

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

2006-07 Executive Summary School Accountability Report Card

Explorer Elementary School

Address: 2230 Truxtun Rd. , San Diego CA 92106 Phone: (619) 398-8600
Principal: Jill Green Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 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

The mission of Explorer Elementary Charter School is to successfully blend a child centered approach with a high-quality elementary educational program. The school is chartered to serve students in kindergarten through fifth grade and is committed to providing an environment that emphasizes learning as an interactive process. There is a high priority for developing caring, confident, lifelong learners in a diverse community that is responsive to the needs of each child. Social curriculum, as well as exemplary academics, is the school's focus. The school received a California Distinguished School award in May 2004—the only school in the San Diego Unified School District to receive such an award that year. Explorer Elementary is an affiliate of High Tech High Learning, a nonprofit organization established to support the development of High Tech High Schools. Explorer now collaborates with High Tech High Learning to provide a K–12 educational pathway for its students.

Student Enrollment

Group	Enrollment
Number of students	294
African American	3.4 %
American Indian or Alaska Native	0.34 %
Asian	7.48 %
Filipino	1.02 %
Hispanic or Latino	12.93 %
Pacific Islander	0.68 %
White (not Hispanic)	74.15 %
Multiple or No Response	0 %
Socioeconomically Disadvantaged	11 %
English Learners	0 %
Students with Disabilities	11 %

Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Explorer Elementary relies on fundraising and the support of its parent body to make school improvements. The school, in affiliation with High

Tech High Learning has secured a new site at 2230 Truxtun Road in San Diego.

Repairs Needed

None needed

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%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 7,624.50
District	\$9708
State	\$8117

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	82 %
Mathematics	85 %
Science	85 %

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	929
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

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

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/sal/>. 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	Explorer Elementary	District Name	San Diego Unified
Street	2230 Truxtun Rd.	Phone Number	(619) 725-8000
City, State, Zip	San Diego , CA 92106	Web Site	www.sandi.net
Phone Number	(619) 398-8600	Superintendent	Carl Cohn
Principal	Jill Green	E-mail Address	pturnbull@sandi.net
E-mail Address	jgreen@explorerelementary.com	CDS Code	37-68338-6117683

School Description and Mission Statement

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

The mission of Explorer Elementary Charter School is to successfully blend a child-centered approach with a high-quality elementary educational program. The school is chartered to serve students in kindergarten through fifth grade and is committed to providing an environment that emphasizes learning as an interactive process. There is a high priority for developing caring, confident, lifelong learners in a diverse community that is responsive to the needs of each child. Social curriculum, as well as exemplary academics, is the school's focus. The school received a California Distinguished School award in May 2004—the only school in the San Diego Unified School District to receive such an award that year. Explorer Elementary is an affiliate of High Tech High Learning, a nonprofit organization established to support the development of High Tech High Schools. Explorer now collaborates with High Tech High Learning to provide a K–12 educational pathway for its students.

Opportunities for Parental Involvement

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

Parents are involved in the school at every level. From volunteering in the classrooms to initiating schoolwide activities and fundraising, the parent council at Explorer Elementary is fundamental to the success of the school. Parents are seen as partners in the education of students at Explorer Elementary.

If you want to get involved, please contact Elaine Provencher at (619) 398-8600.

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
Kindergarten	40
Grade 1	61
Grade 2	39
Grade 3	60
Grade 4	46
Grade 5	48
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	294

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	3.4 %	White (not Hispanic)	74.15 %
American Indian or Alaska	0.0 %	Hispanic	22.85 %

Native	0.34 %	Multiple or No Response	0 %
Asian	7.48 %	Socioeconomically Disadvantaged	3%
Filipino	1.02 %	English Learners	2% %
Hispanic or Latino	12.93 %	Students with Disabilities	11 %
Pacific Islander	0.68 %		

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+
K	20.0	3			20.0	3			20.0	3		
1	20.0	2			20.0	3			20.0	5		
2	20.0	2			20.0	3			20.0	2		
3	20.0	2			20.0	2			20.0	3		
4	23.0		2		23.0		2		23.0		2	
5	23.0		3		23.0		2		24.0		3	
6	20.0											
K-3												
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

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

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

II. School Climate

School Safety Plan

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

The school moved to its new location on January 5, 2006. Therefore, emergency preparedness and earthquake preparedness materials are being revised based on the new site's requirements. The faculty is currently trained in CPR and first aid.

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.

Explorer Elementary's first priority is its students. Every effort is made to consider students' safety. Grounds are neatly kept and the faculty is astutely aware of each child's needs.

The faculty sees its responsibility for the education of Explorer students as fundamental to the children's growth. The school is now located at 2230 Truxtun Road in a new facility of more than 30,000 square feet. There is a large playground, kindergarten yard, science lab, and art studio, and the school library opened in November 2006.

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	9.4	0.0	9.7
Expulsions	0	0	0	0.4	0.0	0.3

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.

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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			None needed
Mechanical Systems	X			None needed
Windows/Doors/Gates (interior and exterior)	X			None needed
Interior Surfaces (walls, floors, and ceilings)	X			None needed
Hazardous Materials (interior and exterior)	X			None needed
Structural Damage	X			None needed
Fire Safety	X			None needed
Electrical (interior and exterior)	X			None needed

Pest/Vermin Infestation	X			None needed
Drinking Fountains (inside and outside)	X			None needed
Restrooms	X			None needed
Sewer	X			None needed
Playground/School Grounds	X			None needed
Roofs	X			None needed
Overall Cleanliness	X			None needed

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	Exemplary			

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	2007-08	2006-07
With Full Credential	17	17	20	20	7059
Without Full Credential	1	2	2	3	1178
Teaching Outside Subject Area of Competence	0	0	0	0	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	LEA Provided	LEA Provided	LEA Provided
Total Teacher Misassignments	LEA Provided	LEA Provided	LEA Provided
Vacant Teacher Positions	LEA Provided	LEA Provided	LEA Provided

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
All Schools in District	96.4	3.6

High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	98.7	1.3

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.

Explorer Elementary hires accredited substitute teachers from a pool of educators independent of the San Diego Unified School District. We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

Teacher Evaluation Process

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

The school principal, along with the school's board of directors, is involved in faculty evaluation. Since Explorer is a charter school, its teachers are not evaluated according to district guidelines. Yearly formal and informal evaluations of all faculty members are thoughtfully held, along with goal-setting meetings. The principal spends a good deal of time in classrooms and with the curriculum coordinator, who is responsible for evaluation and curriculum support. It is fundamental to the school's basic philosophy that teachers continue to challenge themselves to provide powerful academic experiences for their students.

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	
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Resource Specialist	1.0	N/A
Social Emotional Literacy Coordinator	1.0	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.

		Percent of Pupils Who Lack Their Own
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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	The district adopts textbooks and instructional materials	0%
Mathematics	based on the implementation cycle established by the	0%
Science	state. It provides sufficient, standards-aligned textbooks	0%
History-Social Science	and/or other instructional materials for all students in the	0%
Foreign Language	subject areas of reading/language arts, mathematics,	0%
Health	science, history-social science, world languages, and	0%
Science Laboratory Equipment (grades 9-12)	health. The adopted textbooks for these subjects are listed to the right.	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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	\$2,241,604	\$749	\$ 7,624.50	\$50,413.29
District	N/A	N/A	\$9708	\$56591
Percent Difference at School Site and District	N/A	N/A	19%	11%
State	N/A	N/A	\$8117	\$60032
Percent Difference at School Site and State	N/A	N/A	6%	16%

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.

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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	\$37790	\$38875
Mid-Range Teacher Salary	\$60708	\$63640
Highest Teacher Salary	\$76834	\$76145
Average Principal Salary (Elementary)	\$98312	\$99694

Average Principal Salary (Middle)	\$100760	\$103687
Average Principal Salary (High)	\$105430	\$112983
Superintendent Salary	\$258750	\$195054
Percent of Budget for Teacher Salaries	36.9 %	40.1 %
Percent of Budget for Administrative Salaries	4.6 %	5.4 %

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	88	88	77	42	44	45	40	42	43
Mathematics	89	85	84	37	39	39	38	40	40
Science	61	80	85	19	26	31	27	35	38
History-Social Science				32	31	31	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	77	92	*	
Filipino	*	*		
Hispanic or Latino	68	68	*	
Pacific Islander	*	*	*	
White (not Hispanic)	78	86	91	
Male	75	87	*	
Female	79	82	72	
Economically Disadvantaged	70	78	*	
English Learners				
Students with Disabilities	67	76	*	

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 at 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	85	79	92	41	44	44	41	42	42
Mathematics	100	85	92	53	54	55	52	53	53

NRT Results by Student Group at 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)	89	89
Male	93	85
Female	91	97
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

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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/pfi/>. 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.

Grade Level	Percent of Students Meeting Fitness Standards
5	52.10

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 schools 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 schools academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	8	2	10

API Changes by Student Group at 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	45	-13	19	929
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	35	-21	28	935
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

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

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria

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

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	55
Percent of Schools Currently in Program Improvement	N/A	25.8

X. School Completion and Postsecondary Preparation

This Section Does Not Apply To This School

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.

Principal Jill Green has a collaborative leadership style. Every attempt is made to build reciprocity and community in the school. The active parent body is supportive of the school on every level, from volunteering in classrooms to fundraising. The academic program focuses on teaching standards and content at the highest level, as well as social curriculum. Gifted and Talented Education (GATE) seminar and cluster students are assimilated into classrooms and given differentiated tasks. An excellent resource team meets the needs of students with learning differences. In-depth assessments are given to all students, Grades K-5. Explorer now collaborates with High Tech High Learning to provide a K-12 educational path for students. Curriculum is continually evaluated as it applies to California state standards and meaningful integrated studies at the highest level. The principal and a part-time curriculum coordinator supervise teachers by making frequent classroom visits, both formally and informally. Weekly staff meetings are related to staff development. The school is working toward standardizing forms of assessment. There are ongoing conversations between faculty and administration to support the highest goals for individual academic achievement.

Professional Development

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

Explorer's faculty is able to attend the district's workshops and independent conferences. We arrange for faculty workshops and in-service training at the school. Our faculty is outstanding and provides leadership trainings in addition to outside consultancies.

Instructional Minutes

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

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	61825	36,000
1	58325	50,400
2	58325	50,400
3	58325	50,400
4	58325	54,000
5	58325	54,000

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.

In 2006–07, Explorer Elementary had 36 minimum or shortened days for students. The extra time on those days was used for staff development, parent conferences and teacher planning. At Explorer, students are dismissed at 12:30 p.m. on Wednesdays for teacher planning and professional development.