

# Endeavour Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Endeavour Elementary School
<b>Street</b>	9300 Meacham Rd.
<b>City, State, Zip</b>	Bakersfield, CA 93312-2706
<b>Phone Number</b>	(661) 588-3550
<b>Principal</b>	Matt Diggle
<b>E-mail Address</b>	madiggle@fruitvale.net
<b>Web Site</b>	<a href="http://endeavour.fruitvale.k12.ca.us/pages/EndeavourES">http://endeavour.fruitvale.k12.ca.us/pages/EndeavourES</a>
<b>CDS Code</b>	15634796112791

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

### School Description and Mission Statement (School Year 2016-17)

“Eagles Fly & Soar High”

Endeavour was named as a California Distinguished School in 1997, 2002 and 2006 by the California State Department of Education.

Endeavour has developed a model Life Lab with strong community and business support. Life Lab is a garden-based science project that uses indoor and outdoor gardens as laboratories for science instruction.

Endeavour also has an ongoing partnership with Boeing International.

At Endeavour we believe each student is unique and has the ability and right to learn. In a continual effort to meet the needs of each child, our curriculum is progressive, challenging, relevant and diverse. The staff at Endeavour is committed to developing children’s social skills. The CHARACTER COUNTS Program is integrated into our academic curriculum and teaches children basic values that transcend cultural, religious and socioeconomic differences. The values of respect, citizenship, caring, responsibility, trustworthiness, fairness and character provide children with the tools to become productive community participants.

In our efforts to maintain a school where optimal learning occurs Endeavour fosters the following:

- \* Multiage Classrooms
- \* Hands-On Learning
- \* Integrated Curriculum
- \* Parent Involvement/Partnerships and Continuous Progress Evaluation
- \* Critical Thinking, Communication, Creativity, and Collaboration

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	146
<b>Grade 1</b>	96
<b>Grade 2</b>	98
<b>Grade 3</b>	109
<b>Grade 4</b>	120
<b>Grade 5</b>	108
<b>Grade 6</b>	90
<b>Total Enrollment</b>	767

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.3
Asian	4.4
Filipino	2.1
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.3
White	50.6
Two or More Races	1.6
Socioeconomically Disadvantaged	45.9
English Learners	9.5
Students with Disabilities	6.5
Foster Youth	0.3

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	33	33	149
Without Full Credential	1	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.2	6.8
All Schools in District	98.7	1.3
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	100.0	0.0

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 2016-17)**

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K – Starfall 2008-09 1-6 gr. McMillan/McGraw Hill Treasures 2013-14	Yes	0
Mathematics	K-8 Houghton Mifflin Go Math 2015-16	Yes	0
Science	McMillan-McGraw Hill 2008-09	Yes	0
History-Social Science	K-5 Pearson Scott Foresman 2006-07 Gr. 6 Harcourt Brace 2006-07	Yes	0

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

Endeavour School opened for the 1995-96 school year. The construction was financed by district voter approval of Measure A in 1994. 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 March 22, 2016.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 22, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 22, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: March 22, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	52	60	55	61	44	48
<b>Mathematics</b>	40	46	39	48	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	113	108	95.6	64.8
	<b>4</b>	118	116	98.3	55.2
	<b>5</b>	119	112	94.1	54.5
	<b>6</b>	94	93	98.9	66.7
<b>Male</b>	<b>3</b>	57	56	98.3	69.6
	<b>4</b>	67	65	97.0	50.8
	<b>5</b>	66	63	95.5	49.2
	<b>6</b>	49	48	98.0	64.6
<b>Female</b>	<b>3</b>	56	52	92.9	59.6
	<b>4</b>	51	51	100.0	60.8
	<b>5</b>	53	49	92.5	61.2
	<b>6</b>	45	45	100.0	68.9
<b>Hispanic or Latino</b>	<b>3</b>	35	35	100.0	62.9
	<b>4</b>	51	50	98.0	52.0
	<b>5</b>	37	36	97.3	38.9
	<b>6</b>	30	29	96.7	51.7
<b>White</b>	<b>3</b>	62	59	95.2	62.7
	<b>4</b>	59	59	100.0	55.9
	<b>5</b>	66	61	92.4	63.9
	<b>6</b>	51	51	100.0	76.5
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	54	51	94.4	58.8
	<b>4</b>	66	64	97.0	48.4
	<b>5</b>	60	57	95.0	42.1
	<b>6</b>	49	48	98.0	56.3
<b>English Learners</b>	<b>4</b>	12	11	91.7	18.2
<b>Students with Disabilities</b>	<b>5</b>	12	10	83.3	20.0
	<b>6</b>	11	11	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	113	108	95.6	73.2
	<b>4</b>	118	116	98.3	44.0
	<b>5</b>	119	112	94.1	22.3
	<b>6</b>	94	93	98.9	47.3
<b>Male</b>	<b>3</b>	57	56	98.3	76.8
	<b>4</b>	67	65	97.0	50.8
	<b>5</b>	66	63	95.5	27.0
	<b>6</b>	49	48	98.0	52.1
<b>Female</b>	<b>3</b>	56	52	92.9	69.2
	<b>4</b>	51	51	100.0	35.3
	<b>5</b>	53	49	92.5	16.3
	<b>6</b>	45	45	100.0	42.2
<b>Hispanic or Latino</b>	<b>3</b>	35	35	100.0	71.4
	<b>4</b>	51	50	98.0	42.0
	<b>5</b>	37	36	97.3	11.1
	<b>6</b>	30	29	96.7	31.0
<b>White</b>	<b>3</b>	62	59	95.2	72.9
	<b>4</b>	59	59	100.0	40.7
	<b>5</b>	66	61	92.4	27.9
	<b>6</b>	51	51	100.0	54.9
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	54	51	94.4	66.7
	<b>4</b>	66	64	97.0	40.6
	<b>5</b>	60	57	95.0	12.3
	<b>6</b>	49	48	98.0	33.3
<b>English Learners</b>	<b>4</b>	12	11	91.7	36.4
<b>Students with Disabilities</b>	<b>5</b>	12	10	83.3	
	<b>6</b>	11	11	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	68	56	59	65	64	66	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	119	112	94.1	58.9
<b>Male</b>	66	63	95.5	63.5
<b>Female</b>	53	49	92.5	53.1
<b>Hispanic or Latino</b>	37	36	97.3	50.0
<b>White</b>	66	61	92.4	63.9
<b>Socioeconomically Disadvantaged</b>	60	57	95.0	49.1
<b>Students with Disabilities</b>	12	10	83.3	30.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	29.1	41.8

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 (School Year 2016-17)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.6	0.8	3.3	3.1	2.4	4.4	3.8	3.7
<b>Expulsions</b>	1.5	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

The School Safety Plan is revised yearly taking into account staff changes as well as content revisions. The Emergency Preparedness portion of the plan is modeled after State Standardized Emergency Management System.

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 in-services, 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		5		26		5		26		6	
1	26		5		24		4		19	5		
2	26		4		22	1	4		24		4	
3	30		3		28		4		27		4	
4	27		4		25		4		29		4	
5	30		3		31		6		31		4	
6	29		4		66		8	2	27		3	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	794
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.45	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0.2	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4919	293	4626	70419
District	N/A	N/A	3379	\$68,247
Percent Difference: School Site and District	N/A	N/A	36.9	3.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-18.5	-1.7

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

Endeavour offers a wide range of services to assist with the individual needs and development of its students. These programs include a Reading Clinic (directed by a Title I Reading Teacher) and instructional aides who provide additional instruction in reading using researched-based materials for students who are below grade level. An English Language Development program is in place to assist English learners as they develop language skills and gain language proficiency.

Endeavour offers an after school academic support program to students in the first through sixth grades. The program is coordinated and managed by teachers. The focus of the program is to increase academic achievement in math and language arts for students who need additional practice to master learning standards.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$44,507
Mid-Range Teacher Salary	\$65,719	\$68,910
Highest Teacher Salary	\$82,240	\$88,330
Average Principal Salary (Elementary)	\$101,509	\$111,481
Average Principal Salary (Middle)	\$102,013	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$145,484	\$169,821
Percent of Budget for Teacher Salaries	43%	39%
Percent of Budget for Administrative Salaries	6%	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 (Most Recent Three Years)

Staff development priorities include analyzing student assessment data and implementing the Common Core Standards. Training and staff development are provided at both the District and 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 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 in services occur multiple times each school year. The school's focus is development of the Common Core Standards with emphasis on lessons that include the following components: cooperative learning, critical thinking, creativity, and communication.

Students are dismissed on a Minimum Day Schedule at 12:30. In addition, “time banking” allows for an early release one day per week for grades TK through 6. Teachers are assigned collaborative activities during early release days. During these meetings, teachers analyze data, brainstorm curriculum and technology solutions, provide feedback on essential programs, and create curriculum units and lessons.