

Fruitvale Junior High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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.k12.ca.us
CDS Code	15634796104004

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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.

III. Student Performance

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		
	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
Science	71	80	76	70	71	69	57	60	59
History-Social Science	76	80	77	76	80	77	48	49	49

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	69	65	69	77
All Student at the School	72	53	76	77
Male	66	52	80	78
Female	78	53	72	76
Black or African American	75	53	76	79
American Indian or Alaska Native				
Asian	75	83		
Filipino	93	79		
Hispanic or Latino	63	44	67	72
Native Hawaiian/Pacific Islander				
White	75	56	81	78
Two or More Races	85	55	82	88
Socioeconomically Disadvantaged	63	42	66	66
English Learners				
Students with Disabilities	48	19		24
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 2012-13)

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
7	16.4	21.1	46.6

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.

IV. 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	2010	2011	2012
Statewide	8	8	9
Similar Schools	7	8	8

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	0
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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	714	863	2,407	858	4,655,989	790
Black or African American	34	843	85	810	296,463	708
American Indian or Alaska Native	7		21	862	30,394	743
Asian	14	913	59	924	406,527	906
Filipino	13	956	54	945	121,054	867
Hispanic or Latino	245	828	825	826	2,438,951	744
Native Hawaiian/Pacific Islander	1		3		25,351	774
White	377	878	1,287	872	1,200,127	853
Two or More Races	22	933	66	896	125,025	824
Socioeconomically Disadvantaged	138	825	748	818	2,774,640	743
English Learners	26	746	184	822	1,482,316	721
Students with Disabilities	70	634	253	649	527,476	615

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 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	367
Grade 8	376
Total Enrollment	743

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.6	White	51.8
American Indian or Alaska Native	0.9	Two or More Races	3.2
Asian	1.9	Socioeconomically Disadvantaged	23.0
Filipino	1.9	English Learners	3.8
Hispanic or Latino	33.9	Students with Disabilities	8.7
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	31.6	2	24	20	30.4	2	37	11	13	4	42	4
Mathematics	31.5	1	9	13	28.1	4	20	3	25	8	14	4
Science	31.5	1	10	12	28.4	2	22	2	28	4	15	8
Social Science	31.6	1	12	10	28.1	2	25	0	28	6	18	3

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	29.79	19.23	9.55	9.48	7.75	6.24
Expulsions	.01	.01	0.26	0.15	0.24	0.06

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 5, 2012.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: March 26, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	32	32	30	144
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as 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 www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.4	3.6
All Schools in District	98	2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	97.7	2.3

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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	0.33	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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.

Year and month in which data were collected: January, 2012

Core Curriculum Area	Textbooks and Instructional Materials/ 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. Books are in good condition and ordered/replaced when necessary.	Yes	0
Mathematics	McDougal Littell/Holt for 7-8 adopted in 2011 and fully implemented in 2012. Books in good condition and ordered/replaced when necessary.	Yes	0
Science	Holt for 7-8 adopted in 2007. Books are in good condition and ordered/replaced when necessary.	Yes	0
History-Social Science	Holt for 7-8 adopted in 2006. Books are in good condition and ordered/replaced when necessary.	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4141	\$430	\$3711	\$64,026
District	---	---	\$5225	\$67,214
Percent Difference: School Site and District	---	---	-40.8%	-4.97%
State	---	---	\$5,537	\$66,594
Percent Difference: School Site and State	---	---	-47.0%	-7.0%

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 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$41,327
Mid-Range Teacher Salary	\$62,566	\$63,903
Highest Teacher Salary	\$78,467	\$81,573
Average Principal Salary (Elementary)	\$95,984	\$103,887
Average Principal Salary (Middle)	\$98,864	\$107,439
Average Principal Salary (High)	\$0	\$102,399
Superintendent Salary	\$136,856	\$155,551
Percent of Budget for Teacher Salaries	44.0%	40.7%
Percent of Budget for Administrative Salaries	6.5%	6.2%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.