throughout the school year.

Certificated staff are provided with one professional development day before the first day of school in the fall and two during the school year. Topics are based on assessment results and need (learning new standards and curriculum). Seven out of eight classroom teachers, plus the resource teacher participated in intensive training with the Silicon Valley Math Initiative (SVMI) during Summer, 2016 as well as during follow-up sessions throughout the 2016/2017 school year. In Fall, 2017, teachers learned more about the communication tool Seesaw, as well as developed and refined the school's STARS initiative. February, 2018 professional development was focused on Readers and Writers Workshop. During 2017-2018 school year, our teachers continued to participate in professional development to support continued implementation of Readers and Writers Workshop. Additionally, during the 2018-2019 school year, classroom teachers are participating in professional development in problem-based mathematics instruction. Our staff is also working to implement Next Generation Science Standards as part of the county-wide BaySci initiative. During the 2018-2019 and 2019-2020 school years, teachers leaders are participating in a county-wide science initiative. During the 2019-2020 school year, staff also is working with a hired math coach to learn and implement math instruction through a problem-solving approach.