

Executive Summary School Accountability Report Card, 2005-06

For El Rincon Elementary School

Address: 11177 Overland Ave., Culver City CA 90230-5454 **Phone Number:** (310) 842-4340
Principal: Leslie Green **Grade Span:** K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Narrative to be provided by LEA

Student Enrollment		Teachers	
Group	Enrollment	Indicators	Teachers
Number of Students	495	Teachers With Full Credential	25
African American	40.4 %	Teachers Without Full Credential	1
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	6.9 %	Misassignments of Teachers of English Learners	0
Filipino	1.6 %	Total Teacher Misassignments	0
Hispanic or Latino	22.6 %		
Pacific Islander	0.2 %		
White (Not Hispanic)	14.7 %		
Multiple or No Response	13.5 %		
Socioeconomically Disadvantaged	32.3 %		
English Learners	12.0 %		
Students with Disabilities	6.0 %		

School Facilities

Summary of Most Recent Site Inspection

All Culver City Schools are inspected and repaired on a regular basis. Any major work needed is done during the summer months when the schools are not in session. Health and Safety issues are repaired immediately.

Repairs Needed

As repairs are done on a needed basis, there are no repairs needed.

Corrective Actions Taken or Planned

At present, there are no repairs needed.

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

Student Performance	
Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	56
Mathematics	60
Science	26
History-Social Science	

Academic Progress	
Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	814
Statewide Rank (from 2005 API Base Report)	7
2006-07 Program Improvement Status	Not in PI

School Accountability Report Card



EL RINCON ELEMENTARY SCHOOL Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	El Rincon Elementary	District Name	Culver City Unified
Street	11177 Overland Ave.	Superintendent	Dr. Laura McGaughey
City, State, Zip	Culver City, CA 90230-5454	Street	4034 Irving Pl.
Phone Number	(310) 842-4334	City, State, Zip	Culver City, CA 90232-2810
Principal	Leslie Green	Phone Number	(310) 842-4220
E-mail Address	lesliegreen@ccusd.org	FAX Number	(310) 842-4205

School Description and Mission Statement

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

The **Mission Statement of El Rincon Elementary School** is to: Provide all students with a quality learning environment in which they will experience optimum academic growth and develop positive social skills and work in partnership with parents in support of student learning, growth and development.

El Rincon Elementary School is proud to provide a rigorous curriculum that adheres to the California State Standards. Collaboratively, we as a community of learners which includes our quality teachers, instructional aides, staff, parents and students work to make sure that we are always putting the academic, social and emotional needs of our children first. Our staff, through staff development, in services and professional readings investigate and learn of new instructional philosophies and practices so that academic practices are cutting edge.

Opportunities for Parental Involvement

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

The parents in the Culver City Unified School District are involved and interested in the operation of all schools. The Parent Teacher Student Associations assist in fund raising, scholarships, and assuring that communication flows between all schools and community. Parents also serve on the School Site Council, the District Budget Committee, the English Learner Committees, the strategic Plan Team Advisory Committee, Curriculum Committees, and number of other individual school site committees. Various business partners sponsor many special events for both students and parents. The Culver City Educational Foundation supports and enhances quality educational programs for every student in the Culver City Unified School District.

Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	72	Grade 8	0
Grade 1	76	Ungraded Elementary	0
Grade 2	81	Grade 9	0
Grade 3	79	Grade 10	0
Grade 4	88	Grade 11	0
Grade 5	99	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	495

Student Enrollment by Group

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
African American	40.4	White (not Hispanic)	14.7
American Indian or Alaska Native	0.0	Multiple or No Response	13.5
Asian	6.9	Socioeconomically Disadvantaged	32.3
Filipino	1.6	English Learners	12.0
Hispanic or Latino	22.6	Students with Disabilities	6.0
Pacific Islander	0.2	---	---

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	2003-04			2004-05			2005-06					
	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	20.0	3			18.3	4			18.3	4		
1	20.0	4			18.0	4			19.0	4		
2	20.0	4			20.0	4			16.2	5		
3	20.0	5			19.8	4			15.8	5		
4	32.7		1	2	30.7		3		22.3	1	3	
5	31.3		4		31.7		2	1	23.0	2	3	
6												
K-3												
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

II. School Climate

School Safety Plan

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

The School Safety Plan was presented to the Board of Education Outlining the District's plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district's priority has: a) updated the individual school plans; b) developed the curriculum requirements in Tolerance education, Safe and drug free education, and tobacco use prevention; c) updated the physical environment; and d) developed a strategic plan. Each site has an emergency plan with a clear set of procedures.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

It is the practice of the school district to provide positive programs that will develop and maintain challenging learning experiences and environments to form the character of each student by attracting and supporting the best educational teams for the community. Such programs include Science Fair Day; Beyond Bias; GATE; International Day; Cultural Fluency Center Student Performance; and the district has adopted the Open Court 2002 program in grades K through 5. While all students have access to the core curriculum, individual student needs and interests are reflected in the instructional programs. Challenging learning activities are provided for students at all levels while reinforcement is provided for students requiring more support.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	2	18	10	246	426	255
Expulsions	0	1	0	11	18	14

III. School Facilities

School Facility Conditions and Improvements

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

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	25	24	25	298
Without Full Credential	0	0	1	20
Teaching Outside Subject Area of Competence				---

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <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	95.7	4.3
All Schools in District	88.0	12.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	88.0	12.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Culver City Unified School District strives to hire the best substitutes to provide coverage for teachers when necessary. Substitutes must complete an application form, and all substitutes are interviewed by two administrators before they are hired. CCUSD makes every effort to place substitutes with the appropriate credentials in each classroom.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

To ensure and promote quality instruction in all classrooms, the teacher evaluation process was developed from all stakeholders including teachers, district staff and union representation. The evaluation process is an ongoing and systematic procedure. Tenured teachers are formally evaluated every other year. Probationary teachers are evaluated twice every year. This process includes goal setting, classroom observations, conferences, and progress toward the California Standards for the Teaching Profession (CSTP) and any other appropriate procedures stated on the performance appraisal form. Both certificated and classified staff members are encouraged to learn and practice new techniques and refine existing skills in order to improve and maximize student learning with state standards.

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)	1.0	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Every student has a textbook.	0 %
Mathematics	Every student has a textbook.	0 %
Science	Every student has a textbook.	0 %
History-Social Science	Every student has a textbook.	0 %
Foreign Language		
Health	Health is integrated into the Science and P.E. Instruction	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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				
District	---	---		\$55,824
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$57,067
Percent Difference - School Site and State	---	---		

Types of Services Funded

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

In addition to general fund state funding, Culver City Unified School District receives state and federal categorical funding for the following programs:

STATE:

- School Improvement Program (SI)
- Economic Impact Aid – Limited English Proficient (EIA/LEP)
- English Language Acquisition Program (ELAP)\
- Gifted and Talented Program (GATE)
- State Class Size Reduction (SCSR)
- Tobacco Use Prevention Education (TUPE)
- State Lottery
- Beginning Teacher Support (BTSA)

FEDERAL:

- Title I, (El Rincon, La Ballona, Lin Howe, Culver City Middle School) - extra support for students at risk of failing
- Title II, Teacher Quality, Staff development, teacher training
- Title II D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title IV, Safe and Drug-Free Schools
- Title VI, Innovative Strategies

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,450	\$37,730
Mid-Range Teacher Salary	\$59,840	\$59,397
Highest Teacher Salary	\$70,640	\$72,979
Average Principal Salary (Elementary)	\$92,503	\$92,503
Average Principal Salary (Middle)	\$106,405	\$106,405
Average Principal Salary (High)	\$102,864	\$102,864
Superintendent Salary	\$123,672	\$143,489
Percent of Budget for Teacher Salaries	32.7	41.5
Percent of Budget for Administrative Salaries	3.7	5.6

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students -- Three-Year Comparison

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

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	47	57	56	48	51	52	36	40	42
Mathematics	52	57	60	37	40	41	34	38	40
Science	25	34	26	28	28	39	25	27	35
History-Social Science				37	41	46	29	32	33

CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	53	53	19	
American Indian or Alaska Native				
Asian	85	89	50	
Filipino	*	*	*	
Hispanic or Latino	46	51	14	
Pacific Islander	*	*		
White (Not Hispanic)	66	79	31	
Male	50	63	29	
Female	61	57	23	
Economically Disadvantaged	48	49	30	
English Learners	19	36	*	
Students with Disabilities	20	19	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	43	35	54	53	50	52	43	41	42
Mathematics	58	58	67	57	58	62	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	47	53
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	50	70
Pacific Islander		
White (not Hispanic)	64	79
Male	39	62
Female	71	71
Economically Disadvantaged	40	62
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	29.5
7	NA
9	NA

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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide	7	7	7
Similar Schools	8	5	5

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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-14	30	18	814
African American	-10	41	18	800
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-7	19	16	772
Pacific Islander				
White (not Hispanic)	-33	36	19	856
Socioeconomically Disadvantaged	-23	30	43	779
English Learners	--	--		
Students with Disabilities	--	--		

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria

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

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

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	11.1

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The District has adopted a Mission Statement with goals and objectives that address the need for a comprehensive, well-articulated curriculum and instructional program, including a comprehensive staff-development program for all instructional staff. In doing so, the District is also committed to providing leadership and support for staff to meet these goals and objectives. School leadership strongly encourages collaborative participation in school wide grade level and cross grade level meetings among teachers. At El Marino, each grade level selects a representative to the school Leadership Team. This team meets several times a month and assists the principal in planning staff development and designing staff meeting agendas.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

A Professional Development Steering Committee and leadership teams study student achievement, analyze needs, and identify areas for staff development. These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program. This program includes district wide assistance to teachers on content standards, curriculum, special needs students, differentiation, EL students, the Alcohol, Tobacco, Other Drugs and Violence program, technology, paraprofessional training and utilized for discussion on instruction such as classroom management. Professional development days have been utilized for discussion or instruction.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	55,800	50,400
2	55,800	50,400
3	55,800	50,400
4	56,200	54,000
5	56,200	54,000
6	58,500	54,000
7	58,500	54,000
8	58,500	54,000
9	66,264	64,800
10	66,264	64,800
11	66,264	64,800
12	66,264	64,800

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Elementary Schools: Twelve days for Parent Conferences; All Wednesdays for Staff Development.