

**2010-11**  
**SCHOOL ACCOUNTABILITY REPORT CARD**

**Green Valley Elementary School**  
**Rescue Union Elementary District**

**Published During**  
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**Principal:**  
**Kathy Miracle**

**Address:**  
**2380 Bass Lake Rd.**  
**Rescue, California 95672**

**Phone:**

**Email:**  
**[kmiracle@rescueusd.org](mailto:kmiracle@rescueusd.org)**

**Website:**



## I. Data and Access

### 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, 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

### School Description and Mission Statement (School Year 2010-11)

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

Nestled in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA, Green Valley School opened its doors in 1978. Green Valley has been able to maintain a friendly and caring school climate while growing to its present enrollment of 680 students. Green Valley School is on the forefront of meeting the future needs of its students with 27:1 student-teacher ratio in grades K-3, a school-wide study skills program, a balanced literacy program including the Open Court language arts program, Guided Reading, and Step-up to Writing.

Our school-based program currently provides several special programs to supplement our regular curriculum. Programs include two Resource Specialists, and a music and PE instructor for 4th and 5th grade students. A Response to Intervention program is implemented school wide to support the academic needs of all students.

Green Valley has implemented an after school enrichment program with classes lasting six weeks in various subjects such as Art, Sculpting, Guitar, Spanish, Cheerleading, Drama, Karate and Super Scientist. These classes are available to all students in grades 1-5.

Green Valley School receives District support services from a psychologist and school nurse. A speech and language specialist and occupational therapist are provided by the El Dorado County Office of Education. The Student Success Team also addresses individual student needs.

Two full-time resource specialists, assisted by four instructional assistants, meet the identified needs of special education students. The psychologist provides service on site two days per week. Working at Green Valley School five days per week, the speech and language specialist has an average caseload of 60 students.

Students with special needs benefit from the school's instructional staff through an integrated approach, which allows all students to experience success and reach their highest level of performance. Special education staff ensures equal access and participation of all students to core academic instruction.

To stimulate the imagination of young gifted and talented students, a GATE program is offered at Green Valley School. Green Valley GATE students meet in an after school program which takes place from late fall to early spring. Also, GATE students' intellect is challenged through higher-level critical thinking and problem solving activities in the classroom.

Green Valley operates on a traditional calendar. Parent involvement and innovative programs, along with our friendly environment, work together to make Green Valley School a special place. WELCOME!

### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

## Green Valley Elementary 2010-11 School Accountability Report Card

Green Valley Elementary School has an active parent community. Parents are actively involved and interested in every aspect of their children's education, from classroom assistance to participation in parent organizations. Parents are an integral part of School Site Council, English Language Advisory Committee, School Advisory Committee, and Safety Committee. The members of these organizations are committed to making informed decisions that affect student learning. Green Valley Elementary School's Parent Teacher Organization sponsors a variety of activities throughout the school year and they are well attended. The school participates in the Intel volunteer program. Our Intel parents volunteer numerous hours at the school site, working in classrooms, attending field trips and assisting in the computer lab. Their volunteerism not only provides them an opportunity to work with children; it also generates a monetary donation from Intel to Green Valley. The Green Valley PTO is an integral part of our schoolsponsoring a variety of activities throughout the year. Membership is open to all who are interested in Green Valley School. Additional PTO information may be obtained by calling the school at 677-3686.

### Student Enrollment by Grade Level (School Year 2010-11)

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	126
Grade 2	118
Grade 3	115
Grade 4	120
Grade 5	112
<b>Total Enrollment</b>	<b>685</b>

### Student Enrollment by Group (School Year 2010-11)

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	Group	Percent of Total Enrollment
Black or African American	0.9	White	68.6
American Indian or Alaska Native	0.3	Two or More Races	7.7
Asian	1.6	Socioeconomically Disadvantaged	18.8
Filipino	1	English Learners	6
Hispanic or Latino	19.9	Students with Disabilities	8
Native Hawaiian/Pacific Islander	0		

### 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	2008-09			2009-10			2010-11					
	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	19.4	9			23		5		24	1	4	
1	17.7	7			20	3	3		23.9	1	6	
2	20	6			24	2	4		26.3		4	
3	18.3	6			21	1	5		28.8		4	
4	30		4		28		4		30		5	
5	30		3		30		4		28		4	
K-3	19	28			22	6	17					
3-4	24	6	4		25	1	9					
4-8	30		7		29		8					
Other												

## III. School Climate

### School Safety Plan (School Year 2010-11)

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

A positive learning environment is fundamental to an effective school. Measures to deal with discipline, tardiness and truancy are an important part of our program. There are many encouraging and motivating activities taking place in the school. Good News phone calls are made to parents by the administrators. School-wide positive incentives include school-wide awards assemblies and honor roll.

Green Valley School's award assemblies program is used throughout the school to recognize children for a variety of achievements, including academic achievement and citizenship. In 2010-2011, the rate of suspension was 5% and the rate of expulsion was .01%. In 2009-2010, the rate of suspension was, 5% and the rate of expulsion was 0. In 2008-09, the rate of suspensions was 1.7% and the rate of expulsions was 0.

We currently have two full-time custodians and one parttime custodian. Policies are in place regarding campus safety so that during recess and lunch periods adequate supervision is provided to protect the students. Fire drills are conducted monthly as part of our disaster preparedness plan. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Green Valley School Site Council has implemented a Site Safety Plan whose two major goals this year are to provide a positive school climate modeled by staff and students and provide a physically safe environment.

### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.7	5	6.57	5.2	4.4	3.69
Expulsions	0	0	0.15	0.2	0.1	0.25

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2011-12)










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.

School buildings and grounds at Green Valley provide a clean, positive environment that is conducive to teaching, instruction and learning. Staff and student rest rooms are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

At Green Valley Elementary School we are continually committed to the improvement of the school's facilities. We strive to make the facility as great as it can be. This year we have improved our facility in many different and important ways. All of the playground shade structures are now repaired and in full working condition. Our parent teacher organization has completed a seating area around our outdoor stage area. We have an ADA handicapped accessible outdoor lunch table. Also, our garden area has been improved to include outdoor benches, including an ADA approved bench, and tables for students to use when writing in the garden area. We were fortunate to have our staff parking lot and visitor parking lot repaved and repainted. We are proud of our school facilities at Green Valley, and it is our desire to continue to improve the campus for our students.

### School Facility Good Repair Status. (School Year 2011-12)

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

Inspected On: 1/13/2012	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
System Inspected					
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating		—	—	—	

## 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	38	35	33	193
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

### 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	2009-10	2010-11	2011-12
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 Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	98.94	1.06
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	98.88	1.12

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

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
<b>Academic Counselor</b>		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.29	N/A
Social Worker		N/A
Nurse	0.29	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Description of school's program towards meeting William's Settlement Requirements

All materials are current, high quality and available to all students.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Open Court Reading Grades K-5	0	Yes
Mathematics	Houghton Mifflin California Mathematics Grades K-2	0	Yes
	Harcourt Mathematics Grades 3-5		
Science	Scott Foresman Science Grades K-5	0	Yes
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	0	Yes
Foreign Language	N/A	0	
Health	Botvin's LifeSkills Grades 3-5	0	Yes
Science Laboratory Equipment (grades 9-12)	N/A		
Visual and Performing Arts	N/A		

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,371.00	\$1,403.00	\$4,968.00	\$62,621.00
District	N/A	N/A	\$5,256.00	\$63,743.00
Percent Difference - School Site and District	N/A	N/A	-5.48	-1.76
State	N/A	N/A	\$5,455.00	\$65,524.00
Percent Difference - School Site and State	N/A	N/A	-8.93	-4.43

### Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, each school in the Rescue Union School District receives yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, Gifted and Talented (GATE), academically deficient and students at risk of failing.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & 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	\$42,636	\$41,183
Mid-Range Teacher Salary	\$61,016	\$63,647
Highest Teacher Salary	\$79,791	\$80,955
Average Principal Salary (Elementary)	\$98,780	\$102,400
Average Principal Salary (Middle)	\$100,097	\$106,158
Average Principal Salary (High)		\$124,133
Superintendent Salary	\$135,869	\$151,742
Percent of Budget for Teacher Salaries	46	41
Percent of Budget for Administrative Salaries	7	6

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	76	71	65	76	76	75	49	52	54
Mathematics	75	75	74	74	74	71	46	48	50
Science	87	86	86	80	82	84	50	54	57
History-Social Science	0	0	0	64	68	69	41	44	48

### Standardized Testing and Reporting 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
All Students in the LEA	75	71	84	69
All Students at the School	65	74	86	0
Male	61	78	90	0
Female	69	70	83	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	43	60	86	0
Native Hawaiian or Pacific Islander				
White	69	80	86	0
Two or More Races	77	67	100	0
Socioeconomically Disadvantaged	37	55	71	0
English Learners	9	32	0	0
Students with Disabilities	45	52	0	0
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 CDE 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 ten 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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.2	19.3	65.8
7	0	0	0
9	0	0	0

## 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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
<b>Statewide</b>	9	9	9
<b>Similar Schools</b>	4	6	3

### Academic Performance Index Growth 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. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
<b>All Students at the School</b>	23	-9	-15
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			-41
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	10	1	-14
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>			-26
<b>English Learners</b>			
<b>Students with Disabilities</b>			

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	865	886	778
Black or African American		834	696
American Indian or Alaska Native		807	733
Asian		939	898
Filipino		914	859
Hispanic or Latino	785	827	729
Native Hawaiian or Pacific Islander			764
White	884	891	845
Two or More Races	880	909	836
Socioeconomically Disadvantaged	758	768	726
English Learners	681	751	707
Students with Disabilities	749	737	595

### Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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 six AYP criteria described above.

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
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

## 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.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices.

At the elementary sites, eight minimum days are scheduled for grade level collaboration (reviewing formative assessment data and planning intervention), five minimum days for parent conferences and three days for report card preparation.