

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Plaza Elementary School

Address: 7322 County Road 24 , Orland CA 95963-9777 Phone: 530-865-1250

Principal: Martha Bradshaw Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Plaza is a rural K-8 school located in the Sacramento Valley of Northern California. Our roots go back to 1850, when we were known as Placer School. Soon after its establishment settlers from Missouri came to our district and spelled Placer the way they pronounced it and we have been Plaza ever since. Plaza School has had several sites and buildings throughout its 158 year history. The current school, located on County Road S and County Road 24 near Orland was originally built in 1974 with a new wing of classrooms and offices added in 2006.

### Student Enrollment

Group	Enrollment
Number of students	138
African American	%
American Indian or Alaska Native	2.17 %
Asian	5.8 %
Filipino	%
Hispanic or Latino	25.36 %
Pacific Islander	0.72 %
White (not Hispanic)	65.94 %
Multiple or No Response	%
Socioeconomically Disadvantaged	37 %
English Learners	4 %
Students with Disabilities	13 %

### Teachers

Indicator	Teachers
Teachers with full credential	6 FTE
Teachers without full credential	0

Misassignments of Teachers of English Learners	0
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## School Facilities

### Summary of Most Recent Site Inspection

The most recent site inspection was done on October 30, 2008 using the Facility Inspection Tool (FIT) provided by the Office of Public School Construction. No deficiencies were noted and the school rating was exemplary.

### Repairs Needed

No repairs are needed this year. Last summer the district removed all of the tile flooring from the cafeteria, kitchen, and food storage areas and new floors were installed. The district has also added new landscaping to the front of the main building finishing off a project started when the new academic wing was added in 2006.

### Corrective Actions Taken or Planned

No corrective actions are required. The district will continue to emphasize daily maintenance and cleaning of all buildings and grounds.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5,471
District	\$ 5,471
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	65 %
Mathematics	68 %
Science	94 %
History-Social Science	47 %

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	839
Statewide Rank (from 2007 Base API Report)	9
2008-09 Program Improvement Status (PI Year)	Not in PI

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State	N/A

University Admission	
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## 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

### II. About This School

#### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Plaza Elementary	District Name	Plaza Elementary
Street	7322 County Road 24	Phone Number	530-865-1250
City, State, Zip	Orland , CA 95963-9777	Web Site	www.plazaschool.org
Phone Number	530-865-1250	Superintendent	Grant Sandro
Principal	Martha Bradshaw	E-mail Address	gsandro@glenncoe.org
E-mail Address	mbradshaw@glenncoe.org	CDS Code	11-62638-6007504

#### School Description and Mission Statement (School Year 2007-08)

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

Plaza Elementary has a proud tradition of providing an excellent program of instruction for children in a safe and nurturing environment. The mission of the school is to promote a lifelong love of learning through a positive school climate, which provides the opportunity for each student to achieve full, individual and social potential, based on personal self esteem. School staff, students, parents and the community provides support that encourages high expectations and excellence for all students.

#### Opportunities for Parental Involvement (School Year 2007-08)

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

Plaza School is proud of the commitment made by our parents to support the education of their children. The Plaza Community Club supports fund raising events, provides room mothers, field trip chaperons and financial assistance to each class. Recent projects include landscaping and additions to the primary playground and ball fields. A new marquee was installed in the parking lot and is used to announce upcoming events and meetings. Many parents volunteer their

time to work in the classrooms helping with artwork, small group instructions and other tasks as needed by teachers and students.

### Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	17
Grade 1	17
Grade 2	12
Grade 3	16
Grade 4	14
Grade 5	11
Grade 6	17
Grade 7	17
Grade 8	17
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	138

### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	%
American Indian or Alaska Native	2.17 %
Asian	5.8 %
Filipino	%
Hispanic or Latino	25.36 %
Pacific Islander	0.72 %
White (not Hispanic)	65.94 %
Multiple or No Response	%
Socioeconomically Disadvantaged	37 %
English Learners	4 %
Students with Disabilities	13 %

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1	17.0	1			13.0	1			18.0	1.0		
2	15.0	1			17.0	1			12.0	1.0		
3												
4												
5												
6												
K-3												
3-4	30.0		1		27.0		1		30.0		1.0	
4-8	30.0		1	1	30.5		1	1	31.0		1.0	1.0
Other												

### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

The original school safety plan was developed in the fall of 1998 in accordance with Senate Bill 187. It contains all of the required elements and is reviewed and updated annually. The plan includes child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, dress codes, procedures for notifying teachers of dangerous students, safe egress and ingress to and from school, procedures for ensuring a safe and orderly environment and school discipline rules. In August 2008 all staff members attended a safety training conducted under the auspices of the Department of Homeland Security. Each month the staff and students conduct fire drills and a school lockdown which would be used in case of intruders or other unsafe occurrences.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0
Expulsions	0.0	0.7	0.0	0.0	0.7	0.0

### IV. School Facilities

## Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The District takes great efforts to ensure that the school is clean, safe, and functional. A facilities inspection is completed annually to see if the school meets the standards of good repair. The most recent inspection was conducted on October 30, 2008 using the Office of Public School Construction's Facility Inspection Tool (FIT) as a guide. No deficiencies were noted resulting in an exemplary rating. During the summer of 2008 the District removed old tile from the cafeteria, kitchen and food storage pantry. A new floor was then installed in all of those areas. District custodial and maintenance staff ensures that all facilities are clean and in good repair. Plaza participates in the State School Deferred Maintenance Program. Funds from this program were used to pay for the new flooring mentioned previously.

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	6	6	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A

Psychologist	0.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.20	N/A
Resource Specialist (non-teaching)	0	N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading 2003 Excellent condition	0
Mathematics	Macmillan-McGraw Hill 2009 grades K-5 Holt California 2008 grades 6-8 Excellent condition	0
Science	Harcourt California Science K-2 Macmillan-McGraw Hill Calif. Sci. 3-4, Life Science gr. 5, Earth Science gr. 6 Holt Life and Physical science grades 7 and 8 Excellent condition	0
History-Social Science	Macmillan-McGraw Hill California Vistas 2007 grades K-6 Glencoe Discovering Our Past 2006 Grades 7 & 8 Excellent condition	0
Foreign Language	n/a	0
Health	n/a	0
Visual and Performing Arts	n/a	0
Science Laboratory Equipment (grades 9-12)	n/a	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on

the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,471	LEA Provided	\$6,367	N/A
District	N/A	N/A	N/A	\$50737
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$4943	\$54322
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

### Types of Services Funded (Fiscal Year 2007-08)

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

The primary use of the unrestricted budget is for salaries, benefits, and the operation of the facility. Categorical funds are used for the salaries of paraprofessionals, supplementary curricular materials, technology in the classroom, library books, textbooks and professional development.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35000	\$37322
Mid-Range Teacher Salary	\$47930	\$53824
Highest Teacher Salary	\$64821	\$67700
Average Principal Salary (Elementary)	\$71569	\$85507
Average Principal Salary (Middle)	\$0	\$91421
Average Principal Salary (High)	\$0	\$
Superintendent Salary	Hourly	\$104993
Percent of Budget for Teacher Salaries	0.3 %	0.3 %
Percent of Budget for Administrative Salaries	0.0 %	0.0 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov/>.

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would

deliberately or inadvertently make public the score or performance of any individual student.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	64	61	65	64	61	65	42	43	46
Mathematics	76	63	68	76	63	68	40	40	43
Science	64	52	75	64	52	75	35	38	46
History-Social Science	53	46	47	53	46	47	33	33	36

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*		
Asian	*	*	*	*
Filipino				
Hispanic or Latino	37	52	*	*
Pacific Islander	*	*		
White (not Hispanic)	75	74	82	64
Male	59	70	83	46
Female	72	66	*	*
Economically Disadvantaged	42	55	69	*
English Learners	*	*		
Students with Disabilities				
Students Receiving Migrant Education Services	*	*	*	*

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

<http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	36.4%
7	33%
9	*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	9	8
Similar Schools	7	10	9

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	26	-29	7	846
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	30	-29	0	878
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at

<http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not

numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/a	N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative LEA Provided

### Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the DataQuest Web site at

<http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## XII. Instructional Planning and Scheduling

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The second Wednesdays of most months are minimum days. The staff spends the afternoons on those days working on a variety of staff development activities. Some of these activities include selection of new textbooks, technology training, articulation with the special education staff and grade level curriculum development.