

Mary Collins Charter School at Cherry Valley
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mary Collins Charter School at Cherry Valley
Street	1001 Cherry Street
City, State, Zip	Petaluma, CA 94952-2065
Phone Number	707-778-4740
Principal	Amy Schlueter
Email Address	aschlueter@petk12.org
Website	https://www.petalumacityschools.org/cherryvalley
County-District-School (CDS) Code	49402466051932

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma City Schools
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

School Description and Mission Statement (School Year 2020-2021)

The Mission of Mary Collins Charter School at Cherry Valley is best expressed in the words of the school's former principal and namesake Mary Collins. "The purpose of education is to help students develop the best that is in them. Part of that is an appreciation of who they are as well as a respect for differences and diversity. I hope that students will leave the process of education more curious than when they entered it. This curiosity about life would give students a sense of competence and confidence that comes from years of learning creative problem solving and thinking skills. This confidence would impel students to continue to satisfy their curiosity and to be willing to be responsible for others within the society to make it better for all." Mary Collins

Educational Philosophy

At MCCV, we believe that education should be relevant, engaging, comprehensive, and experiential. We aim to prepare our students with the knowledge, skills, and dispositions to be college and career ready, but also to be globally competent citizens. To meet this aim, we empower students to learn actively and in collaboration with one another. This approach is the foundation for instruction at MCCV.

Learning and instruction is meaningful as students cultivate connections with peers of different cultural backgrounds, perspectives, academic strengths, and life experiences. MCCV views students and their communities' as funds of knowledge (Moll, et al., 1992) as assets that are critical to learning and that can be leveraged to develop global competence. Moreover, using a culturally relevant pedagogical approach (Ladson-Billings, 1995) both emphasizes educating about the narratives of groups of people historically un- and under-represented in U.S. schools and works to explicitly uphold communities that have been and continue to be marked by injustice. Rather than reinforcing deficits, MCCV enriches strengths and, as such, MCCV students come to celebrate and learn about varying ways of walking through the world.

The educational program is organized into two primary hubs - visual and performing arts and environmental education. The interdisciplinary nature of learning at MCCV is evidenced by our project based curriculum and is rooted in these two learning hubs. To integrate visual and performing arts, teachers at MCCV use performance art to explore the various disciplines of ELA, Math, Science and Social Science and teach students to create fine arts that demonstrate their thinking and understanding of the concepts across the Common Core State Standards.

Link to the full Charter Petition 2020 - 2025 can be found on the school website at

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	45
Grade 1	46
Grade 2	45
Grade 3	51
Grade 4	44
Grade 5	42
Grade 6	49
Grade 7	49
Grade 8	38
Total Enrollment	409

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1
Asian	0.5
Filipino	0.5
Hispanic or Latino	15.9
White	72.6
Two or More Races	8.3
Socioeconomically Disadvantaged	23
English Learners	1.5
Students with Disabilities	11.7
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	21	21	274
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Mary Collins Charter School has sufficient textbooks and instructional materials for each student. Below is the list of textbooks and instructional materials used at MCCV and the date of adoption. The most recent include the Bridges math curriculum for grades K - 5 and TWIG science curriculum for grades K - 5. Additionally MCCV teachers curate curriculum from open-source resources and create lesson and units to teach the Common Core State Standards in other core areas such as ELA, Social Science, and Physical Education. The next district adoption will be for Social Science, and a district Human Interaction committee continues to work on district priorities and examining curriculums for adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MCCV (6-8) Studysync 2017 Empowering Writers, 2016	Yes	0.0
Mathematics	MCCV (K - 5) Bridges Math 2020 MCCV (6-8) College Preparatory Math (CPM), 2015	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	MCCV (K - 5) TWIG 2020 MCCV (6 - 8) TCI Science 2020	Yes	0.0
History-Social Science	TCI History Alive!, 2015	Yes	0.0
Foreign Language	N/A	Yes	0.0
Health	Teacher curated/created materials	Yes	0.0
Visual and Performing Arts	Teacher curated/created materials	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

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

School Facility Conditions and Planned Improvements

Overall the school is clean, safe, and in good repair.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

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	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	60	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	38	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	47	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Mary Collins Charter School at Cherry Valley has a long history of parental involvement. Parents donate and/or raise substantial funds for educational and enrichment programs. They also serve as volunteers in the classrooms, on the playground, in the garden, in the library, and everywhere in between. Additionally, our parents support electives, demonstrate their talents and skills in class and at various events, provide transportation for field trips, donate supplies and materials, write grants to fund school projects, and generally support and promote the school. They are an essential part of our support network for all students. (LCAP: Goal 3).

The MCCV PTA funds environmental education with generous donations to purchase supplies for our school garden. The PTA also supports our after school enrichment program Mentor Reading and provides student scholarships for our many other after school enrichment programs. The PTA also supports our educational assemblies, provides field trip scholarships, supports performing arts, provides teacher classroom supplies, technology, art supplies, P.E. supplies, and much more. The primary fundraiser is the Cherry Jubilee, but there are many other auxiliary fundraisers that the PTA holds throughout the year.

PTA President Contact - Amy Evans Reber

The Mary Collins Education Foundation - MCEF - underwrites programs and applies for grants that enable our school to fulfill its charter. Examples include funding the 6-8 music program, algebra-readiness, environmental education for grades k - 8 and physical education grades k - 8. The primary fundraisers are the Spring Fundraising Campaign and the Walk-A-Thon.

MCEF President Contact - Megan Malone

The Friends of Cherry Valley Library underwrites part of the librarian’s salary, all library books, as well as supplies and technology for the school library. The primary fundraisers are the Membership Fund Drive and Book Fair(s).

Friends of Cherry Valley Library President Contact Meagan Gazzoli

TIDE (Team for Inclusivity, Diversity & Equity) is also another group on campus that includes parents.

Vision: We believe in an equitable school community where multiple perspectives are invited and celebrated.

Mission: We actively seek to understand the complex and rich identities of self and others, and to lean into difficult topics related to diversity, equity, and inclusion. We believe that this work is a responsibility held by all and done for all. This pursuit prepares the children and adults in our community to be change agents of our increasingly diverse and global world, affecting systemic change. - Maria Niggle Committee Facilitator -

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	2.2	8.7	8.5	3.6	3.5
Expulsions	0.0	0.0	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.58	9.85	NA
Expulsions	0	0.18	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Mary Collins Charter School at Cherry Valley Comprehensive School Safety Plan is reviewed and revised annually in January by a Safe School Committee. This is comprised of Administration, Certificated, Classified, Parents, Students and a designated local emergency responder. The school plan is in alignment with the Petaluma District's Emergency Operations Plan and the School Crisis: Response and Recovery Plan. Both are reviewed and practiced by staff each year. The School Safety Plan includes school crime assessment data, information about child abuse reporting, disaster procedures, information about our school-wide behavior expectations, procedures to notify teachers of dangerous pupils, the harassment/sexual harassment policy, and information about supervision of students.

To see the full plan visit our website at

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	24		4		22	1	3					
3	27		3		23		4					
5	31		3		29		3					
6	22	4	10		20	6	6		17	9	12	
Other**									25		11	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	21	6	7		26	3	6		29		6	
Mathematics	11	6			13	4	2		13	5	2	
Science	11	6			13	6			11	8		
Social Science	22	1	2		26		3		12	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 Pupils to Academic Counselor (School Year 2019-2020)

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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.05
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,185.33	\$1,601.23	\$5,584.10	\$68,885
District	N/A	N/A	\$5,615	\$73,153
Percent Difference - School Site and District	N/A	N/A	-0.6	-6.0
State	N/A	N/A	\$7,750	\$83,059
Percent Difference - School Site and State	N/A	N/A	-32.5	-18.7

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

Types of Services Funded (Fiscal Year 2019-2020)

Local Control Funding Formula (LCFF) Base Grant supports the following actions and related expenditures at the site to be performed as centralized services. The purpose is to provide flexibility in the use of state and local funds by LEA and school.

Faculty and Staff Salaries and Benefits
 Facilities and Grounds Maintenance
 Library Services (A portion is funded through grants and donations)
 Counseling Support
 Reading Specialist

Stipends
 Admin Designee
 ELPAC Coordinator
 SST Coordinator
 CAASPP Coordinator

GATE Coordinator
 Independent Study Coordinator
 Mentor Reading Coordinator

LCFF Supplemental Grant supports 20% of the adjusted LCFF base grant for targeted disadvantaged students.
 Assessment to determine Interventions

Additional funding is provided through parent donations collected by the Mary Collins Education Foundation MCEF to fund enrichment programs.
 These include: a Student Advisor, a P.E. Specialist, an Environmental Education (Gardening) professional expert, and a Middle School Music teacher.

Additional funds for materials, field trips, and campus events are also raised by the PTA and Friends of Cherry Valley Library.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,479	\$49,782
Mid-Range Teacher Salary	\$60,056	\$76,851
Highest Teacher Salary	\$86,277	\$97,722
Average Principal Salary (Elementary)	\$103,961	\$121,304
Average Principal Salary (Middle)	\$109,099	\$128,629
Average Principal Salary (High)	\$117,833	\$141,235
Superintendent Salary	\$212,364	\$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Four (4) professional development days were built into the work year calendar. District staff were surveyed to collect teacher professional development interest/need. The area of highest interest/need were selected as topics for the four (4) professional development days. The four (4) professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. With the transition to distance learning in March of 2020 due to the pandemic, the training in April and June focused on how best to adapt classroom lessons to a video-conference platform and how to effectively use the learning management systems Google Classroom and Seesaw as well as other on-line learning applications. Some of the other workshop sessions offered included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. Teachers also attended workshops, trainings, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The Elementary and Secondary Distance Learning Committees were formed in the Spring and have continued to meet regularly since the beginning of the 20/21 school year. the K-12 Curriculum/Staff Development committee met and originally planned the four (4) professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.