

# Fruitvale Junior High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

| School Contact Information |   |
|----------------------------|---|
| School Name                | Fruitvale Junior High School  |
| Street                     | 2114 Calloway Drive   |
| City, State, Zip           | Bakersfield, CA 93312   |
| Phone Number               | 661-589-3933  |
| Principal                  | Leslie Roberts  |
| E-mail Address             | leroberts@fruitvale.net   |
| Web Site                   | <a href="http://fjh.fruitvale.k12.ca.us">http://fjh.fruitvale.k12.ca.us</a> |
| CDS Code                   | 15634796104004  |

| District Contact Information |  |
|------------------------------|--|
| District Name                | Fruitvale Elementary School District   |
| Phone Number                 | (661) 589-3830   |
| Superintendent               | Mary Westendorf, Ed.D  |
| E-mail Address               | mawestendorf@fruitvale.net   |
| Web Site                     | <a href="http://www.fruitvale.k12.ca.us/district">www.fruitvale.k12.ca.us/district</a> |

### School Description and Mission Statement (Most Recent Year)

#### THE SCHOOL

Fruitvale Junior High has been recognized five times (1986, 1990, 1994, 1999 and 2013) as a California Distinguished School by the California Department of Education. In 1991, Fruitvale Junior High was named a National Blue Ribbon School by the U.S. Department of Education.

Fruitvale Junior High students have repeatedly competed as California State Champions at the National History Day finals in Washington D.C. for the past 13 years. Students from FJH earned first place in 1990, 1991, 2002, 2009 and 2010, as well as second place in 1996, 1999 and 2001 in Group Performance. Students also placed second in Group Documentary (1999 and 2002), Group Project (2000), Individual Performance (2002) and third in Historical Paper in 2001. Students placed first in the State Science Fair in 1997 and 1998. Students have also competed at the State level in the Math Counts Competition in 2013.

**MISSION STATEMENT**

Fruitvale Junior High graduates will be exceptionally well prepared for success in high school and beyond. To help all students achieve this vision, the Fruitvale school community is committed to these goals:

- Specific standards of academic achievement
- A safe and orderly adolescent-centered environment
- A comprehensive core curriculum
- Integration of technology as a learning tool throughout the curriculum
- High expectations for all learners
- A wide range of co-curricular and extra-curricular experiences
- Teaching students responsibility & respect for individual differences
- Encouraging & motivating students to not only do their best, but to take risks
- School improvement based on continual review of student multiple assessment data & parent/staff survey results
- A professional development program that focuses on improving classroom instruction
- An extensive support system for students & their families

**Student Enrollment by Grade Level (School Year 2013-14)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 |                    |
| Grade 7                 | 351                |
| Grade 8                 | 358                |
| <b>Total Enrollment</b> | <b>709</b>         |

**Student Enrollment by Group (School Year 2013-14)**

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 3.5                         |
| American Indian or Alaska Native    | 0.7                         |
| Asian                               | 2.4                         |
| Filipino                            | 2.3                         |
| Hispanic or Latino                  | 36.8                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 49.5                        |
| Two or More Races                   | 3.5                         |
| Socioeconomically Disadvantaged     | 34.0                        |
| English Learners                    | 2.5                         |
| Students with Disabilities          | 9.2                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2012-13 | 2013-14 | 2014-15 | 2014-15  |
| With Full Credential   | 30      | 29      | 29      | 150      |
| Without Full Credential  | 0       | 1       | 2       | 6        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 97.04  | 2.96                                    |
| All Schools in District          | 98.22  | 1.78                                    |
| High-Poverty Schools in District | 100.00                                       | 0.00                                    |
| Low-Poverty Schools in District  | 97.90  | 2.10                                    |

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2014

| Core Curriculum Area   | Textbooks and Instructional Materials/<br>Year of Adoption  | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|---|
| Reading/Language Arts  | Holt for 7-8 adopted in 2011 and fully implemented in 2012. | Yes                        | 0   |
| Mathematics            | McGraw-Hill 2014-15.  | Yes                        | 0   |
| Science                | Holt for 7-8 adopted in 2007.                               | Yes                        | 0   |
| History-Social Science | Holt for 7-8 adopted in 2006.                               | Yes                        | 0   |
| Foreign Language       |   |                            |   |

| Core Curriculum Area       | Textbooks and Instructional Materials/<br>Year of Adoption | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|----------------------------|--|----------------------------------|---|
| Health                     |  |                                  |   |
| Visual and Performing Arts |  |                                  |   |

#### School Facility Conditions and Planned Improvements (Most Recent Year)

The original buildings at Fruitvale Junior High School were constructed in 1959. Additional classroom buildings were constructed in 1980, 1983 and 1991. The Leslie DeHart Multipurpose facility was completed in 1990.

The school is included in the District five-year deferred maintenance plan that is submitted to the State. On-going maintenance and painting is regularly scheduled for the campus.

The Director of Maintenance, Operations and Transportation oversees the team of custodial staff assuring that classrooms, offices, restrooms, and the campus grounds are kept clean and safe. Custodians are on hand during the day and evenings, at each school site. School grounds are mowed and maintained on a weekly basis. Communication is ensured by the use of two-way radios at each school site for daily use and in case of emergency.

The data reported is the determination of good repair as documented in a complete Interim Evaluation Instrument. The school site inspection was completed on April 25, 2014.

#### School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year)                         |               |      |      |  |
|---|---------------|------|------|--|
| Year and month in which data were collected: April 25, 2014                   |               |      |      |  |
| System Inspected  | Repair Status |      |      | Repair Needed and<br>Action Taken or Planned |
|   | Good          | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | [X]           | [ ]  | [ ]  |  |
| <b>Interior:</b><br>Interior Surfaces   | [X]           | [ ]  | [ ]  |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation          | [X]           | [ ]  | [ ]  |  |
| <b>Electrical:</b><br>Electrical  | [X]           | [ ]  | [ ]  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | [X]           | [ ]  | [ ]  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | [X]           | [ ]  | [ ]  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | [X]           | [ ]  | [ ]  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | [X]           | [ ]  | [ ]  |  |

#### Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
|                | [ ]       | [X]  | [ ]  | [ ]  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2011-12   | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| <b>Science (grades 5, 8, and 10)</b> | 80  | 76      | 70      | 71       | 69      | 65      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group  | Percent of Students Scoring at Proficient or Advanced |
|--|---|
| <b>All Students in the LEA</b>                       | 65  |
| <b>All Student at the School</b>                     | 70  |
| <b>Male</b>  | 79  |
| <b>Female</b>  | 61  |
| <b>Black or African American</b>                     | 75  |
| <b>American Indian or Alaska Native</b>              |   |
| <b>Asian</b>   |   |
| <b>Filipino</b>                                      |   |
| <b>Hispanic or Latino</b>                            | 60  |
| <b>Native Hawaiian or Pacific Islander</b>           |   |
| <b>White</b>   | 74  |
| <b>Two or More Races</b>                             | 71  |
| <b>Socioeconomically Disadvantaged</b>               | 56  |
| <b>English Learners</b>                              |   |
| <b>Students with Disabilities</b>                    | 72  |
| <b>Students Receiving Migrant Education Services</b> |   |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

| Subject                | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School  |         |         | District |         |         | State   |         |         |
|                        | 2010-11   | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | 73  | 75      | 72      | 69       | 72      | 69      | 54      | 56      | 55      |
| Mathematics            | 50  | 56      | 53      | 64       | 67      | 65      | 49      | 50      | 50      |
| History-Social Science | 76  | 80      | 77      | 76       | 80      | 77      | 48      | 49      | 49      |

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

| API Rank        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | 8       | 9       | 8       |
| Similar Schools | 8       | 8       | 7       |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group                            | Actual API Change |         |         |
|----------------------------------|-------------------|---------|---------|
|                                  | 2010-11           | 2011-12 | 2012-13 |
| All Students at the School       | 10                | 13      | -13     |
| Black or African American        |                   |         |         |
| American Indian or Alaska Native |                   |         |         |
| Asian                            |                   |         |         |
| Filipino                         |                   |         |         |
| Hispanic or Latino               | 19                | 25      | -18     |
| Native Hawaiian/Pacific Islander |                   |         |         |
| White                            | 3                 | 8       | -10     |
| Two or More Races                |                   |         |         |
| Socioeconomically Disadvantaged  | 23                | 21      | 3       |
| 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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 7           | 19.2  | 20.9                  | 37.5                 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parents support their children's academic efforts and their development as responsible members of society by helping their students at home with their school work, attending conferences and providing a caring environment.

Fruitvale encourages parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Parent Clubs at each school are currently active in providing many activities for Fruitvale School District students. They work together to assist in school programs and community projects. Please contact the school for specific information and opportunities for parent involvement.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| <b>Suspensions</b> | 10.7    | 6.4     | 9.8     | 4.7      | 3.1     | 3.3     | 5.7     | 5.1     | 4.4     |
| <b>Expulsions</b>  | 1.1     | 0.1     | 0.4     | 0.3      | 0.0     | 0.1     | 0.1     | 0.1     | 0.1     |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

The plan is dedicated to the ongoing enhancement of all aspects of school safety including:

- Maintenance of safe and orderly learning environment by maintaining the buildings and grounds to a high standard.
- Student transition to and from school with instructions on how to cross streets safely and a crossing guard posted by the school. Along with this there is a Transportation Safety Plan that includes instructions on how to board and exit the bus safely, how the red cross-over lights are used and annual evacuation exercises.
- Student behavior and discipline is outlined in the plan and is given to the parents and students via the Student/Parent handbook at the beginning of the school year.
- Disaster preparedness is accomplished by training the staff to respond to natural disasters or evacuations due to potential hazards. Many of the staff are trained in first aid and CPR procedures along with triage, search and rescue and student security in the event of an emergency.
- Playground and classroom facilities and equipment are inspected annually with written reports of the findings. The play equipment has been inspected by a certified playground inspector and there is an ongoing maintenance program to improve the safety of the equipment. A quarterly inspection of the buildings, grounds and play equipment is done by the Lead Custodian and documented on a standard form.
- Student, parent and staff safety training is done on an ongoing basis through inservices, fire and earthquake drills and parent universities.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria                                  | School | District |
|---|--------|----------|
| Made AYP Overall                              |        |          |
| Met Participation Rate: English-Language Arts |        |          |
| Met Participation Rate: Mathematics           |        |          |
| Met Percent Proficient: English-Language Arts |        |          |
| Met Percent Proficient: Mathematics           |        |          |

### Federal Intervention Program (School Year 2014-15)

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2012-2013 |
| Year in Program Improvement*                        |        | Year 2    |
| Number of Schools Currently in Program Improvement  | ---    | 3         |
| Percent of Schools Currently in Program Improvement | ---    | 100.0     |

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2011-12         |                      |       |     | 2012-13         |                      |       |     | 2013-14         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 30.4            | 2                    | 37    | 11  | 30              | 4                    | 42    | 4   | 27              | 4                    | 46    | 2   |
| Mathematics    | 28.1            | 4                    | 20    | 3   | 25              | 8                    | 14    | 4   | 26              | 8                    | 13    | 6   |
| Science        | 28.4            | 2                    | 22    | 2   | 28              | 4                    | 15    | 8   | 26              | 5                    | 22    |     |
| Social Science | 28.1            | 2                    | 25    | 0   | 28              | 6                    | 18    | 3   | 28              | 1                    | 20    | 4   |

Note: 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.



### Academic Counselors and Other Support Staff (School Year 2013-14)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 725   |
| Counselor (Social/Behavioral or Career Development) | 0.5                              | ---   |
| Library Media Teacher (Librarian)                   | 0                                | ---   |
| Library Media Services Staff (Paraprofessional)     | 1                                | ---   |
| Psychologist  | 0.5                              | ---   |
| Social Worker                                       | 0                                | ---   |
| Nurse   | 0.45                             | ---   |
| Speech/Language/Hearing Specialist                  | 0.40                             | ---   |
| Resource Specialist                                 | 0.2                              | ---   |
| Other   | 0.2                              | ---   |

Note: Cells with "----" 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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$4,357                | \$362                    | \$3,995             | \$63,010               |
| District                                     | ---                    | ---                      | \$5,531             | \$67,766               |
| Percent Difference: School Site and District | ---                    | ---                      | -27.8               | -7.0                   |
| State  | ---                    | ---                      | \$4,690             | \$67,289               |
| Percent Difference: School Site and State    | ---                    | ---                      | -14.8               | -6.4                   |

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

Fruitvale Junior High offers quality services to assist in the individual needs and development of its students.

An English Language Development program is in place for English learners to help develop language skills and gain language proficiency.

After school programs run twice a week by teacher to serve as a means to help students increase academic achievement in math, language arts and reading as well as offering opportunities to assist with homework.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$40,000        | \$41,535                                     |
| Mid-Range Teacher Salary                      | \$62,566        | \$64,101                                     |
| Highest Teacher Salary                        | \$78,467        | \$82,044                                     |
| Average Principal Salary (Elementary)         | \$95,984        | \$104,336                                    |
| Average Principal Salary (Middle)             | \$98,864        | \$107,911                                    |
| Average Principal Salary (High)               | \$0             | \$102,488                                    |
| Superintendent Salary                         | \$131,017       | \$155,309                                    |
| Percent of Budget for Teacher Salaries        | 44              | 41   |
| Percent of Budget for Administrative Salaries | 5               | 6  |

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

## Professional Development

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Staff development priorities for 2012-13 include analyzing student assessment, Common Core unit development and implementation, Explicit Direct Instruction, and the use of technology.

Training and staff development are provided at both the District and individual school site level. Fruitvale School District is part of the Kern County BTSA (Beginning Teacher Support and Assessment) Consortium. In the BTSA program, first and second year credentialed teachers are paired with District BTSA support providers who will mentor them in the California Standards for the teaching profession.

Teachers who have met California's subject matter requirements, but who are not fully credentialed will participate in the Intern program. Intern teachers will be paired with a credentialed teacher to participate in a planned sequence of instruction to obtain a California Teaching credential.

Inservice training and curriculum improvement is administered by the Director of Curriculum/Staff Development in conjunction with the Principal, School Site Council, mentor teachers, and various teacher advisory groups. Professional Development occurs twice each school year for .5 days each time. Students are dismissed on a Minimum Day Schedule at 11:30 a.m.. In addition, "time banking" allows for an early release one day per week for grades three-eight. Students are dismissed at 1:55 p.m. every Wednesday to allow for Professional Development and Collaboration Time.