

# SUNRISE WEST SCHOOL

**School Accountability Report Card  
Reported for School Year 2019-2020  
Published During 2020-20201 School Year**

<b>School Information</b>	
<b>School Name</b>	Sunrise West School
<b>Director</b>	Pamela lark
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<b>CDS Code</b>	

## **I. SCHOOL DESCRIPTION**

- Specially designed physical education for grades K-10; CIF team sports for high school aged students (flag football, track and field, basketball)
- Sensory hallways for brain and movement breaks, where students practice self-regulation and calming strategies
- Weekly computer lab classes
- Elective programs, including art and drama, music classes, computer, and yearbook.
- Special Olympics events: Students in grades K-12 participate in a variety of Special Olympic events.

## **OPPORTUNITIES FOR PARENT INVOLVEMENT**

Parent Counseling and Training guide is offered at every student's annual Individualized Education Plan.

- How to build a foundation for social and emotional well-being
- Identify the keys to raising children with guidance and teachings that help children succeed
- Enhance and foster the home and school connection
- Parenting based on brain research

The PCT schedule, which includes dates, times, and Zoom links is available online via the LAUSD Parent Portal. You can register for this online platform at <https://parentportalapp.lausd.net/parentaccess/>.

Bi-weekly parent gatherings (Coffee and Conversation) are held with The Head of School for Bridgeport West. Topics of discussion relate to parent/student support for all ages.

## **DEMOGRAPHIC INFORMATION**

### **Student Enrollment by Grade Level**

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0	<b>Grade 8</b>	1
<b>Grade 1</b>	1	<b>High School</b>	
<b>Grade 2</b>	0	<b>Grade 9</b>	8
<b>Grade 3</b>	2	<b>Grade 10</b>	2
<b>Grade 4</b>	3	<b>Grade 11</b>	8
<b>Grade 5</b>	6	<b>Grade 12</b>	11
<b>Grade 6</b>	8	<b>Ungraded Secondary(transition)</b>	10
<b>Grade 7</b>	8	<b>Total Enrollment</b>	68

### **STUDENT ENROLLMENT BY GROUP**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<b>GROUP</b>	<b>PERCENT OF TOTAL ENROLLMENT</b>
<b>African American</b>	39,7%
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	2.9%
<b>Hispanic or Latino</b>	45.5%
<b>White (not Hispanic)</b>	8.8%
<b>Other</b>	0
<b>Students with Disabilities</b>	100%
<b>English Language Learners</b>	20.5%

### **Average Class Size and Class Size Distribution**

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).

<b>Grade Level</b>	<b>2019-2020</b>			
	<b>Avg. Class Size</b>	<b>Number of Classrooms</b>		
		<b>1-20</b>	<b>21-32</b>	<b>33+</b>
<b>1-4</b>	11	1		

<b>5-7</b>	13	1		
<b>7-9</b>	14	1		
<b>9-11</b>	13	1		
<b>12</b>	11	1		
<b>Tran</b>	10	1		

**Average Class Size and Class Size Distribution (Secondary)**

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2019-2020			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
<b>Language Arts</b>	12	6		
<b>Mathematics</b>	12	6		
<b>Vocation</b>	12	6		

**II. SCHOOL CLIMATE**

**School Safety Plan**

Sunrise West School makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. All staff receives mandatory yearly training regarding Child-Abuse Reporting, Sexual Harassment, Prejudice and Blood-Borne Pathogens. The Safety Committee meets monthly to discuss concerns and correct safety issues. Earthquake supplies are available on site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. An emergency broadcast system is in place on campus. Teachers are aware of lock-down procedures and procedures for requesting immediate assistance. Emergency supplies are kept on campus. The school has an off-site location in the event of an evacuation necessity.

**School-Based Behavior Management System:**

**Classroom Behavior Supports**

Classroom behavior plans vary according to the age and the developmental level of the students. However, each program is designed to provide immediate positive feedback for appropriate behaviors. All of the classroom behavior plans are designed to improve behavioral functioning through direct teaching methods, communication development, self-help and/or self-regulatory means. The programs at Sunrise West operate on a positive reinforcement system, such that students receive reinforcement (tangible, activity, social, or sensory) within an individualized token economy system for desired/targeted behaviors. Initially, students may need to be placed on a continuous reinforcement schedule, so they are reinforced following every attempt/success of a given task.

## **Individual Behavior Supports**

Each student within Sunrise West has a behavior program that is tailored to his/her specific needs. In general, these programs are continuously reinforcing, have visual supports and are designed with the student's cognitive level in mind

As students continue in Sunrise West, for the Elementary and Middle School-aged students, the classroom system remains a token economy, but with modifications. Students are able to earn tokens throughout the day for an appropriate and/or targeted behavior.

Within the Transition classrooms, students are expected to be more independent with their token systems. Students are taught to determine for themselves if they met their required behavior goals for that reinforcement period.

### **Controlled Task Difficulty**

Tasks are broken down into small steps. Frequent breaks are given. Repetition, reinforcement, and practice are continuous.

### **Intervention**

Intervention is provided during the regular instructional period. It is designed to be immediate, related to the core instruction, and based on ongoing progress monitoring. It consists of opportunities for remediation, provision of immediate and corrective feedback and prompting, and pictures to augment instruction, and active engagement in learning.

## **Individual Behavior Plans**

When students do not follow the teacher's directives, are non-compliant or exhibit physically assaultive behaviors, the purpose/function of these behaviors will be determined. Depending on the purpose of the behavior, specific intervention techniques will be utilized. Students who are task-avoidant may be switched to a system where they are reinforced for staying within the room exhibiting safe behavior for a specific time period, without any further instructions being placed on them. As the student becomes comfortable staying within the room, they will be reinforced for sitting in a chair, or simply responding to a teacher-directed preferred activity. Systematically the student's behavior is shaped so that they become compliant for the entire session. Slowly more challenging tasks are added to the schedule.

The initial step for students who continue to show inappropriate behaviors despite the classroom-wide behavior system is to revise the Behavior Support Plan. Behavior Support Plans look at ecological factors, antecedents, behaviors, consequences, responses, frequency of behavior, and intensity of behavior. The behavior support plans are typically written by the classroom teacher in collaboration with the Behavior Analyst. The plan is then reviewed with the staff working with the student and how to implement the plan and record the data is modeled and practiced. The individual behavior plans for students are posted in the classroom so the staff may refer to them at all times. Both teachers and support staff are responsible for implementing the individual support plans and for recording the data. The data is analyzed by the Behavior Analyst, who determines the efficacy of the plan, and makes any revisions as needed. Depending on the nature of the plan and the frequency of the behaviors it addresses, the plan will be reviewed as often as necessary.

If the Behavior Support Plan fails to remediate the maladaptive behavior, then a Functional Behavior Assessment is conducted to determine what behavioral supports may be necessary for a student to benefit from his/her educational program.

Due to the nature and severity of challenges of the Sunrise West population, it is very rare that a student would be suspended. However, on that rare occasion that a student's behavior is severe enough and a suspension would be an appropriate consequence, Sunrise West adheres to the suspension regulations and policies of the California Education Code and the Los Angeles Unified School District. Parents will be notified by a school administrator of the infraction committed, and the consequences. Pupil Accounting Records (PAR) forms will be completed and faxed, along with an incident report, to the NPS Office within 24 hours. The school administrator will schedule a formal Case Conference to discuss the problem behavior(s) and to initiate a Functional Behavior Assessment (FBA). If a change needs to be implemented to the student's Individual Behavior Plan (IBP), an IEP meeting will be scheduled. This meeting will include the parents, all administrators listed above (as needed), and representatives from the district.

When the team feels that the student's dangerous behavior has been adequately addressed via FBA and/or revisions to the IEP, the student may return to school. In-home suspensions cannot last longer than 10 consecutive days, regardless of the infraction committed.

On the student's first morning back to school, a re-entry meeting will be held. The purpose of this meeting is to assess the student's current mental and behavioral status, and to review his/her behavioral expectations. These expectations will be outlined for the student in whatever form can best be understood. A parent or guardian of the child must attend this meeting.

### **Procedures for Developing Behavioral Emergency Interventions**

A behavioral emergency is defined as any situation in which a student is clearly at risk for causing harm to himself and/or others. During behavioral emergencies, hands-on management may be required only if the absence of hands-on management could potentially lead to serious injury requiring immediate medical attention. When a behavioral emergency arises, Sunrise West documents on the "Accident/Incident Report" the use of the least restrictive intervention techniques that have been utilized, but were not effective. All emergency interventions follow CPI's Nonviolent Crisis Intervention techniques. The following interventions will not be used and are prohibited at Sunrise West School:

1. Any intervention that is designed to, or likely to, cause physical pain.
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the student's face.
3. Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
4. Any intervention which is designed to subject the student to verbal abuse, ridicule, humiliation or other procedures expected to cause excessive emotional trauma.
5. Restrictive interventions that simultaneously immobilize all four extremities, including the procedure known as prone containment.
6. Locked seclusion.
7. Any intervention that leaves the student without adequate supervision.

8. Any intervention that deprives the student of one or more senses.

**Staff Development and Behavior Training**

In addition to the above-mentioned training in CPI procedures, all staff at Sunrise attends in-services throughout the year on behavior management. Ongoing supervision and training are also given to teaching and support staff from a Board-Certified Behavior Analyst.

**Suspensions:**

Pursuant to California Education Code, Section 48900, a student may be suspended for threatening, attempting, or causing physical injury to another person. Disrupting school activities or willfully defying the authority of school personnel may also result in suspension. A re-entry conference with an administrator takes place when a student returns to school after suspension. Bridgeport School has zero tolerance for possession of controlled substances and weapons.

<b>Rate</b>	<b>2019-2020</b>
<b>Suspensions</b>	0
<b>Expulsions</b>	0

**III. SCHOOL FACILITIES**

Sunrise West School maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance crew on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repairing to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments. Our staff has the ability to submit Maintenance Requests on the intranet.

<b>Item Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Gas Leaks</b>	✓			
<b>Mechanical Systems</b>	✓			
<b>Windows/Doors/Gates (interior and exterior)</b>	✓			
<b>Interior Surfaces (walls, floors, and ceilings)</b>	✓			
<b>Hazardous Materials (interior and exterior)</b>	✓			
<b>Structural Damage</b>	✓			
<b>Fire Safety</b>	✓			
<b>Electrical (interior and exterior)</b>	✓			
<b>Pest/Vermin Infestation</b>	✓			
<b>Drinking Fountains (inside and outside)</b>	✓			
<b>Restrooms</b>	✓			
<b>Sewer</b>	✓			
<b>Playground/School Grounds</b>	✓			

<b>Roofs</b>	✓			
<b>Overall Cleanliness</b>	✓			

#### **IV. TEACHERS**

##### **Teacher Credentials**

All Bridgeport West special education teachers hold a full California Teacher Commission credential authorizing service for our student population or are Internship Permits or Short Term Staff permits that are also authorized by the California Teacher Commission.

<b>Teachers</b>	<b>2019-2020</b>
<b>With Full Credential</b>	2
<b>Without Full Credential</b>	4
<b>Teaching Outside Subject Area of Competence</b>	0

##### **Substitute Teacher Availability**

Sunrise West School employs instructional aides who have passed the CBEST and hold substitute credentials to cover teachers when they are absent. This system ensures familiarity and continuity for our students and causes the least disruption. We also call on regular substitute teachers that have taught previously at Sunrise West School or similar schools that serve students on the autism spectrum, and are familiar with profiles of our students and the specialized teaching strategies we use.

##### **Teacher Evaluation Process**

Teachers and instructional aides are formally evaluated once a year by the director and principal. In addition, administrators conduct observations and classroom visits several times a year on an informal basis. Teachers receive feedback and suggestions regarding implementation of lessons, behavior management and addressing learning styles.

#### **V. SUPPORT STAFF**

##### **Designated Instructional Services Providers and Other Support Staff**

<b>Title</b>	<b>Number Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Paraprofessionals</b>	16	n/a
<b>Counselors</b>	1	n/a
<b>Career Counselor</b>	1	n/a
<b>Clinical Directors</b>	1	n/a
<b>Nurse</b>	1	n/a
<b>Speech/Language Specialist</b>	2	n/a
<b>Occupational Therapists</b>	2	n/a

## **VI. CURRICULUM AND INSTRUCTIONAL MATERIALS**

**The Sunrise West School** serves children, adolescents, and young adults with global developmental delays. Diagnostic criteria include Autism, Intellectual Disabilities, Multiple Disabilities and Emotional Disturbance.

Sunrise West provides programming for students from five through 22 years of age. Classes are divided into the following six divisions: Early Elementary, Intermediate Elementary, Middle School, High School, and Transition.

The instruction in Sunrise West School follows an alternate curriculum in conjunction with the *Unique* Curriculum as designated by Los Angeles Unified School District. The core curriculum of Sunrise West School is based on the core areas adopted by the Special Education Alternate Curriculum Guide (SEACO), which addresses the California State Department of Education Curriculum Framework and the California Alternate Assessment components.

In addition, Sunrise West School uses the *Unique* Learning System. Unique is a complete curriculum program provided monthly for students with special learning needs. Unique Learning System is comprised of five grade bands: Elementary, Intermediate, Middle School, High School and Transitional. Each month a new thematic unit contains all the materials needed, including leveled reading books. The units are centered on a science or social studies topic and incorporate reading, writing, math, science and history lessons. The Unique Learning System is supported by Vizzle, which provides supplemental activities for practice and generalization skills.

The highly structured and individualized curriculum focuses on functional academics, communication development, self-help life skills instruction, pre-vocational and vocational training using a positive behavioral approach. Students participate in community-based instruction with social skills and positive behavior intervention integrated throughout the day. Specific strategies used include Discrete Trial Training (DTT), Applied Behavior Analysis (ABA) and Picture Exchange Communication (PEC's). The curriculum is based on a multidisciplinary team approach implemented in the classrooms that include, speech therapy, counseling, adaptive physical education, occupational therapy and positive behavior intervention as designated in the individual student's IEP.

**Academics Program** – The highly structured and individualized curriculum focuses on functional academics, communication development, self-help life skills instruction, pre-vocational and vocational training using a positive behavioral approach. Students participate in community-based instruction with social skills and positive behavior intervention integrated throughout the day. Specific strategies used include Discrete Trial Training (DTT), Applied Behavior Analysis (ABA) and Picture Exchange Communication (PEC's). The curriculum is based on a multidisciplinary team approach implemented in the classrooms that include, speech therapy, counseling, adaptive physical education, occupational therapy and positive behavior intervention as designated in the individual student's IEP.

Skills are divided into five domains and are taught in the context of where they will be used to provide meaningful learning experiences for the students. The domains are as follows:

- 1) Functional Academics:
  - a) Reading/Language Arts
  - b) Mathematics
  - c) Writing
- 2) Vocational
- 3) Self Care/Independent Living
- 4) Recreation/Leisure
- 5) Community

Curriculum at Sunrise West School has aligned alternate curriculum with standard-based core curriculum. Teachers are in-serviced according to the Special Education Alternate Curriculum Guide for Students with Moderate to Severe Disabilities (SEACO). This curriculum guide gives students the opportunity to reach their full potential.

Tier 2: Extended Instruction – provides additional support beyond the base instruction required for some students to achieve mastering.

Tier 3: Intensive Instruction – provides individualized, explicit instruction with the necessary level of intensity for the student to achieve competency.

The content areas addressed by SEACO are adapted from the framework geared for general education students. Unifying areas of this Alternate Curriculum are related to the frameworks of the general education grade levels.

In addition, Sunrise West School focuses on other areas that are necessary functional skills in the domains of recreation/leisure, vocational skills, self-care/independent living, and community-based instruction. This resource drives our instructional practices as assessment drives the instruction itself. Each student is being formally assessed on a yearly basis with the Brigance or SANDI. The *Unique Learning System* provides biweekly assessments and annual benchmark assessments in reading writing and math. Other assessments will continue to include data collection on functional academics, self-help skills, vocational tasks, and behaviors.

Individual educational programming in Sunrise West School is determined by cognitive ability, adaptive skills, the Individualized Education Program (I.E.P.), and present level of functioning in each of the critical skill domains. Teachers work together with other members of the multidisciplinary team to create individualized programs that address the student's areas of need utilizing multimodal techniques, remediation, compensatory strategies, and appropriate coping skills.

Instructional methods include Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Floor Time, Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), Picture Exchange Communication System (PECS), and Sensory Integration. Teachers work collaboratively with speech therapists, occupational therapists, parents, etc., to provide a comprehensive delivery of services.

Sunrise West School incorporates Best Practices for Designing and Delivering Effective Programs for Individuals with Autistic Spectrum Disorders. Effective program planning is derived from age-level expectations that allow for curriculum modifications used in IEP goals and objectives. Using the TEACCH model allows for a linked relationship between assessment and the planning of interventional programs. Best Practices is also incorporated in program delivery at Sunrise. Intervention programming that incorporates a behavioral approach is the basis of ABA, which is used at Sunrise systematically teach slight, yet noticeable steps toward achieving specific skills. The students are rewarded with a positive consequence for each correct attempt and/or response. This is consistent with the behavioral philosophy of Sunrise, which focuses on positive reinforcement.

Sunrise adapts the LAUSD Division of Special Education Tiered Approach to Instruction and Services at Non-Public Schools. This approach calls for instruction and intervention to expose students to curriculum standards in a small-group setting. Intervention allows access to standards-based concepts that allow for the learning on foundational and functional skills.

To support the literacy model research-based curriculum, Bridgeport West utilizes the following curriculum recommended by the Literacy Institute, a project of the California Department of Education, Special Education Division. General education textbooks for all grade levels and subject matter are available as resources for Bridgeport West teachers.

### **CORE Curriculum for students on the alternative Curriculum**

#### **Unique**

Unique Learning System® is an award-winning, online, standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum. Used daily in school districts and classrooms across the country, Unique Learning System provides preschool through transition students with rigorous, standards-based materials specifically designed to meet their instructional needs.

Users interact with differentiated, thematic units of study with text to speech, interactive components, hundreds of activities and multiple opportunities to show what they know. Books, lessons & activities are viewable on a variety of hardware platforms, including tablets, whiteboards, and smartboards. Additionally, n2y's proprietary user interface and tools combine with touch technology to encourage engagement and exploration of many types of content.

**Vocational Education** –Sunrise West School focuses on vocational skills, social skills for the workplace, career exploration and career development. Children with better social skills have an advantage in life. They not only experience the rewards of having positive relationships, but they do better in school. The Bridgeport West introduces activities that are intended to help children in every aspect of their social development, as they relate to their peers, parents, teachers and in learning about vocational skills. The school provides lessons that are student centered, and interest based. Our goal of students reaching their full potential toward independence in functional academics, social interactions, vocational skills, and job readiness is worked on through self-assessment and didactic instruction. Students are guided in career pathway exploration that matches with his/her interests and strengths. This exploration and instruction

generates discussion which leads toward a career that they are passionate about while earning valuable experience, job certification, and more.

**Community Based Instruction Program** – All Sunrise West students participate in the Community Based Instruction (CBI) Program where they learn real-life skills in their actual environments including riding a bus, purchasing food in a restaurant, and shopping in stores. In multiple environments students practice their social and communication skills, their money handling ability, and their independence.

## **EXTRACURRICULAR ACTIVITIES**

Bridgeport West School offers many opportunities to support extracurricular activities on and off the campus during the school year. This is done to add enrichment and experiential opportunities that are not covered in the core curriculum. Bridgeport West serves a population of students on the autism spectrum, and these activities promote self worth, independence and the ability to generalize appropriate social skills within a mainstream environment.

- ✓ Monthly Student-Planned Socials
- ✓ School Dances
- ✓ Computer Classes
- ✓ Student of the Month
- ✓ Art Classes/ Yearly Art Show
- ✓ Sensory Integration
- ✓ School-wide Positive Behavior Support
- ✓ Fitness Center
- ✓ Music Classes
- ✓ Physical Education
- ✓ Social Skill of the Week
- ✓ Library
- ✓ On and Off Campus Jobs
- ✓ Community Based Instruction
- ✓ Science Fair
- ✓ Student Art Show
- ✓ School wide events such as Sibling Day

## **VII. STUDENT PERFORMANCE**

### **Standardized Testing and Reporting Program**

Sunrise West students in grades 2 through 11 participate in the Standardized Testing and Reporting Program, consisting of the California Alternative Assessment (CAA) for students that are on the alternative curriculum.

## **VIII. 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/>.

### **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

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/>.

## **IX. POSTSECONDARY PREPARATION**

Career preparation and vocational training is provided to students in accordance to their Individual Education Plan (IEP) and Individual Transition Plans (ITP). Sunrise West promotes growth and development using a curriculum that combines classroom instruction with real world application.

## **X. INSTRUCTIONAL PLANNING AND SCHEDULING**

Professional development is a crucial part of Sunrise West School. To provide quality education for the students, the teachers participate in on-going training. A high level of professionalism and a commitment to excellence is expected of all teachers.

### **Instructional Planning**

Teachers attend weekly faculty meetings, weekly team meetings/ trainings to discuss student needs, curriculum and develop effective teaching strategies, collaboration and the use of best practices is an integral element of the school.

### **Professional Development**

Prior to the beginning of each school year the teachers participate in a one-week orientation. Training topics range from learning characteristics of students, child abuse reporting, social skills instruction, emergency procedures, I.E.P. development, Behavior Management, implementation of differentiated instruction, direct instructions, community-based instruction and data tracking. Minimum days are scheduled once every month for staff development. In the 2019-20 school year, the following topics were addressed during teacher-training workshops:

- ✓ Guidelines for writing Present Levels of Performance
- ✓ Progress/Report Cards
- ✓ Curriculum and State Standards
- ✓ Brigrance Assessment
- ✓ Unique Curriculum
- ✓ ITP Planning
- ✓ Assessments and Rubrics
- ✓ Lesson Planning
- ✓ Behavior Modification
- ✓ Behavior Plans
- ✓ Social Skills Review

- ✓ Technology in the Classroom

## INSTRUCTIONAL DAYS

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

GRADE LEVEL	Instructional Days With at Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

CAMPUS MAP ON NEXT PAGE