

Executive Summary School Accountability Report Card, 2009-10

For Havens Elementary School

Address: 1275 61st Street, Emeryville, California 94608 **Phone:** (510) 594-2680
Principal: Teresa Susman **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 2009-10 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

The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us.

The Havens School community is located in Piedmont, a city of about 10,000 residents nestled in the hills above the San Francisco Bay Area. The original school opened in 1901, and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, Ca. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Havens School is committed to providing a strong instructional program for all students to ensure excellence in education. During the 2009-10 school year, 373 students in First through Fifth Grade were served by Havens School, Emeryville which operated on a traditional schedule. 83 Kindergarteners attended school on the Beach School Campus so they did not have to ride the bus. The student population consists of 13.6% students with disabilities, 6.0% English Learners, and 0% socio-economically disadvantaged.

Student Enrollment

Group	Enrollment
Number of students	457
African American	1.6%
American Indian or Alaska Native	.4%
Asian	17%
Filipino	1.0%
Hispanic or Latino	1.0%
Pacific Islander	0%
White (not Hispanic)	72.4%
Multiple or No Response	7.4%
Socio-economically Disadvantaged	0%
English Learners	6.0%
Students with Disabilities	13.6%

Teachers

Indicator	Teachers
Teachers with full credential	33
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Miss-assignments of Teachers of English Learners	0
Total Teacher Miss-assignments	0

School Facilities

Summary of Most Recent Site Inspection

During the 22009-2010 school year the old Havens School was demolished and rebuilt. the new school is built to the highest seismic and fire safety standards.

Repairs Needed

A scheduled maintenance program is administered by Havens School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Piedmont Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Corrective Actions taken or Planned

None 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%
Visual and Performing Arts	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$11,537
District	\$11,537
State	\$8852

Student Performance

Subject	Students Proficient And Above On California Standard Tests			
	Grade 2	3	4	5
English-Language Arts	85%	87%	84%	96%
Mathematics	88%	93%	85%	93%
Science				95%

Academic Progress

Indicator	Result
2010 API Growth Score (from 2010 API Growth Report)	937
Statewide Rank (from 2009 API Base Report)	10
2009-10 Program Improvement Status (PI Year)	n/a

School Accountability Report Card Reported for School Year 2009-10 *Published During 2010-11*

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. Data and Access

DataQuest is an online data tool on the CDE 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).

II. About This School

Contact Information (School Year 2010-11)

School		District	
School Name	Havens Elementary	District Name	Piedmont Unified School District
Street	323 Highland Ave.	Phone Number	(510) 594-2600
City, State, Zip	Piedmont, California 94611	Web Site	www.piedmont.k12.ca.us/havens
Phone Number	(510) 594-2680	Superintendent	Constance Hubbard
Principal	Teresa Susman	E-mail Address	chubbard@piedmont.k12.ca.us
E-mail Address	tsusman@piedmont.k12.ca.us		

School Description and Mission Statement

The Havens School community is located in Piedmont, a city of about 10,000 residents, nestled in the hills above the San Francisco Bay Area. The original school opened in 1901 and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, Ca. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Havens School. Numerous programs and activities are enriched by the generous contributions made by the Havens Parents Club, School Parcel Taxes and Bond Measures, Piedmont Educational Foundation, CHIME, PRAISE, and PAINTS.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	60
Grade 2	82
Grade 3	66
Grade 4	90
Grade 5	77

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.6	White (not Hispanic)	72.4
American Indian or Alaska Native	0.4	Multiple or No Response	7.4
Asian	17.0	Socio-economically Disadvantaged	0
Filipino	1.0	English Learners	6.0
Hispanic or Latino	1.0	Students with Disabilities	13.6
Pacific Islander	0	Two or More Races	0

Average Class Size and Class Size Distribution

For 2009-10 Havens School maintained a school-wide average class size of 22 students. The table below 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	2007-08				2008-09				2009-10			
	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			19	3			23		3.5	
1	20	4.5			20	4			20	3		
2	20	4.5			20	4.5			20.5	4		
3	20	4			20	4.5			19	3.5		
4	26		3		26		3		26		3.5	
5	21		4		26		3		26		3	

III. School Climate

School Safety Plan

The **Comprehensive School Safety Plan** provides each student a safe physical environment by providing well-maintained buildings, a safe campus and safe ingress and egress to and from school. The Principal, faculty and staff provide campus security. The safety plan address emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines for student behavior that are consistently monitored and reinforced. In order to create a school environment that is a safe, kind, respectful place for learning, our entire school community embraces the Lifelong Guidelines and **LIFESKILLS**. We continually strive to ensure that Havens School is an emotionally nurturing environment.

School Discipline Practices

Havens School makes every effort to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Through the **LIFESKILLS** Program, students at Havens School are guided by consistent parameters, expectations, and social outcomes that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and a warm, friendly classroom environment which demonstrates that good discipline is a solid foundation on which to build an effective school. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and weekly newsletters.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at Havens School and District levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0	45 1.7%	54 2.16%	35 1.3%
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Improvements (School Year 2010-11)

The new Havens School was built during the 2009-2010 school year to the highest seismic and fire safety standards. We began the 2010-2011 school year in the new school.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the **current Havens School campus** good repair status.

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

V. Teachers

Teacher Credentials

The table below displays the number of teachers assigned to Havens 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
	2007-08	2008-09	2009-10	2009-1-
With Full Credential	31	31	33	175
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	5

Teacher Miss-assignments and Vacant Teacher Positions

This table displays the number of teacher miss-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions.

Indicator	2007-08	2008-09	2009-10
Miss-assignments of Teachers of English Learners	0	0	0
Total Teacher Miss-assignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind 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 Havens School and at all schools in the District. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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%
All Schools in District	99.5%	.5%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	99.5%	.5%

VI. Support Staff

Academic Counselors and Other Support Staff

The table below displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to Havens 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	.7	456
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	.75	
Reading Resource Teachers	1.6	
Resource Specialist Teachers	1.8	
Vocal/Music Teacher	.45	
Instrumental Music Teacher	1.6 Shared among 3 schools	
Art Enrichment Teacher	.7	
Science Enrichment Teacher	.8	
Speech/Language Pathologists	1.8	
Inclusion Aides	4	

* **Psychologist** and **Nurse** are shared among all District Schools.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials 2010-11

Textbooks/Instructional Materials

A Public Hearing was held in October, 2008 to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects) for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. 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. **All textbooks at Havens School were in adequate supply and in fair to excellent condition. The school and District place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials.**

Subject	Publisher	Grade Level	Year Adopted	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Houghton Mifflin	K-5 th	2002	0%
Math	Everyday Math	K-3 rd	2008	0%
		4 th -5 th		0%
Social Science	Harcourt Brace	K-5 th	2001	0%
Science	Houghton Mifflin	K-2 nd	2001	0%
	Harcourt Brace	3 rd -5 th	2001	0%
Health	No Text			
Visual and Performing Arts	No Text			

Library Resources

Havens School Library is stocked with over 15,500 books, as well as a large collection of video and audio tapes, books on tape, and art prints, all of which are available for check-out. The library is staffed by 2 part time teacher librarians and two part time library assistants. Each classroom visits the library at regularly scheduled times during the week. Computer resources within the library are connected to the Internet so students are able to access resources and information online.

Technology Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule, and each classroom at Havens School contains a minimum of one Internet connected computer. The school also has a 15 station computer lab, which is staffed by a full time Technology Coordinator. Software programs develop critical thinking skills, technological skills and mathematical proficiency, and include Microsoft Word and Kid Pix.

Homework

Havens School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for grades one through five in major subject areas. Each teacher determines the appropriate level of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted 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 and teacher 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 (Unrestricted)	Expenditures Per Pupil (Restricted)	Average Teacher Salary
School Site	\$11,537	\$4615	\$6922	\$73,317
District	\$11,537	\$4615	\$6922	\$71,832
Percent Difference – School Site and District	0%	0%	0%	+9%
State	\$8852	n/a	n/a	n/a
Percent Difference – School Site and State	23.5%	n/a	n/a	n/a

Types of Services Funded

This section lists the programs and supplemental services funded through either categorical or other sources that are available at Havens School and the District.

Home-to School Transportation	Instructional Materials
Peer Assistance and Review	10 th Grade Counseling
EIA	Gifted and Talented Pupils
Class Size Reduction, K-3 & 9	Federal, ECIA/ESEA/IASA
School Improvement Plan	Special Education Master Plan
Federal, Drug/Alcohol/Tobacco Funds	Federal, Special Education, Entitlement per UDC
Federal, Special Education, Discretionary Funds	TUPE
Title I, Part A – Basic Grant	Title II, Parts A & D – Teacher Quality & Technology
Title IV, Safe and Drug Free Schools and Communities	Title V, Innovative Strategies
Title III, Funding passes through the Acalanes Union High School District LEA, a consortium of districts of which Piedmont Unified is a member.	

Teacher and Administrative Salaries

The table below 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 the District's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average* For Districts In Same Category
Beginning Teacher Salary	\$44,461	\$40,133
Mid-Range Teacher Salary	\$67,039	\$62,416
Highest Teacher Salary	\$88,622	\$80,729
Average Principal Salary	\$120,134	\$104,247
Superintendent Salary	\$183,461	\$142,247**
Percent of Budget for Teacher Salaries	45.86%	38.2%**
Percent of Budget for Administrative Salaries	5.72%	5.9%**

*2007-08 Data

**2007-08 Data

IX. Student Performance

Standardized Testing and Reporting Program

The California Standards Tests (CST's) show how well students are doing in relation to the state content standards. The CST's include English-Language Arts and Mathematics in Grades 2 through 11; science in Grades 5, 8, 9, 10, and 11; and History-Social Science in Grades 8, 9, 10, and 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 at the CDE Web site at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documants/starpkt5intrpts.pdf> **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.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Combined % of Students at Proficient and Advanced Level

Language Arts

Grades	2			3			4			5		
	08	09	10	08	09	10	08	09	10	08	09	10
	All Students											
Havens ES	82	88	85	89	79	87	84	91	84	93	88	96
PUSD	85	88	90	81	85	83	89	87	95	89	89	91
California	48	53	53	38	44	44	55	61	63	48	54	58
	Females											
Havens ES	85	87	88	85	85	88	95	95	90	95	95	97
PUSD	86	86	94	85	87	81	87	96	92	89	92	99
California	53	51	57	41	40	46	55	59	65	48	52	59
	Males											
Havens ES	76	88	83	87	74	85	75	88	80	91	82	95
PUSD	84	92	83	83	79	86	81	94	85	89	87	96
California	44	49	49	35	54	43	52	52	60	46	59	55
	Asian											
Havens ES	*	*	85	*	65	*	87	82	84	93	*	100
PUSD	81	96	91	88	75	88	91	93	91	91	96	100
California	77	78	78	61	67	67	78	82	82	72	75	79
	Caucasian											
Havens ES	83	87	86	84	81	90	84	90	84	94	91	95
PUSD	84	87	90	84	82	85	84	89	87	89	92	97
California	64	68	68	57	63	61	74	78	79	67	72	75

Math

Grades	2			3			4			5		
	08	09	10	08	09	10	08	09	10	08	09	10
	All Students											
Havens ES	88	88	88	86	85	93	83	92	85	92	91	93
PUSD	92	92	91	89	83	87	88	87	94	88	89	92
California	59	63	62	61	64	65	61	66	68	51	57	60
	Females											
Havens ES	92	85	85	83	85	97	86	95	90	90	90	91
PUSD	93	88	92	80	88	93	86	96	93	84	94	94
California	58	63	62	60	64	64	62	66	69	52	57	62
	Males											
Havens	91	93	93	81	88	88	88	79	79	94	90	95
PUSD	92	93	93	85	87	94	87	93	86	93	91	97
California	61	63	62	62	65	66	61	66	68	51	57	69
	Asian											
Havens ES	*	*	85	85	82	*	87	91	84	100	*	93
PUSD	92	95	94	87	83	97	91	96	91	97	92	97
California	82	84	84	84	87	87	86	88	90	78	83	85
	Caucasian											
Havens ES	88	87	89	89	84	94	83	88	83	92	91	93
PUSD	92	91	93	83	88	93	85	92	89	87	92	94
California	74	77	76	74	77	78	74	78	79	65	72	72

Science – Grade 5 Only

Grade 5	08	09	10
Havens ES	85	88	95
PUSD	92	94	94
California	37	46	55
Females	82	92	89
Males	82	85	100
Asian	85	*	90
Caucasian	86	93	94

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 this test, and comparisons of a school's test results to the District and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting 6 of 6 Fitness Standards
5	44.2%

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

API Ranks – Three-Year Comparison

The table below displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The state - wide API rank ranges from 1 to 10. A state - wide 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."

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	9	9	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the Havens School's 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
	2007-08	2008-09	2009-10	2009
All Students at the School	-13	+13	+11	927
Asian	n/a	n/a	n/a	945
Caucasian	-20	+14	+12	923

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 Havens 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

XI. Instructional Planning and Scheduling

School Instruction and Leadership

Leadership at Havens School is a responsibility shared between the District administration, the Principal, instructional staff, students, and parents. For the past 19 years, primary leadership duties have been assumed by Principal Tery Susman. Prior to her tenure at the school Ms. Susman was vice principal at a middle school for three years and a middle school counselor for seven years. In addition, Ms. Susman spent seven years as a classroom teacher.

The School Site Council, consisting of staff and parents, is a local site governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered three staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics for 2009-10 focused on differentiated instruction.

Instructional Minutes

For the 2000-10 school year, the Havens School offered 180 days of instruction comprised of 180 regular days for Kindergarten, 159 regular days for Grades 1 - 5 and 21 minimum days for Grades 1 - 5. Minimum days are utilized for parent-teacher conferences and staff collaboration. During the 2008-09 school year, all instructional time offered either met or exceeded the daily instructional minutes requirements specified in the California Education Code.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	52,110	50,400
2	52,110	50,400
3	52,110	50,400
4	54,339	54,000
5	54,339	54,000

