Cinnabar Charter School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Cinnabar Charter School
Street	286 Skillman
City, State, Zip	Petaluma, California
Phone Number	707-765-4345
Principal	Tracie Kern
E-mail Address	tkern@cinnabar.k12.ca.us
Web Site	www.cinnabar.k12.ca.us
CDS Code	49-70649-6051635

District Contact Information	
District Name	Cinnabar Elementary School District
Phone Number	707-765-4345
Superintendent	Tracie Kern
E-mail Address	tkern@cinnabar.k12.ca.us
Web Site	www.cinnabar.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The Cinnabar School family of staff, students, parents, and community, building on its traditions of excellence, discipline, and community involvement, seek to create a safe, stimulating environment which prepares our students to function effectively as lifelong learners and responsible citizens.

About Cinnabar Charter School:

The Cinnabar Charter School is part of Cinnabar Elementary School District along with Cinnabar Elementary School. The charter school, elementary school and district is a single school district and charter. Cinnabar Charter School serves about 270 students in grades TK-8. The district serves approximately 285 students in grades TK-8. Cinnabar Elementary School District was established in 1859 for the purpose of serving the children who lived mostly on farms just north of Petaluma. While some of the children today live on ranches, most live in homes that would be considered suburban. The school district serves a relatively diverse student body. The district has 15 classroom teachers, all of whom are experienced and highly qualified. In addition, we have support staff and a resource teacher to support students in their learning. We also provide weekly professional development for staff. Our focus is setting each and every student up for success.

We are a small school and district working collaboratively with students, staff and families ensuring all students are learning at high academic levels every day. Cinnabar Charter School is a STEAM School integrating Science-Technology-Engineering-Arts-Music in our core curriculum academic programs. We accomplish this by having a very rigorous program that allows teachers to differentiate when additional learning support is needed and challenge the highest performers with enrichment opportunities. Parent participation is valued by the staff and encouraged. There is an active parent and community foundation called Cinnabar Education Foundation (CEF), a School Site Council (SSC), and an English Language Parent Advisory Committee (ELPAC).

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	31
Grade 1	44
Grade 2	25
Grade 3	25
Grade 4	24
Grade 5	30
Grade 6	28
Grade 7	20
Grade 8	25
Total Enrollment	252

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	1.2
Filipino	0
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0.8
White	32.1
Two or More Races	2
Socioeconomically Disadvantaged	71
English Learners	55.6
Students with Disabilities	13.1
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	13	16	17
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	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 9/2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders	Yes	0
Mathematics	Pearson Envision Mathematics	Yes	0
Science	McMillan-McGraw Hill California Science	Yes	0
History-Social Science	McMillan-McGraw Hill California Vistas	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cinnabar Elementary School District (that includes Cinnabar Elementary School and Cinnabar Charter School) is currently modernizing our 1950s school facilities. Measure J, a school improvement general obligation (G.O.) bond measure, was passed on November 4, 2014 to fund our modernization and renovation project. The Multi-purpose room was renovated in the summer of 2013 and a new middle school quad with three three additional classrooms was added in the summer of 2014. During the summer of 2015, two portables were replaced with newer models and two additional portables were added to the district, as well as installing a new electrical transformer and upgrading our low voltage systems. In the summer of 2016 new roofs, gutters and solar panels were installed, as well as parking lot lighting, expanding the kindergarten playground, replacing office windows, upgrading drainage and sewer lines districtwide.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 1/5/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Replaced and installed new furnace for the office and kindergarten classroom on 1/21/15; Replaced library and computer room HVAC and Sewer lines summer of 2016. Classroom HVACs scheduled for replacement during summer 2017 project.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Campus exterior painted - summer 2016.
Electrical: Electrical	X			New electrical transformer installed summer of 2015.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/5/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom drinking faucets replaced and new outside drinking fountains installed summer of 2016.
Safety: Fire Safety, Hazardous Materials	X			Fire department and RESIG safety walks occurred during the 2016-2017 school year.
Structural: Structural Damage, Roofs	X			Roofs and gutters replaced in our modernization project - summer of 2016.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Office and kindergarten bathroom windows replaced to increase energy efficiency and classroom windows will be replaced summer of 2017. Playground, track, and field upgrades are scheduled for summer 2017 modernization project.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/5/16				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	37	51	37	51	44	48
Mathematics	27	28	27	28	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	27	27	100.0	51.9
	4	23	23	100.0	50.0
	5	30	29	96.7	62.1
	6	28	28	100.0	39.3
	7	19	19	100.0	36.8
	8	25	25	100.0	60.0
Male	**4**	14	14	100.0	42.9
	5	16	15	93.8	60.0
	6	15	15	100.0	33.3
	8	17	17	100.0	52.9
Female	**3**	18	18	100.0	50.0
	5	14	14	100.0	64.3
	6	13	13	100.0	46.1
Hispanic or Latino	**3**	19	19	100.0	42.1
	4	15	15	100.0	35.7
	5	20	19	95.0	47.4
	6	22	22	100.0	40.9
	8	17	17	100.0	52.9
White	**7**	11	11	100.0	36.4
Socioeconomically Disadvantaged	**3**	23	23	100.0	47.8
	4	17	17	100.0	43.8
	5	23	22	95.7	50.0
	6	21	21	100.0	38.1
	8	20	20	100.0	55.0
English Learners	**3**	18	18	100.0	44.4
	4	14	14	100.0	38.5
	5	15	14	93.3	35.7
	6	15	15	100.0	26.7

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	27	27	100.0	40.7
	4	23	22	95.7	36.4
	5	30	30	100.0	13.3
	6	28	28	100.0	21.4
	7	19	19	100.0	15.8
	8	19	19	100.0	15.8
Male	**4**	14	14	100.0	42.9
	5	16	16	100.0	12.5
	6	15	15	100.0	13.3
Female	**3**	18	18	100.0	44.4
	5	14	14	100.0	14.3
	6	13	13	100.0	30.8
Hispanic or Latino	**3**	19	19	100.0	31.6
	4	15	14	93.3	21.4
	5	20	20	100.0	5.0
	6	22	22	100.0	22.7
White	**7**	11	11	100.0	27.3
	8	11	11	100.0	27.3
Socioeconomically Disadvantaged	**3**	23	23	100.0	39.1
	4	17	16	94.1	25.0
	5	23	23	100.0	13.0
	6	21	21	100.0	23.8
English Learners	**3**	18	18	100.0	33.3
	4	14	13	92.9	23.1
	5	15	15	100.0	6.7
	6	15	15	100.0	6.7

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	51	62	29	51	62	60	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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	55	55	100.0	61.8
Male	33	33	100.0	60.6
Female	22	22	100.0	63.6
Hispanic or Latino	37	37	100.0	54.1
White	17	17	100.0	76.5
Socioeconomically Disadvantaged	43	43	100.0	55.8
English Learners	18	18	100.0	27.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 Parental Involvement State Priority (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 2016-17)

The Cinnabar School Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The District supports and encourages parent involvement as a component of instructional planning, for community building, and simply as a support structure of our overall program.

We understand that teachers and parents/guardians can better meet the student needs if they work together. We are committed to communicating frequently, in whatever language is spoken in the home, to keep parents/guardians well informed about school expectations and activities, students progress toward grade level expectations, and advise them of how to support future learning for their children.

Please contact the Principal/Superintendent at Cinnabar School at 707-765-4345 for information pertaining to organized opportunities for parent involvement.

The Board encourages parents/guardians to serve as volunteers in the school and to attend student performances and school meetings. Cinnabar School shows its commitment to this policy by establishing the following:

Board Policy

To answer the needs of the local community, provide ways to support parents in working with their children, build consistent and effective communication between the home and the school, train teachers and administrators in effective ways of communicating with parents, and to integrate parent involvement programs as part of the school's master plan for academic accountability.

Further, as a Title 1 school, Cinnabar recognizes the following:

A procedure to ensure the Title 1 parents are consulted and participate in the planning, design, and implementation of the Title 1 program.
Regular and periodic programs throughout the school year that provide for training, instruction, and information on all of the following:
Parent's ability to directly affect the success of their children's learning through the support they give their children both at home and at school;
Home activities, strategies, and materials that can be used to assist and enhance the learning of children both at home and at school;
Parenting skills that assist parents in understanding how to provide positive discipline for and build healthy relationships with their children;
Parental ability to develop consistent and effective communication between the school and the parents concerning the progress of the children in school and concerning school programs;
An annual statement identifying the specific objectives of the program;
An annual review and assessment of the program's progress in meeting those objectives;
Parents shall be made aware of the existence of this review and assessment through regular school communication mechanisms and shall be given a copy upon the parent's request.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.4	0.4	0.0	0.4	0.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Cinnabar Charter School's Safety Plan has an annual review and revise cycle as follows: reviewing and revising the district's emergency and safety plan in August - October with staff; review, revise & update the safety plan with SSC and Leadership Team in November - February; review the safety plan with school board in January and board approval of the safety plan in February.

Cinnabar Charter School integrates PBIS (Positive Behavior Intervention and Supports) into our educational practices and programs to build and sustain a positive culture and climate for students. Our School rules are: be safe, respectful, and responsible. We positively reinforce students following the schools rules and explicitly teach behavior expectations so students can be successful in following our three school rules. PBIS is an important part of our school safety plan ensuring students have a safe and positive environment to maximize their learning. PBIS integrates a bullying prevention program to promote respect towards others and procedures to follow for bully prevention and intervention. PBIS explicitly teaches students behavioral skills in social emotional learning, conflict resolution, restorative practices, and relationship repair.

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	3			17	1	1		14	1		
1	15	2			26		1		17	2		
2	19	1			21		1		20	2		
3	14	2			25		1		30		1	
4	23		1		26		1		25		1	
5	23		1		25		1		28		1	
6	27		1		32		1		27	1	1	
Other									27	1	2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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												
Mathematics												
Science												
Social Science												

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.8	N/A
Library Media Teacher (Librarian)	.33	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.36	N/A
Social Worker	0	N/A
Nurse	.13	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1.0	N/A
Other	.5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10,770	2,780	7,990	60,831
District	N/A	N/A	7,990	$60,985
Percent Difference: School Site and District	N/A	N/A	0.0	-0.3
State	N/A	N/A	$5,677	
Percent Difference: School Site and State	N/A	N/A	40.7	1.0

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

Types of Services Funded (Fiscal Year 2015-16)

Cinnabar Charter School services funded for the 2015-2016 school year to support student learning are as follows: A computer-based supplemental reading program called Reading Eggs for pre-reading and reading practice using ipad mini tablets for grades TK-2 & grades 3-5 using Chromebooks and computer stations. Grades 1-2 use Imagine Learning for extra student practice with ELA/ELD listening, speaking, and reading skills on ipad mini tablets with common core aligned assessments for progress monitor of students mastering state ELA & math standards. For 1st grade students are assessed for reading skills using DIBELS. Grades TK-2 students use MathSeeds as their supplemental math program for extra practice with state standards. The supplemental reading and math program for grades 2-8 for fluency and comprehension practice is Renaissance Learning. Seven instructional aides support student learning in grades TK-5 and small middle school class sizes with intervention supports are used in grades 6 - 8. A full time reading intervention teacher targets student learning with small group ELA/ELD instruction to accelerate student ELA proficiency.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$41,085
Mid-Range Teacher Salary		$59,415
Highest Teacher Salary		$75,998
Average Principal Salary (Elementary)		$100,438
Average Principal Salary (Middle)		$101,868
Average Principal Salary (High)		
Superintendent Salary		$116,069
Percent of Budget for Teacher Salaries	28%	33%
Percent of Budget for Administrative Salaries	4%	7%

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)

Cinnabar Charter School & District's school-wide staff development is Academic & Behavioral RtI2 (Response to Instruction & Intervention). All staff members are trained in building a solid foundation for student learning for both academics and pro-social skill development using state standards aligned curriculum with rigor and fidelity. Explicit Direct Instruction is the method used for delivery for great, first, whole-group instruction followed by differentiation and small group universal access to support all learners in mastering state standards. Staff receives on-going training for three full days at the start of the school year and every Wednesday for 1.5 hours during the school year. Experts come to the school to train staff throughout the school year on RtI2, PBIS integrating Positive Behavior Intervention & Supports into our educational programs and practices) and Step-up-to-Writing.