

Peabody Charter School

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Peabody Charter School

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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 on the SARC Web page 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.

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).

Santa Barbara School Districts

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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.

I. About This School

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

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

Peabody Charter School, built in 1927, is situated on Santa Barbara's north side. From the original six classrooms, the school has steadily expanded to its current 34-classroom campus plus an auditorium and cafeteria/kitchen. The school has an Exploration Center, completed in 2005, that consists of a science lab, library, technology lab, and outdoor patio and amphitheatre. Thirty-five credentialed classroom teachers, a curriculum coordinator, one resource specialist, a special day class teacher, a speech and language specialist, a physical education teacher, and a librarian comprise Peabody's full-time certificated staff. On a part time basis, additional staff supports the educational program and serves the students. This includes five art instructors, a drama teacher, a music teacher, an instrumental music teacher, and p.e. assistants. The administration includes a principal, assistant principal, and curriculum coordinator. There is a director of fiscal services and school business coordinator. Classified staff includes instructional assistants, cafeteria staff, custodians, maintenance and operations personnel, office staff, an accounts manager, and a health assistant.

The Charter

The staff, parents, and students of Peabody believe that our charter school allows the ability, flexibility, and latitude to provide innovative curriculum development and an outstanding instructional program. Peabody's charter was first granted by the Santa Barbara Elementary School District in 1993 and renewed in 1998 and 2003; the charter reflects the thoughts and ideas of parents, staff, and community, with the intent to structure school programs to provide an opportunity for all students to be successful life-long learners in the 21st

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century. As of March 2007, Peabody Charter School is almost completely autonomous and responsible for all matters related to the governance of the school, including its administration, budget and fiscal operations, maintenance of the facility, food services, professional growth opportunities for staff, curriculum development, and the methodology and delivery of instruction to our ethnically and socio-economically diverse student population of 740.

While remaining academically and financially strong for the past 14 years, Peabody has provided its students, community, and district with innovative and effective elementary instruction tailored to its constituents and its vision. The following are examples of how this partnership of educators, parents, and community members has worked together for the betterment of the students:

- **Educational Excellence.** In 2007, the school met or exceeded the state targets in English language arts and mathematics for almost every group. Also three out of four Academic Performance Index (API) growth goals were met again in 2007. Also, the performance gap on the API has steadily declined since 2003.
- **Recognition.** Peabody received the Title 1 Academic Achievement Award in 2006-07 and is only one of four schools in Santa Barbara County that earned this recognition.
- **The student community of 740 reflects a rich ethnic and socio-economic diversity:**
 - 43 percent of our students are Hispanic; 43 percent are white.
 - 35 percent of our students speak Spanish as their first language.
 - 38 percent of our students come from families that live at or below the poverty level.
- **Teacher Competence.** All classroom teachers have met or exceed the credential requirements of No Child Left Behind. No teacher is assigned to a position out of their credentialed area.
- **Enrollment-** The school has increased its enrollment every year, with a student population of 740 this year, which is very near the school's capacity of 750. We had an extensive waiting list for 2007-2008.
- **Enrichment.** Students have many enrichment opportunities to enhance their educational experience. All K-6 students receive specialized instruction in physical education, multimedia visual arts, music, drama, Spanish, science, technology, and library.
- **Parent Involvement.** All parents are required to volunteer in the classroom and at various school activities and fundraisers for a minimum of three hours per month.
- **Fundraising.** The Peabody Foundation board, comprised of parents, staff, administration, and community members, was established in 1995 to facilitate fundraising for the school's needs. It has raised funds of over \$3 million to date. The balance left on the Exploration Center is less than \$300,000 due to outstanding 2006-07 efforts (almost \$100,000) which included a golf tournament, auction evening, and grant writing.
- **School Facility Improvements.** Widespread support and hard work by the community led to the building of the state-of-the-art Exploration Center, a modern, beautiful three learning environment which houses a science lab, a library (with fireplace and small amphitheatre), and computer lab. Recent additional enhancements to the campus include privacy walls in the main building, ADA modernizations, field re-siding, and new carpets for ten classrooms.
- **Partnerships.** Close, mutually beneficial relationships have been built with the Santa Barbara Museum of Natural History, the University of California Santa Barbara Education Department, and local businesses.

This is merely an overview of the remarkable accomplishments at Peabody Charter School since 1993. In 1997 and again in 2000, Peabody Charter School was recognized as a California Distinguished School. Being an independent charter school has allowed the staff to use its expertise, energy, and resources to best serve the community and build an outstanding educational program.

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Vision

The school community of staff, parents, and K-6 students will work collaboratively to create a safe, caring, supportive, innovative, and academically challenging educational environment which ensures that all students are self motivated, competent, lifelong learners in the 21st century.

Educational Philosophy

We believe that learning best occurs when:

- students have responsibility for their choices, actions, and learning;
- The instructional program is rich in authentic, hands-on educational experiences that include laboratory science, multimedia art education, environmental studies, community partnerships, and technology;
- there is acceptance of different learning styles and an emphasis on the many ways that students learn, such as in flexible groupings, diverse modalities, cooperatively, through multiple intelligences, and with personal choice;
- specialists enhance the program and serve as teaching resources for performing and visual arts, science, physical education, GATE, Special Education, and technology;
- the staff collaborates and meets regularly to plan, reflect, analyze, and facilitate student-centered learning and assessment;
- the school supports teacher professionalism with appropriate budget allocations and time for planning, staff development, and instructional materials;
- parents are expected and required to be actively involved in their children's education *and* volunteer in the classroom and other school activities; and
- teachers create instruction, curriculum, assessments, and requirements to meet the needs of all learners, including those who require remediation and those who require acceleration.

Opportunities for Parental Involvement (School Year 2007-08)

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

Research indicates that parent involvement in school is positively related to the academic success of their students. To this end, parent participation in school programs and activities is a requirement at Peabody. Parents are encouraged to serve as members of the board of directors, on the Foundation, English Learner Advisory Committee, Parent Teacher Organization, etc., and are welcomed in the classroom and school as volunteers.

Parents can be participants in the following groups:

- Foundation. The foundation oversees the school capital fundraising, such as the state of the art Exploration Center and the field/track renovation.
- ELAC. English Language Advisory Committee (P.O.D.E.R.); parent and teacher group that addresses the needs of the English Learners; liaison to the principal.
- PTSO. Parent, teacher, staff organization dedicated to increased family activities, communication and staff appreciation; all parents are encouraged to participate.
- Board of Directors. Three parent representatives are selected for our governing board.

In addition, parents may fulfill the volunteer requirement in a variety of ways that may include but are not limited to the following:

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- Attendance at specific school events for which volunteer hours are awarded.
- Volunteer and assist teachers, office staff, library, maintenance crews, etc.
- Aid in after hour events such as Saturday work days, performance events, school registration/preparation, and extra curricular activities such as dances, athletic events, etc.
- Share expertise.

Parents also are responsible for honoring the Enrollment Contract including overseeing their students' progress, work, attendance and behavior. Parents are encouraged to express their concerns, to visit the school, and to meet with the staff.

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	100
Grade 1	102
Grade 2	103
Grade 3	105
Grade 4	110
Grade 5	109
Grade 6	112
Total Enrollment	741

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	2.02 %
American Indian or Alaska Native	0.94 %
Asian	2.70 %
Filipino	0.81 %
Hispanic or Latino	43.86 %
Pacific Islander	0.13 %
White (not Hispanic)	49.26 %
Multiple or No Response	0.27 %
Socioeconomically Disadvantaged	41 %
English Learners	34 %
Students with Disabilities	9 %

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Average Class Size and Class Size Distribution

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	19.6	5			20.0	5			19.8	5		
1	19.3	6			20.0	5			19.4	5		
2	19.2	5			19.9	7			18.4	5		
3	20.0	6			20.0	5			19.2	6		
4	29.0		4		26.2		5		26.2		5	
5	27.5		4		29.5		4		25.8		4	
6	28.3		3		27.0		4		26.5		4	

II. School Climate

School Safety Plan (School Year 2007-08)

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

Date of Last Review/Update: March 1, 2007

Date Last Discussed with Staff: November 2, 2007

Student safety is an important concern at Peabody Charter School. Our school safety plan is updated annually before the beginning of each school year and is available in the school office. The plan includes evacuation routes and procedures, job tasks for each team, including safety, utilities shut-off, triage, building security as well as fire drills, evacuation instructions and lock-down procedures. Staff members receive regular training in CPR and first aid. Periodic emergency/disaster drills are conducted throughout the school year. Using documented safety plans and procedures; actual emergency situations are reenacted to keep us prepared.

Peabody Charter School has adopted an Integrated Pest Management Plan using no pesticides or harmful chemicals on the campus.

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	1.9	2.8	1.8	2.3	3.1	4.7
Expulsions	0	0	0	0	0	0

III. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

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

Peabody Charter School, built in 1927, is conveniently situated on Santa Barbara's north side in the San Roque neighborhood. From the original six classroom buildings, Peabody Charter School has steadily expanded to its current 34 classroom campus. The school, surrounded by beautiful and lush grounds, has a large library, an auditorium, a preschool, and a cafeteria. Six rooms were modernized in 2002. The original building was modernized during the 2004-06 school years. Restroom facilities (29 toilets) include four for the kindergartens, ten for the primary grades and ten for the upper grades, two in the auditorium, one in the cafeteria and two in the main building. In January 2005, Peabody opened an 8,000 square foot building called the Exploration Center, which consists of a state of the art library, technology center and science learning laboratory.

Our on-site full-time maintenance person along with three full-time custodians maintain the yards and buildings in excellent condition. All restrooms are in working order.

Students are supervised beginning at 7:30 a.m. each morning until the last bus leaves after our homework centers at 4:00 p.m.

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

School inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>, or by request from the district office.

IV. 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 on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	37	40	38	298
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	--

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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	2	0	0
Total Teacher Misassignments	2	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 in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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	97.9	2.1
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	90.0	10.0

V. 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
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (paraprofessional)	0.4
Psychologist	0.6
Health Assistant	1.0
Nurse	0.1
Speech/Language/Hearing Specialist	1.0

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VI. Curriculum and Instructional Materials

Quality, Currency, and 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	Textbooks and Instructional Materials	Year Adopted by the State Board of Education	Aligned with State Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA McGraw-Hill, <i>SRA Open Court 2002</i>	2002	Yes	0%
Mathematics	Grades K-2: Scott Foresman, <i>Scott Foresman-CA Mathematics, 2001</i> Grades 3-6: Harcourt School Publishers, <i>Harcourt Math 2002</i>	2001	Yes	0%
Science	Grades K-5: Harcourt Brace School Publishers, <i>Harcourt Science</i> Grade 6: McGraw-Hill, <i>McGraw-Hill Science</i>	2000 2000	Yes	0%
History-Social Science	Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	2005	Yes	0%

Data collected in October 2006.

VII. 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	\$5,246	\$489	\$4,757	\$59,729
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	-4%	0%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	-10%	-6%

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Types of Services Funded (Fiscal Year 2007-08)

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

Peabody Charter School offers enrichment programs for students during the regular school day. Peabody has a strong visual and performing arts program offering vocal and instrumental music, ceramics, drama, fine arts, digital arts, and storytelling. Peabody also has a K-6 physical education program and staff offering three 45 minute p.e. periods weekly during which the classroom teachers have release time. The physical education program also organizes a track meet for grades 4-6, a sports day for grades K-3, and a jog-a-thon that raises over \$100,000 yearly. The p.e. staff also brings in community high school and college teams to introduce sports (soccer, basketball, tennis, football, and baseball). Peabody has a healthy on-site café that serves delicious nutritious meals and utilizes the produce from the school garden which is overseen and tended to by the sixth grade.

School services include a psychologist/counselor three days per week, one fulltime speech therapist, a full time librarian, and two full time special education teachers. We offer an early intervention in literacy program that provides individual tutors 30 minutes daily to students who need additional support in reading for grades K-3.

The curriculum coordinator and assistant principal are integrally involved in helping teachers prepare lessons, provide training, and instructional support. All instruction is standards based and is also aligned with state technology standards.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 can be 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	\$44,875	\$39,708
Mid-Range Teacher Salary	\$58,734	\$63,805
Highest Teacher Salary	\$72,161	\$82,081
Average Principal Salary (Elementary)	\$98,054	\$102,166
Average Principal Salary (Middle)	\$108,891	\$107,816
Average Principal Salary (High)	\$113,498	\$116,474
Superintendent Salary	\$171,282	\$183,478
Percent of Budget for Teacher Salaries	38.0%	40.6%
Percent of Budget for Administrative Salaries	4.6%	5.2%

VIII. 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, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California Standards Tests 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	57	58	61	43	43	45	42	43	46
Mathematics	62	61	63	50	50	52	40	40	43
Science	46	47	56	31	37	49	35	38	46

California Standards Tests Results by Student Group – Three Year Comparison

English-Language Arts

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

Group	English-Language Arts		
	2005-06	2006-07	2007-08
African American	67	54	45
Asian	*	79	56
Hispanic or Latino	35	36	32
White (Not Hispanic)	78	76	85
Male	55	52	56
Female	59	64	61
Economically Disadvantaged	32	33	31
English Learners	24	30	21
Students with Disabilities	28	20	27

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Mathematics

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

Group	Mathematics		
	2005-06	2006-07	2007-08
African American	67	46	67
Asian	*	74	78
Hispanic or Latino	43	41	40
White (Not Hispanic)	80	79	80
Male	64	60	63
Female	61	63	62
Economically Disadvantaged	38	38	39
English Learners	36	35	33
Students with Disabilities	36	23	31

Science

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

Group	Science		
	2005-06	2006-07	2007-08
Hispanic or Latino	26	17	40
White (Not Hispanic)	64	73	75
Male	54	47	67
Female	38	47	44
Economically Disadvantaged	31	17	32
English Learners	20	16	29

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 at the Physical Fitness Testing Web page at

<http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. 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	44.0

IX. 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. 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	8	8	8
Similar Schools	7	7	6

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	9	-1	14	841
Hispanic or Latino	7	-4	4	738
White (not Hispanic)	-1	-6	21	922
Socioeconomically Disadvantaged	22	2	20	741
English Learners	41	-1	1	711

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 API Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

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	In PI
First Year of Program Improvement Implementation		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	23.1

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.

	2005-06	2006-07	2007-08
School days dedicated to school-wide professional development	0	0	0