

Santa Barbara Junior High School School Accountability Report Card Reported for School Year 2007-08

Published During 2008-09

Santa Barbara Junior High 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).

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.

Santa Barbara School Districts

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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

Santa Barbara Junior High School (SBJHS) was constructed in 1932 on a 16.44-acre site. It is a registered historic landmark with the state of California. Not only is this landmark the home for 750 students and about 80 staff members, but it is also used as a community resource as well. In 2003-04, renovations to the schools theatre were completed, and the Marjorie Luke Theatre came to fruition. This was made possible by Measure V bond funds, community donations, and the Santa Barbara School Districts collaboration with the Community Youth Performing Arts Center. The school, school district and community use the Marjorie Luke Theatre for performances which underscore youth activities, cultural diversity, and artistic expression. UCSB's Arts and Lectures department teams with Santa Barbara Junior High and offers world-class performers at no cost to our students in school-wide assemblies. Additionally, the schools athletic fields are jointly used with Santa Barbara City Parks and Recreation Department, and it is a community polling place for voting.

The neighborhood elementary feeder schools are Franklin, Cleveland, Roosevelt, Peabody, Montecito Union, Cold Spring, Cesar Chavez Charter School, Santa Barbara Community Academy and Washington. Intra-district transfers allow students from other elementary schools to enroll as well.

Santa Barbara Junior High School is in year five of No Child Left Behind Program Improvement status. This year, we will be offering Supplemental Educational Services as well as dedicating ten percent of our Title I funds for staff development. We recognize that staff development is an integral component of a successful

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school. We have dedicated Wednesdays to a late start schedule that and provides time for collaboration within Professional Learning Community (PLC) teams. Teachers are dedicated to the achievement of all students by focusing on curriculum, instruction, and assessment within their PLC teams.

Santa Barbara Junior High provides students with unique standards-based experiences. Seventh grade history study culminates with a Renaissance Faire in May, highlighting specific segments of the period including costuming, food, medicine, social justice, cultural practices, literature, music and academics. Eighth grade history students participate in Civil War Day which is an enrichment activity structured around the eighth grade social studies standards. Our science department hosts Science Nights in both English and Spanish, Astronomy Night, and collaborates with University of California Santa Barbara (UCSB) science graduate students to display how science and physics are prominent in every day activities. The band participates in the State Street and Milpas Street parades, and we boast a drama department that performs at least twice a year in the Marjorie Luke Theatre. The English department helps students participate in the Santa Barbara County Spelling Bee, and will host a school-wide spelling bee this year. Within the English department we offer a debate, journalism and award-winning yearbook class. The math department has designed a unique program where students who score below the proficient level in mathematics on the California Standards Test receive an additional support class, taught by credentialed, experienced math teachers. We also have a technology lab that features a recording studio and technology stations for use alongside a fully-equipped wood shop.

In addition to promoting academic excellence, Santa Barbara Junior High is committed to developing personal and civic responsibility. By offering membership in a large variety of clubs students have the opportunity to experience activities ranging from academic to community service to recreation. Some favorites include: Club Live, Recycling Club, Quantum Leaps, After-School Sports, Cesar Chavez Leadership Institute Club, and Surf Club. Almost half of our student population participates in at least one club on campus.

Our library-media center contains a computer lab, resources for students and teachers, and is staffed by a credentialed library media teacher. A unique historical feature of the library is the 1934 Douglas Parshall mural which depicts Olympic sports. The library encourages and supports our daily 20-minute Sustained Silent Reading Period by providing books which students of all reading levels can enjoy. Additionally, we have a self-contained computer lab that students and teachers may sign up to use during the school day.

Santa Barbara Junior High School is able to provide additional support to our students and their families because it is home to the following district and affiliated programs: Secondary GATE office, Cal-SOAP, Hippy Program, Child Development, and ITS/Technology Support.

Opportunities for Parental Involvement (School Year 2007-08)

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

The PTA actively supports and participates in school affairs and programs, after school activities, and the day-to-day excitement and learning associated with junior high.

Parents are welcome on campus during lunch, to help in the library, provide support for clubs and student groups, assist in parent evenings, help with annual fundraiser, and support the May Renaissance Faire and Civil War Day.

SBJHS hosts Parent Lunch Days five times per year and holds quarterly school climate meetings with parents.

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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
Grade 7	397
Grade 8	349
Total Enrollment	746

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	2.55 %
American Indian or Alaska Native	0.80 %
Asian	1.61 %
Filipino	0.13 %
Hispanic or Latino	66.09 %
Pacific Islander	0.13 %
White (not Hispanic)	26.27 %
Multiple or No Response	2.41 %
Socioeconomically Disadvantaged	58 %
English Learners	34 %
Students with Disabilities	12 %

Average Class Size and Class Size Distribution

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

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	25	26	0	22.8	23	20	1	26.9	6	24	7
Mathematics	25.6	12	25	0	22.5	16	18	2	28.0	6	15	7
Science	29.2	2	27	1	27.6	4	22	1	30.7	0	14	8
Social Science	25.4	4	29	0	26.8	3	25	0	30.4	1	14	8

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II. School Climate

School Safety Plan (School Year 2007-08)

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

The School Safety Plan is updated and reviewed yearly to reflect changes in the student body, faculty, and facilities. Visitors are asked to check in at the main office before proceeding any further on to the campus. There are campus supervising aides on duty to assist with building security and student safety.

SBJHS has a plan for safety in case of different types of disaster. A disaster preparedness committee meets to review the procedures for staff and students in the event that students' safety is compromised. Safety drills are conducted regularly and the procedures for student safety in case of serious events are posted in each classroom so that students and teachers (substitutes as well) will know exactly what to do. The school has emergency supplies and those are updated and checked yearly. SBJHS has consulted the police department to review the plans and offer suggestions.

Fire and earthquake drills are held periodically. A Disaster Preparedness Committee meets regularly to insure staff readiness in case of a disaster. Each classroom has directions for evacuation posted so that anyone using the room may determine the quickest, safest route out of the building.

SBJHS prides itself on maintaining a safe campus and students and parents are given information yearly about the zero tolerance policy for harassment, name calling, bullying, drugs, alcohol, and tobacco. Each class is visited by the assistant principal twice each year to discuss these standards of behavior and to make sure that students know and understand the consequences of these actions. Additionally, students are provided ways to get help for themselves or others in a confidential manner. We encourage parents to join with us in keeping the campus a safe healthy place by reporting information to the office, even if it is considered a rumor.

Our health clerk ensures that students are immunized and are healthy during the school year. In case of an injury, it is important that parents keep the school informed about a change in phone number or address. We must be able to reach a parent/guardian in an emergency.

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	27.9	23.4	36.7	22.9	11.0	14.4
Expulsions	1.0	0.6	0.5	0.8	0.5	0.4

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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.

Santa Barbara Junior High School is a registered landmark with the state of California. It was designed by William Weeks and completed in 1932. The two-story Spanish-style structure features outdoor lighting, wrought iron railings, tile work, and painted walls and ceilings in the library. SBJHS has been part of the city and county National Preservation Week where interested individuals may come and tour the facility. The tower, ceramic work and attention to detail reflect the quality and workmanship that were prevalent during the 1920s and 1930s.

SBJHS was retrofitted to meet the code standard for earthquake safety in the early 1990s. The school has met handicapped accessibility requirements with an elevator and a new ramp on the west side of the campus. Plans are in progress for another ramp at the main entrance to the school. Ninety-five percent of the school's toilets are in working order.

All adults must check in at the office when arriving on campus. As with any other campus it is easy for strangers to walk in or around buildings. All adults on campus are required to ask an adult the purpose of their visit if they do not have on a visitors badge obtained from the office. The main concern of the staff at SBJHS is the safety of all students and personnel. The school has two campus supervisors who are walking and moving through the hallways and surrounding grounds regularly. They carry radios and are in contact with the office, all other administrators, and physical education teachers.

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	47	42	36	475
Without Full Credential	1	1	0	14
Teaching Outside Subject Area of Competence	6	6	3	--

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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	16	8	3
Total Teacher Misassignments	22	11	8
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	95.2	4.8
High-Poverty Schools in District		
Low-Poverty Schools in District	96.0	4.0

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	Average Number of Students per Academic Counselor
Academic Counselors	2.3	331
Library Media Teacher (Librarian)	1.0	---
Psychologist	0.4	---
Nurse	0.3	---
Health Aide	1.0	---
Speech/Language/Hearing Specialist	0.5	---
Youth Service Specialist	2.0	---

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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	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades 7-8: Holt, Rinehart and Winston, <i>Literature and Language Arts, 2003</i> English Learners: Hampton-Brown Company, <i>High Point EL, 2001</i>	0%
Mathematics	Grades 7-8: Holt, Rinehart and Winston, <i>Holt California Mathematics, 2008</i> , Grade 7-8: CPM Educational Program: <i>Algebra Connections, 2008</i> Grade 7-8: Holt : <i>California Geometry, 2008</i>	0%
Science	Grades 7- 8: Holt, Rinehart Winston: <i>Holt California Science: Earth, Life, and Physical Science, 2007</i>	0%
History-Social Science	Grade 7-8: Teachers' Curriculum Institute: <i>History Alive! California Middle Schools Program, 2005</i>	0%
Foreign Language	Grade 7-8: Glencoe/McGraw-Hill: <i>Glencoe Spanish 1 Buen viaje!</i>	0%
Health	Grade 7: Holt, Rinehart and Winston: <i>Holt Decisions for Health</i>	0%
Visual and Performing Arts	No textbooks used	---

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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	\$7,546	\$1,960	\$5,586	\$58,222
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	+13%	-3%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	+5%	-8%

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.

Santa Barbara Junior High School receives School Improvement Program and Limited English Proficiency funds. These funds provide services such as instructional focus, after school classes, support classes, class size reduction, and clerical support. Trainings are paid for from these funds as well as attendance at conferences and consultants.

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	48	49	54	54	57	57	42	43	46
Mathematics	40	41	42	34	34	33	40	40	43
Science	61	68	67	47	48	56	35	38	46
History-Social Science	43	40	38	46	43	46	33	33	36

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	38	29	47
Asian	88	93	*
Hispanic or Latino	29	30	36
White (Not Hispanic)	82	85	92
Male	43	45	50
Female	53	53	59
Economically Disadvantaged	27	28	37
English Learners	9	12	17
Students with Disabilities	6	3	8

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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	24	31	24
Asian	88	79	*
Hispanic or Latino	24	27	26
White (Not Hispanic)	68	65	75
Male	38	41	40
Female	42	40	45
Economically Disadvantaged	24	26	27
English Learners	11	16	14
Students with Disabilities	6	6	5

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
African American	*	58	*
Hispanic or Latino	44	55	54
White (Not Hispanic)	85	91	95
Male	62	66	66
Female	59	69	68
Economically Disadvantaged	44	55	55
English Learners	20	30	32
Students with Disabilities	11	7	9

History – Social Science

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

Group	History - Social Science		
	2005-06	2006-07	2007-08
African American	*	25	*
Hispanic or Latino	24	24	19
White (Not Hispanic)	72	70	84
Male	46	41	40
Female	40	39	36
Economically Disadvantaged	23	21	*
English Learners	10	5	5
Students with Disabilities	2	5	*

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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
7	38.3

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	7	7	7
Similar Schools	9	9	8

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	2	-3	16	776
Hispanic or Latino	5	5	14	700
White (not Hispanic)	-14	12	22	935
Socioeconomically Disadvantaged	13	0	26	701
English Learners	-16	20	3	652

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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/>.

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	In PI	Not in PI
First Year of Program Improvement Implementation	2004-05	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	30.8

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.

Santa Barbara Junior High participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No school days are dedicated to school-wide professional development.

	2004-05	2005-06	2006-07
School days dedicated to school-wide professional development	0	0	0