

School Accountability Report Card-Gravenstein Elementary

Reported for School Year 2009-10

Published During 2010-11

Executive Summary School Accountability Report Card 2009-10

Gravenstein Elementary School

Address: 3840 Twig Ave. , Sebastopol CA 95472-5750
 Principal: Linda J. LaMarre

Phone: 707-823-5361
 Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

School Description

There are three schools within Gravenstein Union School District. Gravenstein Elementary, Hillcrest Middle School and Gravenstein Community Day School.

Gravenstein Elementary School is a Pre-Kindergarten through 5th grade school. Gravenstein School has a traditional program and the ENRICH! program for Kindergarten through 5th grade. ENRICH! is a full day GATE Program for grades Kindergarten through eighth grade. It is entitled ENRICH! – A Creative Arts Magnet Program.

We are convinced that all students can learn and that our mission is to ensure that each child masters the knowledge and develops the attitudes and skills necessary to become a contributing and productive citizen. We believe the education of our children is a cooperative effort of home, school and community. We provide a comprehensive program of education for grades K-8 and are grateful for our very supportive and caring parents.

Mission Statement

We, the Gravenstein Union School District, are dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship. State and district policies support our common goal.

Student Enrollment

Group	Percent
African American	1.01 %
American Indian or Alaska Native	0.34 %
Asian	2.69 %
Filipino	1.01 %
Hispanic or Latino	11.78 %
Pacific Islander	0.34 %
White (not Hispanic)	82.83 %
Multiple or No Response	0%

Socioeconomically Disadvantaged	17.00 %
English Learners	9.00 %
Students with Disabilities	9.00 %
Total Number of Students	353

Teachers

Indicator	Teachers
Teachers with full credential	18
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	74%
Mathematics	74%
Science	72%
History-Social Science	N/A

Academic Progress

Indicator	Result
2010 Growth API Score (from 2009 Growth API Report)	853
Statewide Rank (from 2009 Base API Report)	9
2010-11 Program Improvement Status (PI Year)	Not in PI
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 9 AYP Criteria

School Facilities

Summary of Most Recent Site Inspection

The following items have been listed as "in good repair":

Mechanical Systems
 Windows/Doors/Gates/Fences
 Interior Surfaces
 Hazardous Materials
 Structural Damage
 Fire Safety
 Electrical
 Drinking Fountains
 Restrooms
 Septic System

Playground/School Grounds
 Roofs
 Overall Cleanliness of the School

Repairs Needed

Our last Site Inspection found all items to be in good repair.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 7316
District	\$ 7316
State	\$5,512

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports

for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	Gravenstein Elementary	District Name	Gravenstein Union Elementary
Street	3840 Twig Ave.	Phone Number	707-823-7008
City, State, Zip	Sebastopol, CA 95472-5750	Web Site	www.grav.k12.ca.us
Phone Number	707-823-5361	Superintendent	Linda J. LaMarre
Principal	Linda J. LaMarre	E-mail Address	llamarre@grav.k12.ca.us
E-mail Address	llamarre@grav.k12.ca.us	CDS Code	49- 70714- 6051742

School Description and Mission Statement (School Year 2010-11)

School Description

There are three schools within Gravenstein Union School District. Gravenstein Elementary, Hillcrest Middle School and Gravenstein Community Day School.

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Opportunities for Parental Involvement (School Year 2009-10)

The Gravenstein Schools Foundation (GSF), Magnet Parent Foundation (MPF), School Site Council, volunteering in classrooms, and field trips are some of the opportunities available for parental involvement. Fundraising through the foundations and helping teachers in class are not the only methods used in volunteering. Many parents share their own talents as a doctor, dentist, scientist, artist, poet, foreign language specialist, physical fitness instructor, and more with classroom students.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	56
Grade 1	61
Grade 2	48
Grade 3	76
Grade 4	69
Grade 5	43
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	353

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.0 %
American Indian or Alaska Native	0.4 %
Asian	3.0 %
Filipino	0.4 %
Hispanic or Latino	13.0%
Pacific Islander	0.4 %
White (not Hispanic)	81.0 %
Multiple or No Response	0%
Socioeconomically Disadvantaged	18.0 %
English Learners	9.0 %
Students with Disabilities	8.0 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	3			20.0	1	1		20.0	1	1	
1	20.0	2			20.0	2			20.0	1	1	
2	17.0	2			21.0		3		21.0		3	
3	19.0	2			18.3	3			18.3	3		
4	19.5	1	1		27.0		1		27.0		1	
5	24.0		2		24.0		1		28.0		1	
6												
K-3	19.0	1			20.0	1			20.0	2		
3-4												
4-8					21.0		4		21.0		4	
Other												

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, school board members and parents, a review of the fire alarm system, and workshops attended by some of the district's safety committee.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.8	2.4	2.5	8.3	3.6	2.6
Expulsions	0.0	0.0	0.0	1.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

A Modernization Project for Gravenstein Elementary and Hillcrest Middle School campuses was completed at the end of 2008. This included restrooms, buildings, and ADA requirements. Facility Improvements for 2008-09 included additional tile and stall repair and replacements done at the Gravenstein student restrooms and new window covering for Hillcrest Middle School.

2009-10 School year improvements included the removal of an old storage building making space for a new classroom at the Gravenstein campus. This project was completed during the 2009-10 school year and the building became the Preschool classroom.

We work to provide facilities and grounds that reflect the community and provide a safe and attractive setting. The district works closely with our two school foundation groups and Site Council for landscaping and beautification ideas.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

System Inspected	Overall Rating	Good
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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	15	16	18	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		
Psychologist	0.2FTE	N/A
Social Worker		N/A
Nurse	0.2FTE	N/A
Speech/Language/Hearing Specialist	0.7FTE	N/A
Resource Specialist (non-teaching)	1.0FTE	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good-Current Adoption	0
Mathematics	Good-Current Adoption	0
Science	Good-Current Adoption	0
History-Social Science	Good-Current Adoption	0
Foreign Language	Good-Current Adoption	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-09)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7316			\$53,523
District	\$7316			\$53,523
Percent Difference – School Site and District	0			0
State			\$5,512	\$56,284
Percent Difference – School Site and State				5%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical funds provide services and tutoring to students who are not proficient in Language Arts or Math whether they have an IEP or not. Both campuses in the Gravenstein Union School District fund a Learning Lab which is staffed with a special education credentialed teacher and at least one instructional assistant to provide replacement intervention instruction with Language! Intervention English Language Arts (ELA) curriculum and Harcourt Fast Forward Math Intervention materials. These Intervention materials are intended for students in grades 4-8 (ELA) and grades 4-7 (Math) who are at least two grade levels below where they should be. Additional tutoring is given for students in grades K-3 using intervention materials included with the *Imagine It* (Open Court 2009) ELA materials and Harcourt Math. Additional assistance is given to students with their Social Studies and Science class work in the Learning Labs or with Learning Lab assistants going into the social studies and science classrooms.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district’s budget, and

compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,821	\$38,481
Mid-Range Teacher Salary	\$53,523	\$55,789
Highest Teacher Salary	\$71,939	\$70,849
Average Principal Salary (Elementary)	\$56,000*	\$88,862
Average Principal Salary (Middle)		
*(Superintendent is the elementary principal)		
Superintendent Salary	\$57,862*	\$110,994
Percent of Budget for Teacher Salaries	41.90 %	37.20 %
Percent of Budget for Administrative Salaries	4.62 %	6.60 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2010 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	69	67	74	72	74	78	46	50	52
Mathematics	82	81	74	71	73	67	43	46	48
Science	73	61	72	71	75	83	46	50	54
History-Social Science	0	0	0	59	67	76	36	41	44

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	48.1	51.9	*	
Pacific Islander	*	*		
White (not Hispanic)	74.6	73.0	73.0	
Male	74.0	82.0	83.0	
Female	74.0	65.0	62.0	
Economically Disadvantaged	52.4	52.4	*	
English Learners	52.4	57.1	*	
Students with Disabilities	16.7	22.2	*	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	74.0	60.0	42.0
7	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's

academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	9	7	9

- "N/A" means a number is not applicable or not available due to missing data.
- "B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- " * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	49	17	-20	853
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	61	3	-19	864
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

- "N/A" means a number is not applicable or not available due to missing data.
- "**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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	
Percent of Schools Currently in Program Improvement	N/A	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. Two teacher work days are annually devoted to staff development. Teachers are also encouraged to attend professional development outside of these days.