



# School Accountability Report Card Reported School Year 2007-08

(Published During 2008-09)

Executive Summary School Accountability Report Card			
Franklin Elementary School			
Address:	915 Foothill Blvd. , Oakland CA 94606-3013	Phone:	510-879-1160
Principal:	Jeanette MacDonald	Grade Span:	K - 5
<p>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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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.</p>			

## About This School

Franklin Elementary School has high expectations for all students. We welcome the challenges mandated by the NCLB. Franklin School provides a school environment where students, parents and teachers come together in the pursuit of academic advancement. We encourage every student to be a life long learner by providing before, during and after school extended tutorials. We have 10 bilingual classes for Cantonese, Spanish, and Vietnamese students and 21 Structured English Immersion classes for other language groups. We provide Deaf and Hard of Hearing SPED instruction to the OUSD's K-5 students. We also have a SPED kindergarten and a SPED 4th and 5th grade class. We infuse the core curriculum with an Art Education Program, offering all students music, art, dance, and drama.

## Student Enrollment

Group	Percent
African American	14.75 %
American Indian or Alaska Native	0.43 %
Asian	44.11 %
Filipino	0.43 %
Hispanic or Latino	25.96 %
Pacific Islander	0.43 %
White (not Hispanic)	2.41 %
Multiple or No Response	11.49 %
Socioeconomically Disadvantaged	79 %

English Learners	51 %
Students with Disabilities	8 %
<b>Total Number of students</b>	<b>705</b>

## Teachers

Indicator	Teachers
Teachers with full credential	39
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	3

## School Facilities

Summary of Most Recent Site Inspection - Repairs Needed - Corrective Actions Taken or Planned

The facility is in good condition. The present campus consists of three main classroom buildings and five portables, which provide for thirty-five classrooms and office space for the staff. The site has a multi-purpose room which is equipped with a complete kitchen. The buildings are both one and two stories, with connecting breeze ways. The breeze ways and play yard have an asphalt surface.

Some drinking fountains outside and some of the surfaces on the playground still have work needed and pending.

## 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	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,986
District	\$6,969
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	57 %
Mathematics	72 %
Science	60 %
History-Social Science	N/A

## Academic Progress

Indicator	Result
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2008 Growth API Score (from 2008 Growth API Report)	835
Statewide Rank (from 2007 Base API Report)	6
2008-09 Program Improvement Status (PI Year)	Not in PI

# 2007-08 School Accountability Report Card Report (SARC)

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 at the [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Franklin Elementary	District Name	Oakland Unified
Street	915 Foothill Blvd.	Phone Number	510-879-8582
City, State, Zip	Oakland , CA 94606-3013	Web Site	<a href="http://www.ousd.k12.ca.us">www.ousd.k12.ca.us</a>
Phone Number	510-879-1160	Superintendent	Dr. Roberta Mayor
Principal	Jeanette MacDonald	E-mail Address	<a href="mailto:roberta.mayor@ousd.k12.ca.us">roberta.mayor@ousd.k12.ca.us</a>
E-mail Address	<a href="mailto:jeanette.macdonald@ousd.k12.ca.us">jeanette.macdonald@ousd.k12.ca.us</a>	CDS Code	01-61259-6001820

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Franklin Elementary School encourages every student to be a life long learner. To accomplish this, we envision a clean, safe environment where our students are actively involved in a learning process that is exciting, meaningful and interactive. This process is built on the strengths and diversity of our multilingual, multiethnic community. Students have respect for themselves and show respect for others. Parents are vital partners in this life long learning goal. Students, staff, parents and our school community are valued as we work together to provide an encouraging environment for life long learning. Franklin School received the Title 1 Academic Achievement Award in 2006 and 2007, and continues to work together for academic achievement and proficiency status for all students.

Franklin Elementary School has high expectations for all students. We welcome the challenges mandated by the NCLB. Franklin School provides a school environment where students, parents and teachers come together in the pursuit of academic advancement. We encourage every student to be a life long learner by providing before, during and after school extended tutorials. We have 10 bilingual classes for Cantonese, Spanish, and Vietnamese students and 21 Structured English Immersion classes for other language groups. We provide Deaf and Hard of Hearing SPED instruction to the OUSD's K-5 students. We also have a SPED kindergarten and a SPED 4th and 5th grade class. We infuse the core curriculum with an Art Education Program, offering all students music, art, dance, and drama.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents are valued partners of the schools in the educational development of their children and in the daily activities of the school. Parents participate in school-wide planning and budgeting through the School Site Council and the English Learners Advisory Committee. Parents donate their time by volunteering in their children's classrooms, in fundraising events, in supervising an activity during festive occasions and in Family Night events.

Franklin welcomes parents to join the student body in its monthly Student of the Month Recognitions, monthly student educational presentations, cultural/performing art assemblies, classroom celebrations and presentations, Family Night events (Literacy, Math, Science) as well as other outstanding events.

## Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	125
Grade 1	124
Grade 2	121
Grade 3	117
Grade 4	102
Grade 5	116
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
<b>Total Enrollment</b>	<b>705</b>

## Student Enrollment by Group (School Year 2007-08)

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	14.75 %
American Indian or Alaska Native	0.43 %
Asian	44.11 %
Filipino	0.43 %
Hispanic or Latino	25.96 %
Pacific Islander	0.43 %
White (not Hispanic)	2.41 %
Multiple or No Response	11.49 %
Socioeconomically Disadvantaged	79 %
English Learners	51 %
Students with Disabilities	8 %

## 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	2005-06			2006-07			2007-08					
	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	21.0	3	3		18.5	6			20.7	3.0	3.0	
1	19.4	5			20.0	6			20.5	2.0	4.0	
2	19.6	5			18.3	6			20.3	3.0	3.0	
3	19.0	5			18.8	4			19.3	5.0	1.0	
4	29.3		4		27.5		4		31.7		3.0	
5	27.3		4		28.5		4		28.8		4.0	
6												
K-3												
3-4												
4-8												
Other												

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

The school reviewed, revised and submitted to the Board in 07-08 an updated Safety Plan that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures.

The school has committees that address and ensure the well being of the students, parents and staff members. The Positive School Committee is comprised of two components, the Health and Safety Committee and the Discipline Committee. The Health and Safety Committee supervises the implementation of the Disaster Plan, the Comprehensive School Safety Plan as well as the Earthquake and Emergencies plans. It discusses the conditions of the facilities as well as related issues and concerns. The Discipline Committee monitors and reviews yard duty situations. It evaluates students' playground interactions and behavior. It also supervises the play structure schedules. The Discipline Committee supports the school's progressive behavior program and the teachers' buddy systems.

The Tobacco Abuse prevention education programs are shared through student body assemblies and through classroom discussions. Disaster preparedness, earthquake drills and fire drills are conducted on a routine basis and Disaster Training sessions enable further discussions to improve upon the site's strategies to handle such emergencies.

### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0	0	0	16.5	15.9	4.1
Expulsions	0	0	0	0.2	0.1	0.1

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

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.

The facility is in good condition. The present campus consists of three main classroom buildings and five portables, which provide for thirty-five classrooms and office space for the staff. The site has a multi-purpose room which is equipped with a complete kitchen. The buildings are both one and two stories, with connecting breeze ways. The breeze ways and play yard have an asphalt surface. Some drinking fountains outside and some of the surfaces on the playground still have work needed and pending.

### School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior or exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior or exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		
Restrooms	X			
Sewer	X			
Playground/School Grounds			X	Asphalt Bad
Roofs		X		
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

## 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 at the [DataQuest](#) Web site.

Teachers	School	District

	2005-06	2006-07	2007-08	2007-08
With Full Credential	37	39	39	2331
Without Full Credential	1	1	2	385
Teaching Outside Subject Area of Competence	0	2	3	N/A

## 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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	1	1	6
Total Teacher Misassignments	3	3	0
Vacant Teacher Positions	0	1	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.3	5.7
All Schools in District	88.1	11.9
High-Poverty Schools in District	91.7	8.3
Low-Poverty Schools in District	97.9	2.1

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	4	N/A
Resource Specialist (non-teaching)	1	N/A
Other	32	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School

## Year 2008-09)

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	100%	0
Mathematics	100%	0
Science	100%	0
History-Social Science	100%	0
Foreign Language	N/A	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 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,366	\$1,380	\$4,986	\$61,315
District	N/A	N/A	\$6,969	\$53,868
Percent Difference – School Site and District	N/A	N/A	-28.45%	13.8%
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-5.92%	-5.7%

### Types of Services Funded (Fiscal Year 2007-08)

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

This school strategically allocates its resources to support professional development for teachers and inside and outside of classroom intervention and extracurricular opportunities for students. Specifically, the school served 291 students in the after school program, worked with Bay Area Community Resources and had part time to full coaches for literacy, math and EL.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38778	\$40721

Highest Teacher Salary	\$69714	\$84151
Average Principal Salary (Elementary)	\$86673	\$104476
Average Principal Salary (Middle)	\$87127	\$108527
Average Principal Salary (High)	\$89006	\$119210
Superintendent Salary	\$240000	\$210769
Percent of Budget for Teacher Salaries	29.3 %	39.9 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	39	40	57	28	29	33	42	43	46
Mathematics	68	62	72	29	30	34	40	40	43
Science	44	26	60	20	24	33	35	38	46
History-Social Science				15	17	19	33	33	36

*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.*

### CST Results by Student Group – Most Recent Year

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	51	46	46	
American Indian or Alaska Native	*	*		
Asian	65	87	75	
Filipino	*	*		
Hispanic or Latino	45	59	48	
Pacific Islander	*	*	*	
White (not Hispanic)	*	*	*	
Male	51	71	55	
Female	61	72	65	
Economically Disadvantaged	56	71	62	
English Learners	46	66	45	
Students with Disabilities	5	37	*	
Students Receiving Migrant Education Services				

*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 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	31.1
7	*
9	*

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.

## 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 at the [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	6	7	6
Similar Schools	10	10	5

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6001820

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	27	-26	67	835

African American	5	-49	142	790
American Indian or Alaska Native				
Asian	37	-7	39	887
Filipino				
Hispanic or Latino	30	-47	73	781
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	23	-24	71	833
English Learners	31	-24	49	820
Students with Disabilities				

“**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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

“**A**” means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

“**B**” means the school did not have a valid 2007 Base API and will not have any growth or target information.

“**C**” means the school had significant demographic changes and will not have any growth or target information.

“**D**” means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

“**E**” indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## 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 English-language arts (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 at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

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	No
Participation Rate – English-Language Arts	Yes	No
Participation Rate – Mathematics	Yes	No
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI

Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	67

## XI. School Completion and Postsecondary Preparation

**Not applicable for Elementary Schools**

## 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.

There are 3 full school days of professional development each year, and every Wednesday for one hour and a half. Staff development is designed to support the implementation of the school wide plan by promoting curriculum improvement training, focusing primarily on grade level academic content standards, instructional strategies, data analysis, Reading First Inquiry Cycles, the needs of special students and the integration of technology into our site plan. Our school also benefits from the Open Court Reading and Harcourt Math district wide professional trainings. Through the use of coordinated funding from School Improvement, EIA/LEP, Title I, EIA/SCE and other grants, our staff Development Program is provided for certificated, classified and administrative staff. Staff development occurs during the school day, after school, on student release days and Saturdays.