

Vincent Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.



Rosette Costello, Executive Director

Principal, Vincent Academy

About Our School

Vincent Academy is a small community-minded elementary school with a sense of responsibility to support the West Oakland Community by providing our students an education that builds 21st Century Skills and prepares them to contribute meaningfully to their world! Our goal is to nurture the leaders of tomorrow in a safe, joyful and rigorous academic environment that builds upon art-integrated learning experience for all students. Please learn more about Vincent Academy by visiting our website: www.vincentacademy.org

Contact

Vincent Academy
2501 Chestnut St.
Oakland, CA 94607-2477

Phone: 510-452-2100
E-mail: info@vincentacademy.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
E-mail Address	kyla.johnson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2017-18)	
School Name	Vincent Academy
Street	2501 Chestnut St.
City, State, Zip	Oakland, Ca, 94607-2477
Phone Number	510-452-2100
Principal	Rosette Costello, Executive Director
E-mail Address	info@vincentacademy.org
Web Site	www.vincentacademy.org
County-District-School (CDS) Code	01612590123711

Last updated: 1/16/2018

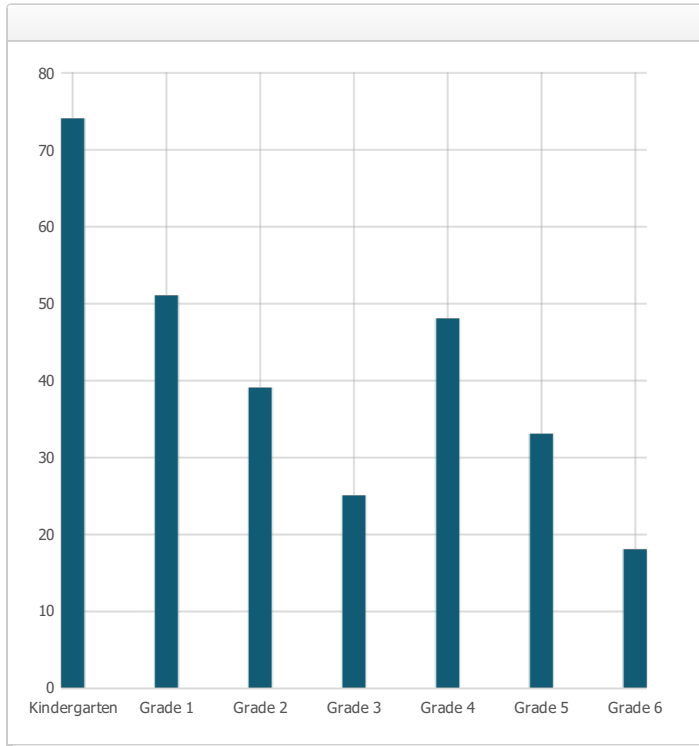
School Description and Mission Statement (School Year 2017-18)

The mission of Vincent Academy is to provide all students an education that is grounded in scholarship, compassion, respect for diversity and resilience. The school is founded on the belief that success is attainable for all students in the context of family support, community involvement and committed staff. Our school combines a rigorous academic program, augmented by rich offering of the arts, with a strong system of education and support services for parents, in partnership with other community organizations. Our program promotes the intellectual, social and emotional growth of our students, helping them to develop deep respect for, and clear sense of responsibility to themselves, their families, their cultures, and their communities. While striving for academic excellence, we place equal value on character development and self-esteem of our students. Our robust curriculum prepares our students to be 21st century learners, and seeks to inspire and prepare them to participate actively as members and leaders of a democratic society.

Last updated: 1/16/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	74
Grade 1	51
Grade 2	39
Grade 3	25
Grade 4	48
Grade 5	33
Grade 6	18
Total Enrollment	288



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	69.4 %
American Indian or Alaska Native	0.0 %
Asian	5.2 %
Filipino	0.3 %
Hispanic or Latino	16.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	3.8 %
Two or More Races	2.8 %
Other	1.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.3 %
English Learners	24.0 %
Students with Disabilities	9.0 %
Foster Youth	0.0 %

Last updated: 1/16/2018

A. Conditions of Learning

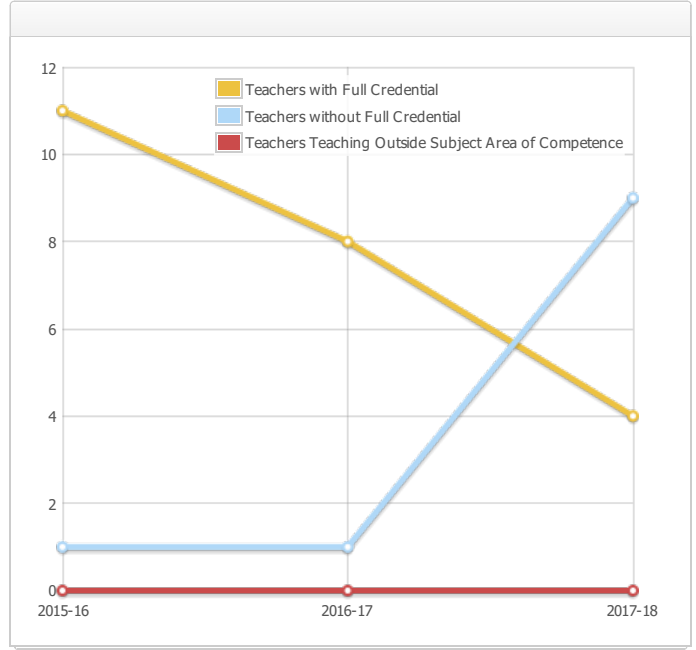
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

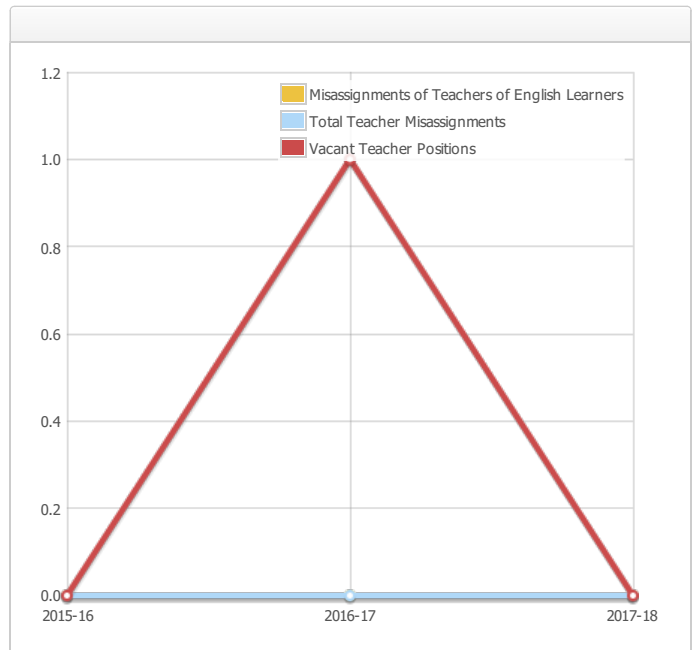
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	8	4	1695
Without Full Credential	1	1	9	347
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21



Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



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

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

Last updated: 1/16/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: November 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Balanced Literacy Components that align with all components of all standards, including ELD, at each grade. SIPPS Words their Way SIPPs Jolly Phonics Getepic.Com Being A Writer Units of Study-Reading and Writing- Calkins Based	Yes	0.0 %
Mathematics	Math Expressions Eureka Math Reflexmath.com	Yes	0.0 %
Science	FOSS	Yes	0.0 %
History-Social Science	Social Studies Alive, California Series	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	SEL and Affective Health Kimochi Toolkit	Yes	0.0 %
Visual and Performing Arts	Visual and Performing Arts Standard -derived lessons and projects.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2018

School Facility Conditions and Planned Improvements

SYSTEMS:	GAS LAEKS, MECHANICAL/HVAC, SEWER	GOOD	
INTERIOR:	INTERIOR STRUCTURE AND SURFACES	GOOD	
CLEANLINESS:	OVERALL CLEANLINESS, PEST CONTROL	GOOD	
ELECTRICAL:	INTERIOR AND EXTERIOR ELECTRICAL	GOOD	TECH CAPACITY EXPANSION UNDER CONSIDERATION
RESROOMS:	INTERIOR AND EXTERIOR RESTROOMS	GOOD	
FOUNTAINS/SINKS:	INTERIOR AND EXTERIOR PLUMBING	GOOD	
SAFETY:	FIRE SAFETY; HAZARDOUS MATERIALS	GOOD	
STRUCTURAL:	ROOF	GOOD	
EXTERNAL:	PLAGROUNDS, WINDOWS, DOORS, GATES, FENCES	GOOD	

Last updated: 1/16/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	TECH CAPACITY EXPANSION UNDER CONSIDERATION
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Pavement slope adjustment at entrance.

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

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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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	17%	15%	33%	35%	48%	48%
Mathematics (grades 3-8 and 11)	19%	7%	27%	28%	36%	37%

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.

Last updated: 1/16/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	112	94.92%	15.18%
Male	68	65	95.59%	13.85%
Female	50	47	94.00%	17.02%
Black or African American	79	74	93.67%	--
American Indian or Alaska Native				
Asian	12	12	100.00%	16.67%
Filipino				
Hispanic or Latino	22	22	100.00%	31.82%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	108	102	94.44%	13.73%
English Learners	37	37	100.00%	24.32%
Students with Disabilities	19	15	78.95%	--
Students Receiving Migrant Education Services				
Foster Youth				

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/16/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	111	94.07%	--
Male	68	64	94.12%	--
Female	50	47	94.00%	--
Black or African American	79	73	92.41%	--
American Indian or Alaska Native				
Asian	12	12	100.00%	--
Filipino				
Hispanic or Latino	22	22	100.00%	18.18%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	108	101	93.52%	--
English Learners	37	37	100.00%	13.51%
Students with Disabilities	19	15	78.95%	--
Students Receiving Migrant Education Services				
Foster Youth				

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/16/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	13.0%	0.0%	39.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/16/2018

Career Technical Education Programs (School Year 2016-17)

We provide an Elementary School focus on Developing 21st Century Skills to provide the foundation for career preparation.

Last updated: 1/16/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/16/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	9.1%	12.1%	24.2%

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.

Last updated: 1/16/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

Opportunities for fummy involvement are varied and include, but are not limited to, the Parent Advisory Council, Room Parent Roles, Fund raising Committees, Environmental Support Groups and Community Liaisons. In addition, the family Resource Center, under the direction of Mr Chris Nguen, offers parent events such as, How to Connect Effectively With School, Preparing Meals on a Budget, Helping Your Child as a Reader and Technology. For additional information contact Mr. Chris Nguen by phone 510-452-2100 or email cnguen@vincentacademy.org.

State Priority: Pupil Engagement

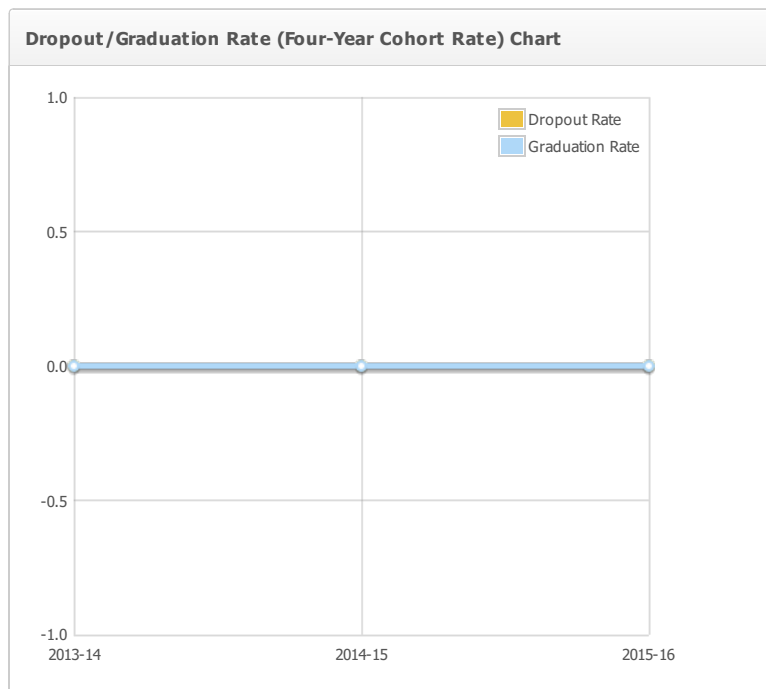
Last updated: 1/16/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	23.9%	24.1%	20.3%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	60.5%	63.4%	64.9%	81.0%	82.3%	83.8%



Last updated: 1/18/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	74.6%	87.1%
Black or African American	--	67.8%	79.2%
American Indian or Alaska Native	--	37.5%	80.2%
Asian	--	82.0%	94.4%
Filipino	--	84.9%	93.8%
Hispanic or Latino	--	73.9%	84.6%
Native Hawaiian or Pacific Islander	--	63.3%	86.6%
White	--	90.1%	91.0%
Two or More Races	--	77.8%	90.6%
Socioeconomically Disadvantaged	--	75.2%	85.5%
English Learners	--	56.7%	55.4%
Students with Disabilities	--	66.6%	63.9%
Foster Youth	--	--	--

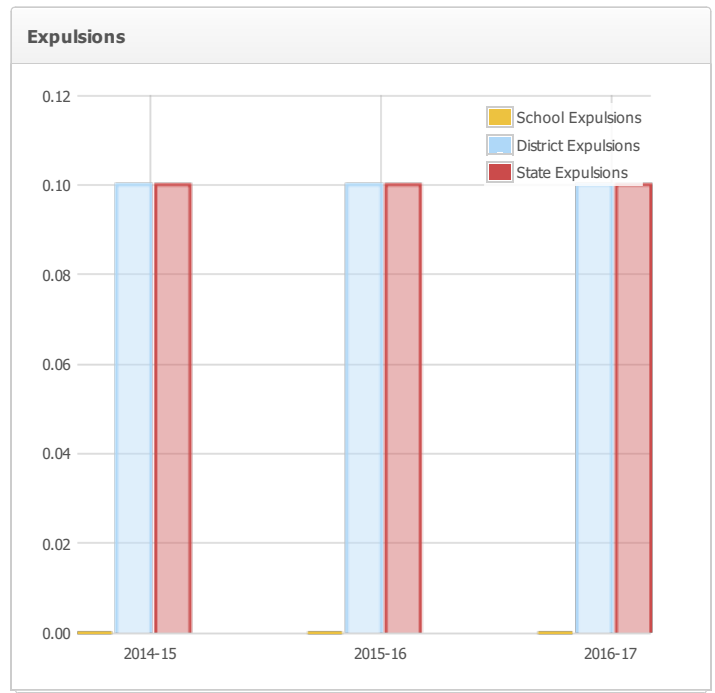
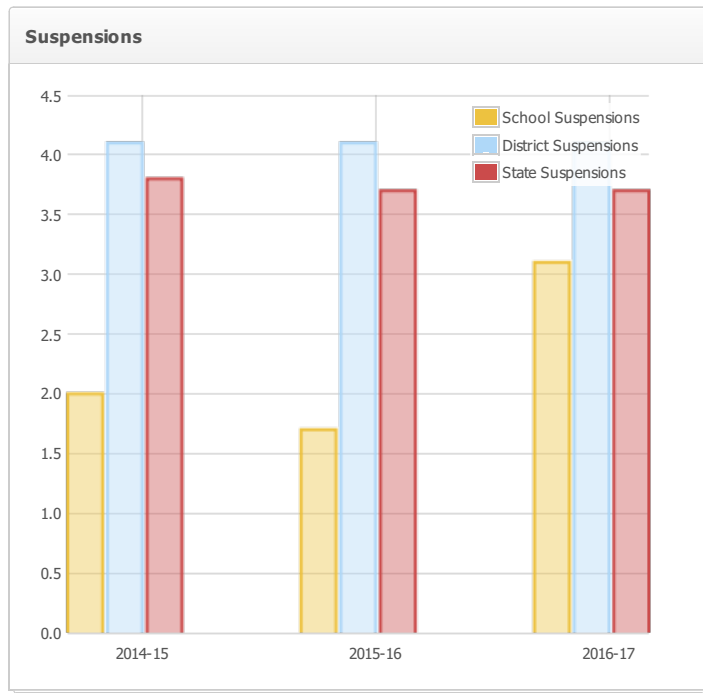
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.0%	1.7%	3.1%	4.1%	4.1%	4.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/18/2018

School Safety Plan (School Year 2017-18)

Vincent Academy recognizes the importance of emergency preparedness for the safety of its students and staff and has based its Emergency Plan on the functions and principles of the Standard Emergency Management System (SEMS), the National Incident Management System (NIMS) as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

Key Elements of the Safety Plan include Administration (Training, Format, Revisions and Maintenance, Lines of Seccession, Vital Record Protection, Americans with Disability Act); Concept of Operations; Emergency Response Procedures.

The plan is reviewed and updated through out the year. The most recent reviews took place on August 24th and November 15th, 2017.

Last updated: 1/18/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	75.7%

Last updated: 1/18/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	1	0	21.0	1	3	0	19.0	2	2	0
1	25.0	0	1	0	23.0	0	1	0	24.0	0	1	0
2	25.0	0	1	0	0.0	0	0	0	20.0	2	1	0
3	25.0	0	2	0	24.0	0	2	0	30.0	0	1	0
4	17.0	1	0	0	23.0	0	2	0	24.0	0	2	0
5	0.0	0	0	0	23.0	0	1	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	26.0	0	2	0
Other	0.0	0	0	0	25.0	0	2	0	0.0	0	0	0

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

Last updated: 1/16/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	2.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	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.

Last updated: 1/17/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	\$48910.0
District	N/A	N/A	\$6466.0	\$62935.0
Percent Difference – School Site and District	N/A	N/A	-200.0%	-25.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	-200.0%	-47.3%

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

Last updated: 1/19/2018

Types of Services Funded (Fiscal Year 2016-17)

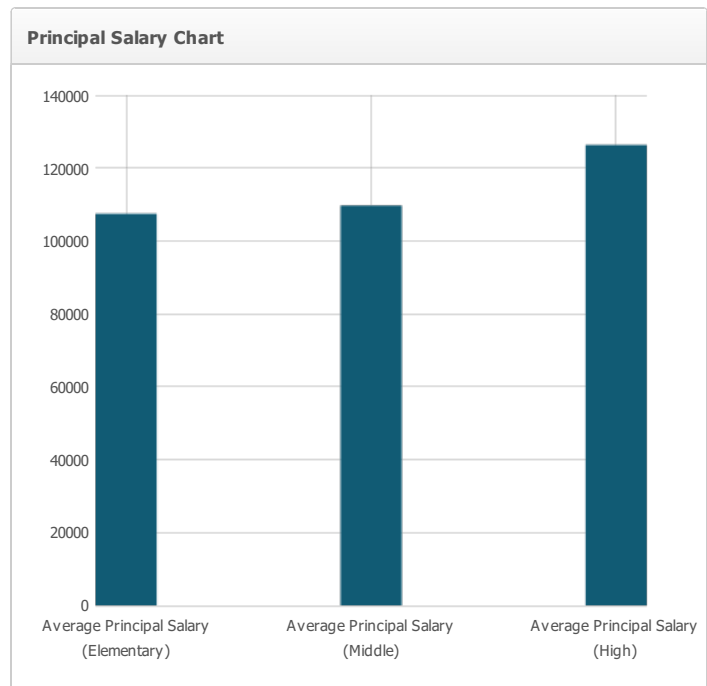
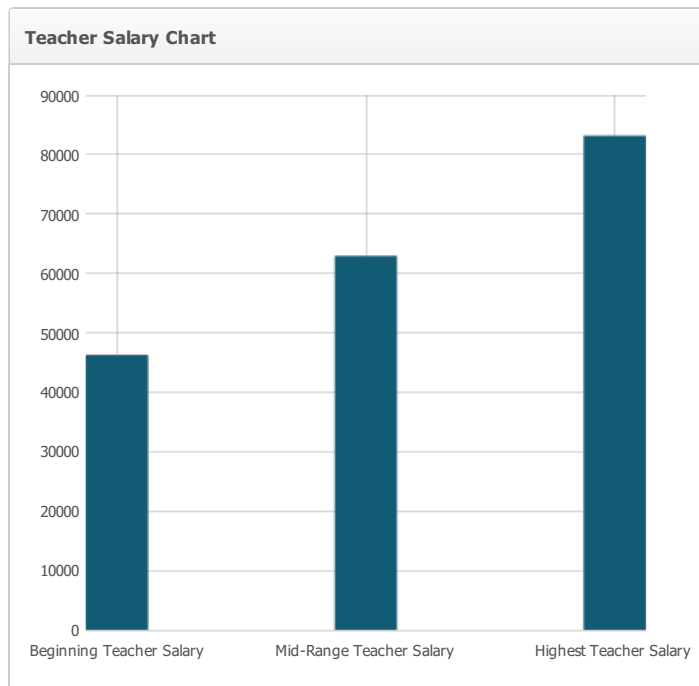
Leveled Literacy Intervention
Linked Learning
Intervention personnel to provide classroom supports and SEL scaffolds
Lincoln Child Center counselors for individual and group supports.

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,258	\$47,808
Mid-Range Teacher Salary	\$62,935	\$73,555
Highest Teacher Salary	\$83,162	\$95,850
Average Principal Salary (Elementary)	\$107,457	\$120,448
Average Principal Salary (Middle)	\$109,728	\$125,592
Average Principal Salary (High)	\$126,332	\$138,175
Superintendent Salary	\$288,400	\$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	5.0%

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



Last updated: 1/18/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/18/2018

Professional Development

Professional Development

The instructional team at Vincent Academy participates in a wide range of professional formats and focus areas. The focus areas are derived through analysis that includes a review of both standardized and classroom student performance and behavior data, student work samples, observation and reflection information. Both the Instructional Leadership team that includes administration and grade level teacher representatives as well as other staff/parent input determines our direction.

The topics have included Balanced Literacy, Being A Writer, Toolbox, Kimochi, SIPPS, SEL, De-Escalating Behavior, Math Integration, Art Integration, No Nonsense Nurturer, Connecting with Our Families, Developing Unit Plans, and numerous other topics. Professional Development formats include after-school workshops, in-school modeling, peer coaching, off-site observational visit and conferencing, release days and evening sessions. Teachers are supported through in-class coaching, administrative and peer conferencing, self-reflection opportunities and designated time for data analysis.

Throughout 2015-2017, Weds. Minimum Day Schedules as well as one PD week in August supported professional development. During 2017-18, two weeks in August in addition to 8 student release days and the regular scheduled Weds. Minimum Day Schedule support professional development. Teacher release time is also provided to observe other schools.

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