

Executive Summary

School Accountability Report Card, 2010-2011

Para los Niños-Evelyn T. Gratts Primary Center

Address: 474 S Hartford Ave LA, CA 90017

Phone: (213)481-3200

Principal: Dr. Andrea Purcell

Grade Span: Kindergarten-1st

About This School

School opened its doors on September 7, 2010. Primary Center is part of the Los Angeles Unified School District Public School Choice Initiative where the organization Para los Niños bid to the LAUSD board to run the school on LAUSD property. In April 2010, Para los Niños was granted the site to operate the primary center.

Student body is made up primarily of students that reside within the school's boundary and a small percentage of students that have at least one parent that works in the area. Primary Center offers kindergarten and 1st grade for the 2010-2011 school year. Total enrollment for this year is 330 students, 18 faculty members and 5 office staff members.

Our Beliefs:

Our experience in working with infants through 8th graders, along with on-going research in education and best practices around the country, has led to our understanding of how learning best occurs. It is this educational philosophy and point of view which provides the foundation upon which we have developed our instructional program. We believe:

- Children learn best when the learning is purposeful and has personal meaning.
- Children learn best when actively involved in the learning process through hands-on and first-hand experiences.
- Most children perform best in literacy when they have first established fluency in their primary language.
- Learning to ask questions is fundamental to extending learning that contributes to becoming life-long learners.
- A child's learning increases when they are in a safe environment where they feel comfortable to take risks.
- Children learn best when specific and purposeful attention is paid to the development of a relevant and interactive school environment.

Our Goals:

PLN-Gratts serves students embarking on the first steps of their educational journey. Our overarching goal is to set a solid foundation for each student in order that they may be successful in school and in life. More specifically, the PLN-Gratts Primary Center intends to ensure that all students:

- feel safe at school and at home;
- have access to the support necessary to maintain good physical and mental health;
- develop the foundational skills necessary to be successful in 2nd grade and beyond;
- develop a positive sense of their own capabilities; are excited about learning.



Student Enrollment

Group	Enrollment
Number of students	334
Black or African American	1%
American Indian or Alaska Native	0%
Asian	.6%
Filipino	0%
Hispanic or Latino	98%
Native Hawaiian or Pacific Islander	0%
White	0%
Two or More Races	0%
Socioeconomically Disadvantaged	86.4%
English Learners	78%
Students with Disabilities	12%

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	N/A
Mathematics	N/A
Science	N/A
History-Social Science	N/A

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

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	N/A
Statewide Rank (from 2010 Base API Report)	N/A
Met All 2011 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2011–12 Program Improvement Status (PI Year)	N/A

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.



School Facilities

Summary of Most Recent Site Inspection

Site inspection was done in January 2011 as a result of a design problem in the main school office. Main school office floods due to poor drainage in courtyard and front office space. Water puddles and floor space leans towards office thereby flooding office during moderate to heavy downpours. Architect looked at site and school principal is expecting a proposed solution to alleviate problem.

Repairs Needed

- Front courtyard and school entrance need to have better drainage solution to prevent flooding in school office.
- Solution needed for building b staircase door wrong positioning.

Corrective Actions Taken or Planned

Architect and LAUSD Maintenance and Operations have examined the site to draw a solution for the drainage problem.



School Accountability Report Card

Reported for School Year 2009-10

Published During 2010-11

I. About This School

School		District	
School Name	PARA LOS NIÑOS EVELYN T. GRATTS PRIMARY CENTER	District Name	PARA LOS NIÑOS
Street	474 S HARTFORD AVE	Phone Number	213-481-3200
City, State, Zip	LOS ANGELES, CA 90017	Web Site	WWW.PARALOSNINOS.ORG
Phone Number	213-481-3200	Superintendent	GISSELLE ACEVEDO
Principal	DR. ANDREA PURCELL	E-mail Address	GACEVEDO@PARALOSNINOS.ORG
E-mail Address	APURCEL@PARALOSNINOS.ORG	CDS Code	19-64733-0122630

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

PLN-Gratts serves students embarking on the first steps of their educational journey. Our overarching goal is to set a solid foundation for each student in order that they may be successful in school and in life. More specifically, the PLN-Gratts Primary Center intends to ensure that all students:

- feel safe at school and at home;
- have access to the support necessary to maintain good physical and mental health;
- develop the foundational skills necessary to be successful in 2nd grade and beyond;
- develop a positive sense of their own capabilities; are excited about learning.



Opportunities for Parental Involvement (School Year 2010-11)

Back to School Night

Parent Teacher Conferences

Parent Workshops

Baby and Me Class

Library Information

School Site Council

Nutrition Class

Friday Read Aloud in Classroom

Individual Classroom Family of the Week Tell and Share

Parenting Classes

Library Fair

Holiday Tell and Share

Mask Parade

Culmination Committee

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	189	Grade 8	N/A
Grade 1	145	Ungraded Elementary	N/A
Grade 2	N/A	Grade 9	N/A
Grade 3	N/A	Grade 10	N/A
Grade 4	N/A	Grade 11	N/A
Grade 5	N/A	Grade 12	N/A
Grade 6	N/A	Ungraded Secondary	N/A
Grade 7	N/A	Total Enrollment	N/A

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	0%
Asian	.6%
Filipino	0%
Hispanic or Latino	98%
Native Hawaiian or Pacific Islander	0%
White	0%
Two or More Races	0%
Socioeconomically Disadvantaged	86.4%
English Learners	78%
Students with Disabilities	12%



Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22.6		8	
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.5	7		
2	Para los Niños Gratts Primary Center serves students in grades kindergarten and 1st grade only.											
3												
4												
5												
6												
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	Para los Niños Gratts Primary Center serves students in grades kindergarten and 1st grade only.											
Mathematics												
Science												
Social Science												

* 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.



II. School Climate

School Safety Plan (School Year 2010-111)

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III. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

<p>Drainage in school's main office needs to be improved. Also, hatch in work room left covered with wood needs to be fixed. Building B floor 2 staircase door needs to be switched to prevent intruders from easily entering premises afterhours.</p>
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School Facility Good Repair Status (School Year 2010-11)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a		X		
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a		X		
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a		X		Drainage needs to be reviewed closely. Courtyard and school entrance floods with strong storms.
Overall Rating		X			n/a



IV. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	n/a	n/a	18	
Without Full Credential	n/a	n/a	0	
Teaching Outside Subject Area of Competence (with full credential)	n/a	n/a	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	n/a	0	0
Total Teacher Misassignments*	n/a	0	0
Vacant Teacher Positions	n/a	1	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 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	N/A
All Schools in District	100%	N/A
High-Poverty Schools in District	100%	N/A
Low-Poverty Schools in District	N/A	N/A

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 25 percent or less in the free and reduced price meals program.



V. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	1	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black 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.



VI. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	<i>School not open FS 2009-2010</i>			
District			<i>School not open FS 2009-2010</i>	<i>School not open FS 2009-2010</i>
Percent Difference – School Site and District			<i>School not open FS 2009-2010</i>	
State			<i>School not open FS 2009-2010</i>	
Percent Difference – School Site and State			<i>School not open FS 2009-2010</i>	

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

NCLB:T1Part A, Basic Grts Low-Inc & Neglected
 NCLB: TII Part A, Teacher Quality
 NCLB: TV Part A Innovative Education Strategies
 Special Education

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		

***School not open during
 FS 2009-2010***



Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

VIII. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)** includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	Para los Niños Gratts Primary Center serves students in grades kindergarten and 1st grade only. Students do not take CST.								
Mathematics									
Science									
History-Social Science									

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.



**Standardized Testing and Reporting Results by Student Group –
Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA				
All Students at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Para los Niños Gratts Primary Center serves students in grades kindergarten and 1st grade only. Students do not take CST.

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	<p>Para los Niños Gratts Primary Center serves students in grades kindergarten and 1st grade only. Students do not take CAHSEE.</p>								
Mathematics									

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.



California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	Para los Niños Gratts Primary Center serves students in grades kindergarten and 1st grade only. Students do not take CAHSEE.					
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	Para los Niños Gratts Primary Center serves students in grades kindergarten and 1st grade only. Students do not take California Physical Fitness Test.		
7			
9			

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.



iX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	<i>Data assigned by CDE as neighboring school's API. However API is not reflective of this school's performance.</i>		
Similar Schools			

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	<i>Data assigned by CDE as neighboring school's API data. However API is not reflective of this school's performance.</i>		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.



Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	<i>Data assigned by CDE as neighboring school's API. However API is not reflective of this school's performance.</i>					
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	<i>Data assigned by CDE as neighboring school's API. However API is not reflective of this school's performance.</i>	
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met API Criteria		
Met Graduation Rate		



Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement	Data assigned by CDE as neighboring school's API. However API is not reflective of this school's performance.	
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Note: Cells shaded in black do not require data.

X. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)



Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	Para los Niños Gratts Primary Center serves students in grades kindergarten and 1 st grade only.								
Graduation Rate									

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

XI. 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.

Teachers and administrator meet once a week for 3 hours for professional development and/or trainings. Teachers also meet throughout the week for planning and topic discussions on content areas.

