

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

## 2006-07 Executive Summary School Accountability Report Card

### Keith B. Bright High (Juvenile Hall) School

Address: 201 Mazourka Canyon Rd. , Independence CA 93526 Phone: (760) 878-0425  
Principal: Joel Hampton Grade Span: 7 - 12

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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

*We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. The Owens Valley Unified School District is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment that will foster learning, self-esteem, and independent thinking.*

*Keith Bright School is located in the Inyo County Juvenile Facility and offers education to youth who have been directed to the facility.*

### Student Enrollment

Group	Enrollment
Number of students	6
African American	%
American Indian or Alaska Native	83.33 %
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	%
Multiple or No Response	16.67 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

### Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

### School Facilities

Summary of Most Recent Site Inspection

*School Facilities are in Excellent Condition. The one classroom is owned by the County of Inyo.*

Repairs Needed

*No Repairs are needed.*

Corrective Actions Taken or Planned

*NONE*

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructiona Materials
Reading/Language Arts	<i>We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. The Owens Valley Unified School District is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment that will foster learning, self-esteem, and independent thinking.</i> 0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

0

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$26,704\$
District	\$12,880
State	\$4,943

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
English-Language Arts	%
Science	%
History-Social Science	

## Academic Progress

Subject	Students Proficient and Above on California Standards Tests	
	Indicator	Result
	2007 API Growth Score (from 2007 API Growth Report)	
	Statewide Rank (from 2007 API Base Report)	
	2007-08 Program Improvement Status (PI Year)	

## School Completion

Indicator	Result
Graduation Rate	

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	
Graduates Who Completed All Courses Required for University of California or California State University Admission	

## 2006-07 School Accountability Report Card Reported (SARC)

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 schools contact information.

School		District	
School Name	Keith B. Bright High (Juvenile Hall)	District Name	Owens Valley Unified
Street	201 Mazourka Canyon Rd.	Phone Number	(760) 878-2405
City, State, Zip	Independence , CA 93526	Web Site	www.ovusd.org
Phone Number	(760) 878-0425	Superintendent	Joel Hampton
Principal	Joel Hampton	E-mail Address	jhampton@ovusd.k12.ca.us
E-mail Address	<a href="mailto:jhampton@ovusd.k12.ca.us">jhampton@ovusd.k12.ca.us</a>	CDS Code	14-63297-1430107

#### School Description and Mission Statement

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

We believe a balanced education provides an opportunity for students to be self-sufficient, active, productive, and responsible members of society. The Owens Valley Unified School District is committed to providing students the tools to explore their potential, to take responsibility for their own learning, and to recognize that learning is a lifelong process. We shall provide a stimulating, secure, and imaginative environment that will foster learning, self-esteem, and independent thinking.

#### Opportunities for Parental Involvement

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

Parents are contacted on as needed basis. Due to the nature of the school, the Inyo County Probation and Juvenile Court are most times designated at "parents"

#### 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 8	1
Grade 9	0
Grade 10	2
Grade 11	1
Grade 12	2
Total Enrollment	6

#### 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	0%	White (not Hispanic)	0%
American Indian or Alaska	83.33 %	Multiple or No Response	16.67 %

Native			
Asian	0%	Socioeconomically Disadvantaged	0%
Filipino	0%	English Learners	0%
Hispanic or Latino	0%	Students with Disabilities	0%
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	2004-05			2005-06			2006-07					
	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+
4-8												
Other	13.0	2		10.0	2		8.0	2				

## II. School Climate

### School Safety Plan

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

School Safety Plan is incorporated into the Juvenile Facility Safety Plan as mandated by the Juvenile Correctional System.

### 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.

School Discipline Plan is incorporated into the Juvenile Facility Safety Plan as mandated by the Juvenile Correctional System

### 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0	62.4	61.3	65.2
Expulsions				0.0	0.0	2.9

## 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.

*School Facilities are in Excellent Condition. The one classroom is owned by the County of Inyo.*

## School Facility 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			n/a
Mechanical Systems	X			n/a
Windows/Doors/Gates (interior and exterior)	X			n/a
Interior Surfaces (walls, floors, and ceilings)	X			n/a
Hazardous Materials (interior and exterior)	X			n/a
Structural Damage	X			n/a
Fire Safety	X			n/a
Electrical (interior and exterior)	X			n/a
Pest/Vermin Infestation	X			n/a
Drinking Fountains (inside and outside)	X			n/a
Restrooms	X			n/a
Sewer	X			n/a
Playground/School Grounds	X			n/a
Roofs	X			n/a
Overall Cleanliness	X			n/a

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Excellent Condition			

## 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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	2	2	2	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Vacant Teacher Positions	0	0	0
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## 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 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 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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

## 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.

Substitutes at KBS are carefully selected due to the nature of the school's location and students. All substitutes have at least a 30 day substitute credential.

## Teacher Evaluation Process

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

Permanent teachers are evaluated every other year and probationary teachers are evaluated yearly. The District uses a negotiated evaluation instrument.

## 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	0	0
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

## 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	Good	0
Mathematics	Good	0
Science	Good	0
History-Social Science	Good	0
Foreign Language	Good	0
Health	Good	0
Science Laboratory Equipment (grades 9-12)	Good	0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 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 (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$26,704	2,550	\$24,154	\$61,213
District	---	---	\$12,896	\$59115
Percent Difference School Site and District	N/A	N/A	200%	105%
State	N/A	N/A	\$4943	\$52361
Percent Difference" School Site and State	N/A	N/A	502%	115%

### 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.

Narrative LEA Provided

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 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	\$30951	\$34363
Mid-Range Teacher Salary	\$55073	\$50814
Highest Teacher Salary	\$65118	\$65731
Average Principal Salary (Elementary)	\$	\$78437
Average Principal Salary (Middle)	\$	\$81316
Average Principal Salary (High)	\$	\$84594

Superintendent Salary	\$95000	\$103105
Percent of Budget for Teacher Salaries	41.3 %	35.8 %
Percent of Budget for Administrative Salaries	4.9 %	6.5 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) 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 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>. 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.

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	*	*	*	40	55	48	40	42	43
Mathematics	*	*	*	39	45	36	38	40	40
Science		*	*	*	32	20	27	35	38
History-Social Science	*	*	*	25	42	10	32	33	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				
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	*	*		
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male	*	*	*	*
Female	*	*		*
Economically Disadvantaged	*	*	*	*
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

### Norm-Referenced Test

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: 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.

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading									
Mathematics									

### 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	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

### California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE Results for All Students “Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	*	49.0	*	*	51.1	*	*	48.6
Mathematics	*	*	45.2	*	*	46.8	*	*	49.9

## 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. These ranks are published when the Base API is released each March. 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	2004	2005	2006
Statewide			
Similar Schools			

### 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
	2004-05	2005-06	2006-07	2007
All Students at the School	B			
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

School does not participate in any Award or Intervention Programs
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### 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	Yes	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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)							3.2	3.1	3.5
Graduation Rate	100.0	100.0	100.0	100.0	100.0	100.0	85.3	85.0	83.0

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

KBS Students have limited opportunity to participate in a CTE program. Students have access to ROP Computer classes and other exploratory classes at the school. Students are provided with career exploration both in the classroom and in the facility.

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Students needing or requesting assistance with college admission tests are given individual instruction and support.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT

results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. 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.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	*	*	
Average Verbal Score	*	*	*
Average Math Score	*	*	*
Average Writing Score	N/A	*	*

## XI. 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 Superintendent/Principal provides leadership to a dedicated staff of professionals. Both the administration and staff work toward continual professional development through attendance at seminars, conferences, workshops, an on-line learning.

### Professional Development

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

The staff is involved in staff development through attendance at seminars, conferences, workshops, an on-line learning. Focus for the 2007-2008 year is on the writing process.

### 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
7	65,000	54,000
8	65,000	54,000
9	65,000	64,800
10	65,000	64,800
11	65,000	64,800
12	65,000	64,800

### Continuation School Instructional Days

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	238	180 days
10	238	180 days
11	238	180 days
12	238	180 days

### Minimum Days in School Year

The 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.

KBS has 4 minimum days that occur before holiday's.