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Solano County Community School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Solano County Community School
Street	Golden Hills Education Center, 2460 Clay Bank Road
City, State, Zip	Fairfield, CA 94533
Phone Number	(707) 399-4834
Principal	Richard Vaccaro
E-mail Address	rvaccaro@solanocoe.net
Web Site	
Grades Served	7-12
CDS Code	48 10488 6089668

District Contact Information	
District Name	Solano County Office of Education
Phone Number	(707) 399-4400
Superintendent	Jay Speck
E-mail Address	jspeck@solanocoe.net
Web Site	www.solanocoe.net

School Description and Mission Statement (Most Recent Year)

The Golden Hills Community provides a well-rounded curriculum for expelled and probation students residing in the Fairfield-Suisun School District boundaries. Our main goal is to assist students with getting back on track with their academics and discipline. We are dedicated to helping students return to a comprehensive high school in the district where they can finish their education. We have our initial WASC accreditation so students who finish at Golden Hills can now be issued a high school diploma. The class size at our Community School is limited to 24 students. We currently have three classrooms ranging from 7 through 12th grade. Students are placed in a class based on their grade level and credits earned. Each class has a teacher and a paraeducator. Also on site is a Student Support Specialist and a Dean of Student Support and Academic Achievement. The Student Support Specialist provides case management and social emotional intervention support services. This individual may conduct home visits, coordinate services with the Juvenile Justice System and when appropriate, participate as an IEP team member. This individual provides one-on-one counseling and small group counseling for students after school. The Dean works with students on their transcripts and transitioning them back to the comprehensive sites. This person is the liaison with the Fairfield-Suisun school district. All of our textbooks are state approved and standards-based.

The Community School focus has shifted over the last four years from a program primarily based on Literacy and Mathematics to a more broad-based approach, including all four core subjects- Mathematics, English, Science and History-Social Science. Text book adoptions in all four areas have made this possible.

The Solano County Office of Education's Distance Learning Program is open to eligible students from the county's six school districts who have not been successful in their district's alternative school settings. Students may be referred to the program by their district's Student Services Department. Our program is designed to allow students access to the Learning Lab at least four days per week, with a minimum requirement of meeting with the teacher once a week. Each student is required to complete a minimum of 20 hours per week of on-line school work. We encourage students to exceed this amount of time so that more credits can be earned. This is a program built on self-motivation and individual success. Therefore, parental support is critical to support student learning.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	2
Grade 8	4
Grade 9	8
Grade 10	10
Grade 11	18
Grade 12	12
Total Enrollment	54

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	40.7
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	3.7
White	14.8
Two or More Races	3.7
Socioeconomically Disadvantaged	74.1
English Learners	11.1
Students with Disabilities	16.7
Foster Youth	3.7

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	3	3	67
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	0.0
All Schools in District	98.36	1.64
High-Poverty Schools in District	98.36	1.64
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 2015-16)

Year and month in which data were collected: November 2014

The textbooks being used are board adopted materials in all four core subjects. Each students has access to all materials necessary, including supplemental materials such as Shining Star and Keys to Learning.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2011	Yes	0
Mathematics	Pearson 2014	Yes	0
Science	MacDougal Littel Adopted 2007	Yes	0
History-Social Science	MacDougal Littel Adopted 2007	Yes	0
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	n/a		
Science Laboratory Equipment (grades 9-12)	n/a		

School Facility Conditions and Planned Improvements (Most Recent Year)

The Solano County Office of Education (SCOE) provides instructional services in a wide variety of school settings. Golden Hills Community School operates two classrooms in Building 5 and one Distance Learning Program in Building 6. The Golden Hills Community School facilities are maintained by the SCOE Maintenance Department. The facilities are maintained in a safe condition and there are procedures in place to quickly address health and safety issues once they have been identified. Classrooms are cleaned daily after the students leave at 1:00 P.M.

All Interim Evaluation Instruments for Golden Hills Community School facilities are on file in the Facilities Department. Please contact the Director of Facilities/Maintenance and Transportation at (707) 399-4864.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/02/2015				
System 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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/02/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/02/2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	0	4	44
Mathematics	0	1	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**6**	1	1	100.0	--	--	--	--
	7	6	6	100.0	--	--	--	--
	8	12	11	91.7	82	18	0	0
	11	26	18	69.2	83	0	0	0
Male	**6**		1	100.0	--	--	--	--
	7		5	83.3	--	--	--	--
	8		5	41.7	--	--	--	--
	11		14	53.8	79	0	0	0

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	7		1	16.7	--	--	--	--
	8		6	50.0	--	--	--	--
	11		4	15.4	--	--	--	--
Black or African American	6		1	100.0	--	--	--	--
	7		3	50.0	--	--	--	--
	8		7	58.3	--	--	--	--
	11		3	11.5	--	--	--	--
Filipino	11		1	3.8	--	--	--	--
Hispanic or Latino	7		3	50.0	--	--	--	--
	8		2	16.7	--	--	--	--
	11		11	42.3	73	0	0	0
White	8		2	16.7	--	--	--	--
	11		1	3.8	--	--	--	--
Two or More Races	11		2	7.7	--	--	--	--
Socioeconomically Disadvantaged	7		3	50.0	--	--	--	--
	8		8	66.7	--	--	--	--
	11		9	34.6	--	--	--	--
English Learners	7		1	16.7	--	--	--	--
	8		1	8.3	--	--	--	--
	11		3	11.5	--	--	--	--
Students with Disabilities	7		2	33.3	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	1	1	100.0	--	--	--	--
	7	6	6	100.0	--	--	--	--
	8	12	11	91.7	82	18	0	0
	11	26	18	69.2	94	0	0	0
Male	6		1	100.0	--	--	--	--
	7		5	83.3	--	--	--	--
	8		5	41.7	--	--	--	--
	11		14	53.8	93	0	0	0
Female	7		1	16.7	--	--	--	--
	8		6	50.0	--	--	--	--
	11		4	15.4	--	--	--	--
Black or African American	6		1	100.0	--	--	--	--
	7		3	50.0	--	--	--	--
	8		7	58.3	--	--	--	--
	11		3	11.5	--	--	--	--
Filipino	11		1	3.8	--	--	--	--
Hispanic or Latino	7		3	50.0	--	--	--	--
	8		2	16.7	--	--	--	--
	11		11	42.3	91	0	0	0
White	8		2	16.7	--	--	--	--
	11		1	3.8	--	--	--	--
Two or More Races	11		2	7.7	--	--	--	--
Socioeconomically Disadvantaged	7		3	50.0	--	--	--	--
	8		8	66.7	--	--	--	--
	11		9	34.6	--	--	--	--
English Learners	7		1	16.7	--	--	--	--
	8		1	8.3	--	--	--	--
	11		3	11.5	--	--	--	--
Students with Disabilities	7		2	33.3	--	--	--	--
	11		0	0.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	0	15	0	0	13	7	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	7
All Students at the School	0
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

Students at Golden Hills Community School have access to a career class which is taught by a member of SCOE's CTE department. In this class students learn job skills, resume writing and interview techniques. Many of our students take advantage of this class which has helped past students get quality jobs in the community. In 2014/2015 school year, SCOE will begin to offer CTE programs.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	54
% of pupils completing a CTE program and earning a high school diploma	1.85%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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 English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	8	11		8	16	10	57	56	58
Mathematics	9	19		7	22	12	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	90	6	3	88	12	
All Students at the School	0		0	0	0	

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NA	NA	NA
7	50	25	0
9	40	20	0

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 (Most Recent Year)

At Golden Hills Community School, we have a School Site Council composed of teachers, students, parents, and community members. Parent input is critical to the needs of the school and the students. Parents and students have input in the use of our Title I funds. Golden Hills Community School also holds a Back-to-School Night in the fall semester and a Parent Information Night in the Spring. At the Parent Information Night, representatives from different community agencies have resources available to both parents and students. Golden Hills Community School holds quarterly Parent Involvement meetings designed to increase more parental participation to ensure successful transition to students' home school life in the community.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	16.30	13.40	10.90	16.30	13.40	10.90	13.10	11.40	11.50
Graduation Rate	78.08	81.48	83.96	78.08	81.48	83.96	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	72.73	13.04	84.6
Black or African American	75	12.5	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	60	25	81.28
Native Hawaiian/Pacific Islander			83.58
White	100	10.53	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		2.63	61.28
English Learners			50.76
Students with Disabilities	62.5	9.43	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	17.11	37.27	0.00	2.34	4.12	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The elements of the plan include disaster response, supervision, and expulsion policies, sexual harassment, safe and orderly entry and departure, rules and procedures on school discipline, and crime reporting. A safety committee meets quarterly. This plan is discussed each year at a staff meeting.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	14	5							20	3		
Mathematics	14	5							20	3		
Science	14	5							20	3		
Social Science	13	4							20	3		

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	60
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	20103	5403	14700	66851
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$5,348	
Percent Difference: School Site and State	N/A	N/A	174.9	

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

Types of Services Funded (Fiscal Year 2014-15)

Golden Hills Community School provides wraparound services for its students. Youth and Family Services provide classes for students in the area of anger management and substance abuse. After school tutoring is also available for student who needs assistance passing the California High School Exit Exam (CAHSEE). Supplemental Educational Services are available for all students.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	44903	
Mid-Range Teacher Salary	63369	
Highest Teacher Salary	79844	
Average Principal Salary (Elementary)	106666	
Average Principal Salary (Middle)	106666	
Average Principal Salary (High)	106666	
Superintendent Salary	216280	
Percent of Budget for Teacher Salaries	26%	
Percent of Budget for Administrative Salaries	3.1%	

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 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

All teachers and para educators attend professional development sessions throughout the school year. This year, our focus has been the implementation of the Common Core and training pertaining to the new Pearson Math adoption. These take place on Wednesdays after the students are released. The central office provides support for these trainings through program managers that serve as presenters. These individuals are knowledgeable in the area of Common Core and provide excellent training sessions for our Community School staff. We have also set up on-line trainings for Pearson Math. This year, our teachers received professional development in the area of ELD. A trainer was brought in to provide this information to our staff. The staff has received approximately ten dedicated professional development days for curriculum training.