

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

East Bay Conservation Corps Charter School

Address: 1086 Alcatraz Ave Phone: (510) 420-3701
Principal: Clint Wilkins 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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

The mission of the EBCC K-5 Charter School is to prepare its students for higher education and their life-long roles as citizens by developing in them three kinds of literacy: academic literacy, artistic literacy, and civic literacy.

- *Academic Literacy* is defined as the ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision. All Civicorps Elementary School students will demonstrate academic literacy through the mastery of content and performance standards in all core academic areas: English-Language Arts, Mathematics, Social Studies, and Science.
- *Artistic Literacy* is defined as the ability to learn and creatively express oneself through the visual arts, performing arts, literary arts, and technology.
- *Civic Literacy* is defined as the ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.

Student Enrollment

Group	Enrollment
Number of students	187
African American	72.31 %
American Indian or Alaska Native	0.81 %
Asian	3.76 %
Filipino	%
Hispanic or Latino	8.6 %
Pacific Islander	1.61 %
White (not Hispanic)	8.33 %
Multiple or No Response	4.57 %
Socioeconomically Disadvantaged	83 %
English Learners	4 %
Students with Disabilities	7 %

Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Recent site inspection noted no mentionable items for repair or consideration. During the summer of 2007, renovations occurred in the ground floor, allowing for a new classroom to be built. The school continuously reviews its facilities needs and enhances facilities.

Repairs Needed

N/A

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	N/A
Health	N/A
Science Laboratory Equipment	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,597
District	N/A
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	25 %
Mathematics	36 %
Science	29 %
History-Social Science	

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	696
Statewide Rank (from 2007 API Base Report)	4
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (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 California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	East Bay Conservation Corps Charter	District Name	Oakland Unified
Street	1086 Alcatraz	Phone Number	(510) 879-8582
City, State, Zip	Oakland , CA 94608	Web Site	www.ousd.k12.ca.us
Phone Number	(510) 420-3701	Superintendent	Vincent Matthews
Principal	Clint Wilkins	E-mail Address	
E-mail Address	Clint.wilkins@cvcorps.org	CDS Code	01-61259-0130518

School Description and Mission Statement

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

The mission of the East Bay Conservation Corps is to promote youth development through environmental stewardship and community service and to further education reform and social change. Through service learning, the EBCC engages young people from all walks of life in their education and development while addressing environmental and social issues.

The mission of the EBCC K-5 Charter School is to prepare its students for higher education and their life long roles as citizens by developing in them three kinds of literacy: academic literacy, artistic literacy, and civic literacy.

Opportunities for Parental Involvement

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

The EBCC educational model is built on community and family involvement. Parents and families are required to provide four hours of volunteer service to the school per month. The K-5 also requires families to attend three family conferences per year as well as our bi-annual Showcase of Learning held in December and June. The K-5 also sponsors several family education events throughout the year including Family Math Night, Family Art Night, Family Literacy Night, and Conflict Resolution Training.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	39
Grade 2	36
Grade 3	23
Grade 4	21
Grade 5	28

Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	
Ungraded Secondary	0
Total Enrollment	187

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	72.31 %	White (not Hispanic)	8.33 %
American Indian or Alaska Native	0.81 %	Multiple or No Response	4.57 %
Asian	3.76 %	Socioeconomically Disadvantaged	83 %
Filipino	%	English Learners	4 %
Hispanic or Latino	8.6 %	Students with Disabilities	7 %
Pacific Islander	1.61 %		

Average Class Size and Class Size Distribution (Elementary)

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	2004-05			2005-06			2006-07					
	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	17.0	2			18.5	2			20.0	2		
1	20.0	1			17.5	2			19.5	2		
2	20.0	1			20.0	1			20.0	3		
3	20.0	1										
4	22.0		1									
5	25.0		1						25.0		2	
6												
K-3	20.0	1			20.0	1						
3-4					20.0	1						
4-8					23.0		2					
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

II. School Climate

School Safety Plan

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

The K-5 Charter School has a comprehensive safety plan that includes a comprehensive civic literacy program, curriculum, and assessment system. Our safety plan also includes fire and earthquake safety plans, search and rescue procedures and roles, and routine practice for emergency situations. Each classroom is equipped with a safety backpack which teachers are required to take with them whenever leaving the building with students. Our safety plan and procedures are rigorously reviewed with staff and students throughout the school year.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The K-5 Charter School implements a comprehensive civic literacy program that includes the Responsive Classroom's Morning Meeting Format, Educator's for Social Responsibility's Connect and Respected Curriculum, a weekly all school meeting, a conflict manager's program, and a student leadership club. The K-5 also implements a progressive discipline system that is detailed in our Student-Family Handbook which is available upon request from the school and distributed to families at the start of each academic year.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	Not available	Not available	7	12.3	16.5	15.9
Expulsions	0	0	0	0.4	0.2	0.1

III. School Facilities

School Facility Conditions and Improvements

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 K-5 continued to upgrade of our drainage system to alleviate occasional flooding issues. In the summer of 2007, a new classroom was built on the ground floor, and there was considerable painting done in the main hallways on the first floor.

School Facility Good Repair Status

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		1 door replaced due to rain damage
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

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	graded the teacher resource room on the ground floor. We have been monitoring a water leak problem associated with heavy seasonal rains, and are taking steps to alleviate it.			

IV. 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 CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	11	11	13	2258
Without Full Credential	2	0	2	350
Teaching Outside Subject Area of Competence	0	0	0	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	2005-06	2006-07	2007-08
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

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 CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

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	79.9	20.1
High-Poverty Schools in District	71.5	28.5
Low-Poverty Schools in District	86.5	13.5

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The K-5 contracts with Kelly Services for substitute teachers. In addition, each K-5 classroom includes a teacher credential candidate who is certified to take over the class should the teacher be absent.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

At the K-5 Charter School teachers undergo a minimum of ten observations per year. The observations are used as evidence for our Fall and Spring Formal Teacher Evaluations. Teachers are evaluated using a four point rubric in the areas of environment, curriculum, instruction, and professional learning community.

V. Support Staff

Academic Counselors and Other Support Staff

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	0.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Guided Reading Materials	0
Mathematics	Math Textbooks, Workbooks, Manipulatives	0
Science	FOSS Kits	0
History-Social Science	No Textbooks Used	0
Foreign Language	N/A	N/A
Health	Spark Curriculum	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,597	N/A	N/A	#45,078
District	N/A	N/A	N/A	\$53613
Percent Difference – School Site and District	N/A	N/A	N/A	(15.9%)
State	N/A	N/A	\$4943	\$60032
Percent Difference – School Site and State	N/A	N/A	N/A	(24.9%)

Types of Services Funded

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

EBCC K5 Charter School provides supplemental tutoring to students who are at risk of retention or of low STAR testing scores.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37832	\$38937
Mid-Range Teacher Salary	\$52091	\$61080
Highest Teacher Salary	\$68014	\$76443
Average Principal Salary (Elementary)	\$88665	\$99694
Average Principal Salary (Middle)	\$91141	\$103687
Average Principal Salary (High)	\$93621	\$112983
Superintendent Salary	\$239000	\$195054
Percent of Budget for Teacher Salaries	31.3 %	40.1 %
Percent of Budget for Administrative Salaries	6.8 %	5.4 %

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	34	36	25	26	28	29	40	42	43
Mathematics	33	39	36	27	29	30	38	40	40
Science	27	12	29	13	20	24	27	35	38
History-Social Science				15	15	17	32	33	33

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	22	27	23	
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino				
Hispanic or Latino	*	*	*	
Pacific Islander				
White (not Hispanic)	43	71	*	
Male	24	34	31	
Female	26	37	25	
Economically Disadvantaged	23	30	25	

English Learners	*	*	*	
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	45	36	25	27	27	27	41	42	42
Mathematics	48	38	29	37	39	39	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	23	8
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	*	*
Male	15	23
Female	36	36
Economically Disadvantaged	20	20
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

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 fitness standards (scoring in 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	10.7
7	
9	

IX. 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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2004	2005	2006
Statewide	5	4	4
Similar Schools	6	N/A	N/A

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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-29	21	-27	696
African American	-2	15	3	672
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-51	-9	4	657
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	Yes	Yes

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	61
Percent of Schools Currently in Program Improvement	N/A	44.2

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	351.9	517.9	135.5	10.2	4.7	7.2	3.2	3.1	3.5
Graduation Rate	19.5	18.5	16.0	61.4	61.3	64.4	85.3	85.0	83.0

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The K-5 Charter School instructional day includes blocks for community building, mathematics, language arts, and environmental justice (science and social studies integrated) curriculum. In addition, students receive two forty-five minute blocks of visual arts, one forty-five minute block of performing arts, and one forty-five minute block of physical education per week. On Fridays all students at the K-5 participate in cross-aged literacy activities.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers at the K-5 participate in a three week summer institute each year prior to the start of the school year. Each week, teachers are also required to attend one grade level collaboration meeting (1 hour) and one professional development session (2 hours). Teachers at the K-5 also spend four to five release days per year developing curriculum for our environmental justice program. The staff participates in a week-long institute at the end of the academic year.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	54,135	36,000
1	56,400	50,400
2	56,400	50,400
3	56,400	50,400
4	56,400	54,000
5	56,400	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

At the K-5, each Wednesday is a shortened day in order to accommodate professional development activities for

teachers. In addition, the school holds noon release days during our Fall and Winter Report Card periods in order to make time for teachers, students, and families to meet to discuss students' academic progress.