Calipatria High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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/fg/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 at http://dq.cde.ca.gov/dataquest/ 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Calipatria High School
Street	601 West Main Street
City, State, Zip	Calipatria, California 92233
Phone Number	(760) 348-2254
Principal	Joe Derma III
E-mail Address	jderma@calipat.com
Web Site	
CDS Code	13-63107-1332501

District Contact Information	
District Name	Calipatria Unified School District
Phone Number	(760) 348-2892
Superintendent	Douglas Kline
E-mail Address	dkline@calipat.com
Web Site	calipatriahornets.org

School Description and Mission Statement (School Year 2016-17)

Our mission is to provide a well-balanced curriculum, complimented by high quality instruction and leadership; to graduate career-oriented learners who are able to cope with the lifelong challenges of our global society. Calipatria High School (CHS) has a rich tradition of academic excellence and school pride. For 97 years, we have prepared our students for careers and the workforce and have sent them on to colleges and universities. This year we continued with Advanced Placement (AP) U.S. History, Language Arts, Spanish Language/Literature, Statistics, Government, and Biology in our repertoire of college preparatory offerings. We continuously work to increase student achievement schoolwide using strategies that address the needs of our diverse student population. These include extra-help programs in language arts and math for students struggling in these areas and tutorial programs created in collaboration with a variety of community partners. Calipatria's curricular emphasis is on meeting grade-level standards in the core subject areas and expected schoolwide learning results. This year we also continued to increase parent and community involvement through a variety of parent workshops and school site committees and organizations. We welcome parents and community to participate in all school activities. Students enjoy having members of the community participate in their learning experiences.
Joe Derma, III, PRINCIPAL

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	96
Grade 10	100
Grade 11	97
Grade 12	77
Total Enrollment	370

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0
White	9.5
Two or More Races	0.8
Socioeconomically Disadvantaged	78.4
English Learners	25.9
Students with Disabilities	7.3
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	17	18	58
Without Full Credential	3	4	4	9
Teaching Outside Subject Area of Competence (with full credential)	1	1	2	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.3	16.7
All Schools in District	91.2	8.9
High-Poverty Schools in District	91.2	8.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October, 2016

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA Adopted in 2016 Pearson Jolliffe Wrting America AP Adopted in 2016 American Guidance Basic English Comp Adopted in 2005	Yes	0
Mathematics	MacMillan-McGraw Hill Glencoe Math Accelerated Adopted in 2016 MacMillan-McGraw Hill Integrated Math I, II, III, IV Adopted in 2016 Glencoe, California Algebra Readiness Adopted in 2008 Holt-Rinehart, Algebra 1, Algebra 2, Geometry Adopted in 2008 Glencoe, Pre-Calculus Adopted in 2008 Contemporary Pre Calculus Adopted in 2005 Pearson, Elementary Statistics Adopted in 2008 American Guidance Algebra Adopted in 2005	Yes	0
Science	HRW, Biology Adopted in 2007 Glencoe Science, Chemistry: Matter and Change Adopted in 2006 Glencoe/McGraw, Physics Principals And Problems Adopted in 2004 Pearson, Earth Science Adopted in 2006 American Guidance World History Adopted in 2005 American Guidance Earth Science Adopted in 2005 American Guidance Biology Adopted in 2005	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Pearson US History Adopted in 2016 Pearson World History Adopted in 2016 Pearson Fraser: By the People: A History of the United States (AP) Adopted in 2016 Contemporary Economics Adopted in 2006 McDougal Littell, World History, The Americans Adopted in 2005 Glencoe/McGraw Hill, US Government Adopted in 2005 Pearson, World Civilizations-AP, the Am. Pageant-AP Adopted in 2006	Yes	0
Foreign Language	Holt McDougal, Avancemos Adopted in 2013 Cengage Learning, De Paseo Adopted in 2013 Houghton Mifflin Harcourt, Abriendo Puertas Adopted in 2013	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in fair repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are critical and widespread, with repairs and maintenance necessary in several areas of the school site. We scored between 72 and 100 percent on the 15 categories of our evaluation. The overall school rating on 8 categories is 88% (75.-89.99%), with an overall school rating of Fair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 26, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Thermostat is cracked in Rm 4. Will address with routine maintenance.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: October 26, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			Dirty in boys restroom. Issue was identified in Wirt on counters. Issues with Old Gym. Will address with routine maintenance. Old Gym currently under William renovation repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Dirty in boys restroom. Ants identified in Rm 29. Issues with Old Gym. Will address with routine maintenance. Old Gym currently under William renovation repairs.
Electrical: Electrical		X		Issues with lights in Band, Wirt and Main admin building. Lights are out throughout. Fuse box issue in Rm 29. Issues with Old Gym. Will address with routine maintenance. Old Gym currently under William renovation repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Dirty in boys restroom. Issue identified with sinks in Rm 29. Issues with Old Gym. Will address with routine maintenance. Old Gym currently under William renovation repairs.
Safety: Fire Safety, Hazardous Materials	X			Issues with Old Gym. Will address with routine maintenance. Old Gym currently under William renovation repairs.
Structural: Structural Damage, Roofs	X			Issues with Old Gym. Flooring issue in Wirt. Old Gym currently under William renovation repairs. Williams repairs for Wirt planned for 2017-2018.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Issue with windows in Wirt and Old Gyms. Will address with routine maintenance. Old Gym currently under William renovation repairs. Williams repairs for Wirt planned for 2017-2018.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 26, 2016				
	Exemplary	Good	Fair	Poor
Overall Rating			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	73	33	37	44	48
Mathematics	30	34	24	24	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	99	89	89.9	73.0
Male	11	45	41	91.1	73.2
Female	11	54	48	88.9	72.9
Hispanic or Latino	11	90	82	91.1	73.2
Socioeconomically Disadvantaged	11	77	71	92.2	71.8
English Learners	11	25	24	96.0	33.3
Students Receiving Migrant Education Services	11	39	37	94.9	64.9

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	99	91	91.9	34.4
Male	11	45	42	93.3	28.6
Female	11	54	49	90.7	39.6
Hispanic or Latino	11	90	84	93.3	36.1
Socioeconomically Disadvantaged	11	77	73	94.8	33.3
English Learners	11	25	25	100.0	8.0
Students Receiving Migrant Education Services	11	39	38	97.4	28.9

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	77	65	48	62	62	46	60	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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	108	102	94.4	48.0
Male	52	51	98.1	60.8
Female	56	51	91.1	35.3
Hispanic or Latino	94	89	94.7	44.9
Socioeconomically Disadvantaged	87	82	94.3	43.9
English Learners	29	27	93.1	29.6
Students Receiving Migrant Education Services	35	34	97.1	47.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Calipatria High School offers vocational education classes that include Ag Mechanics, Graphic Design, Desktop Publishing, and agriculture in science courses. Students may enroll in vocational courses offered at other local high schools through our partnership with the Imperial Valley Regional Occupational Program. All of our students develop resume writing and interview skills through the regular English and technology courses. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	198
% of pupils completing a CTE program and earning a high school diploma	17%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.18
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	27.7

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.4	17.3	39.8

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Parents serve on our School Site Council (SSC), English Learner Advisory Committee (ELAC), Vocational Advisory Committee, Career Technology Education Advisory, and school-community organizations. They also attend parent workshops. Our SSC includes parent members; the council approves the school's annual plan and budget expenditures. We strongly encourage parents to participate in all school events and include reminders in our site webpage, school newsletters, flyers, and phone calls home. For more information about becoming involved in our school, please contact Joe Derma at (760) 348-2254.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.50	6.80	7.90	7.50	6.80	7.90	11.40	11.50	10.70
Graduation Rate	90.32	89.83	85.53	90.32	89.83	85.53	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	89	89	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	94	94	83
Native Hawaiian/Pacific Islander	0	0	85
White	20	20	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	83	83	54
Students with Disabilities	93	93	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.2	6.6	6.2	6.5	5.6	5.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.3	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our staff monitors school grounds ten minutes before school begins and after dismissal. The staff also monitors the hallways during passing periods. We have a disaster preparedness plan and conduct fire and disaster drills on a regular basis. Most staff members have been trained in the FEMA and National Incident Management System for working with government agencies in the event of natural disasters or emergencies. Also most of our staff is trained in CPR/First Aid techniques. Our site principal is a certified 1st Aide and CPR instructor. We reviewed our site safety plan in June of 2016 and update it every year. The plan covers disaster procedures, sexual harassment policies, the dress code, discipline policies, and safe-school strategies and programs.

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 2016-17)

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	1
Percent of Schools Currently in Program Improvement	N/A	25.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	21	10	10		23	9	11		23.1	4	11	0
Mathematics	20	11	5		22	7	9		23.8	5	7	2
Science	24	2	10		24	2	9		22.8	1	10	0
Social Science	20	6	6		26	1	9		28.6	0	8	0

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	180
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,730	$904	$5,826	$60,607
District	N/A	N/A	6,019	$64,378
Percent Difference: School Site and District	N/A	N/A	-3.2	-5.9
State	N/A	N/A	$5,677	$60,705
Percent Difference: School Site and State	N/A	N/A	2.6	-0.2

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

Types of Services Funded (Fiscal Year 2015-16)

Calipatria High School offers general and categorical funded services. Resources utilized to support staff include general, LCFF, Title One, Title II, Title III, Special Education, Migrant, and ASES. Additional funds from Lottery and Common core supported services in 13-14.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,544	$40,430
Mid-Range Teacher Salary	$67,093	$58,909
Highest Teacher Salary	$82,047	$77,358
Average Principal Salary (Elementary)	$111,572	$94,634
Average Principal Salary (Middle)	$113,523	$97,839
Average Principal Salary (High)	$120,364	$100,453
Superintendent Salary	$134,705	$123,728
Percent of Budget for Teacher Salaries	37%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	6	5.4

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The major focus of our staff development is increasing student achievement by providing staff with research-based instructional methods and practices that support our students' needs. Staff members improve their teaching skills by participating in conferences and workshops throughout the year and sharing their knowledge with colleagues. Our district offers two to three staff development days annually, providing teachers with a broad variety of teaching strategies and methods. In addition, our staff meets weekly on Wednesday, from 1:45 p.m. to 3:30 p.m., for staff training and planning. We have conducted professional development for all core areas to Science, Math, ELA and History. We have worked in conjunction with our county office of education.