El Rincon Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	El Rincon Elementary School
Street	11177 Overland Ave.
City, State, Zip	Culver City, CA 90230-5454
Phone Number	(310) 842-4340
Principal	Reginald Brunson
E-mail Address	reginaldbrunson@ccusd.org
CDS Code	19-64444-6012678

District Contact Information	
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Web Site	www.ccusd.org
Superintendent	Dave LaRose
E-mail Address	davelarose@ccusd.org

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

The Mission Statement of El Rincon Elementary School is to:
El Rincon's mission is to provide an environment that prepares students to develop necessary skills to be successful in tomorrow's global community. Our state-of-the-art science and computer labs support our goal of providing STEM (Science, Technology, Engineering, Math) education. STEM education is an interdisciplinary approach where academic concepts are coupled with real world applications. Our continued emphasis on literacy includes extensive reading and both academic and creative writing across all content areas.

In order to create a "great" school, the school's mission must be the result of the collaboration of all the stakeholders within the school community. It will take all of us to focus our collective energy on the work that needs to be done with every student to ensure success. El Rincon's mission is to provide an environment that prepares students to develop necessary skills to be successful in tomorrow's global community. Our state-of-the-art science and computer labs support our goal of providing STEM (Science, Technology, Engineering, Math) education. STEM education is an interdisciplinary approach where academic concepts are coupled with real world applications. Our continued emphasis on literacy includes extensive reading in both academic and creative writing across all content areas. The student-centered environment will create an atmosphere for critical thinking, cooperative work, collaborative action, self-direction, and artistic expression.

Teaching and learning is driven by the California State Standards. The Principal and staff monitors student achievement using multiple measures including classroom assessments, benchmark assessments taken three times per year, and the California Standards Test (CST). The results of the assessments are continually used to modify and improve classroom instruction. This data is also used to identify students that may need interventions to support them in mastery grade level content standards. El Rincon School continually strives to improve student achievement.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

El Rincon School has an enthusiastic and warm community of parents who are supportive and welcomed on campus. Each morning the Principal starts the day with students on the playground. Students are encouraged to do their best by the Principal and his message to students contributes to a warm and welcoming start to their day. Each morning many parents can be seen on the playground and join the students to hear the Principal's morning greeting. El Rincon encourages parents to become involved in the school. Parents who are cleared through the volunteer screening process are able to volunteer in the classrooms and on field trips. Parents serve on curriculum committees and advisory boards such as the School Site Council, Olweus Bullying Prevention Committee, and English Language Advisory Committee. Parents and community members are included in decision making activities and projects to improve the school. Parents participate in the PTA, family events nights, Back to School Night, Open House, Book Fairs, and field trips. Parents are encouraged to communicate with their child's teacher through parent conferences, email, or by phone. The Principal communicates with parents on a regular basis though informal conversations on the campus, email, conferences, and by phone. The Culver City Educational Foundation (CCEF) supports and enhances qualilty educational programs for every student in Culver City School District by providing grants to schools for art, music, and technology. Parents are encouraged to become involved in CCEF. At El Rincon, parent participation is valued!

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64	70	68	65	69	70	54	56	55
Mathematics	67	74	72	59	62	63	49	50	50
Science	67	79	66	70	76	76	57	60	59
History-Social Science	N/A	N/A	N/A	64	67	65	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA	70	63	76	N/A
All Student at the School	68	72	66	N/A
Male	62	71	62	N/A
Female	75	74	71	N/A
Black or African American	67	69	64	N/A
American Indian or Alaska Native				N/A
Asian	92	85		N/A
Filipino				N/A
Hispanic or Latino	65	73	65	N/A
Native Hawaiian/Pacific Islander				N/A
White	70	74	75	N/A
Two or More Races	61	67		N/A
Socioeconomically Disadvantaged	61	66	55	N/A
English Learners	44	59		N/A
Students with Disabilities	40	45		N/A
Students Receiving Migrant Education Services				N/A

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	24.2	24.2	33.7

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	7	7	8
Similar Schools	7	5	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-6	35	-12
Black or African American	-2	47	-5
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-15	41	-15
Native Hawaiian/Pacific Islander			
White	3	-8	-2
Two or More Races			
Socioeconomically Disadvantaged	-9	37	-20
English Learners	-55	47	-34
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	362	854	4,961	859	4,655,989	790
Black or African American	140	849	876	824	296,463	708
American Indian or Alaska Native	4		16	920	30,394	743
Asian	15	950	563	930	406,527	906
Filipino	9		83	886	121,054	867
Hispanic or Latino	112	833	1,951	820	2,438,951	744
Native Hawaiian/Pacific Islander	2		21	838	25,351	774
White	65	876	1,290	906	1,200,127	853
Two or More Races	15	866	161	890	125,025	824
Socioeconomically Disadvantaged	197	812	2,140	813	2,774,640	743
English Learners	56	823	950	790	1,482,316	721
Students with Disabilities	58	699	501	657	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	107
Grade 1	72
Grade 2	95
Grade 3	94
Grade 4	93
Grade 5	96
Total Enrollment	557

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	34.1	White	18.3
American Indian or Alaska Native	0.7	Two or More Races	4.3
Asian	5.0	Socioeconomically Disadvantaged	47.9
Filipino	2.2	English Learners	20.8
Hispanic or Latino	34.8	Students with Disabilities	11.8
Native Hawaiian/Pacific Islander	0.5		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	21.3	4	0	0	23.7	0	3	0	21	1	4	
1	24	0	4	0	23.5	0	4	0	18	1	3	
2	18.6	4	1	0	23.3	0	4	0	19	1	4	
3	20	4	1	0	19	4	1	0	19	1	4	
4	27.7	0	3	0	24	1	3	0	24	1	3	
5	26.3	0	3	0	28.7	0	3	0	24	1	3	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan was presented to the Board of Education Outlining the District's plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district's priority has: a) updated the individual school plans; b) developed the curriculum requirements in Tolerance education using the Caring Schools Community Program, Safe and Drug Free Education using the Too good for Violence and Too Good for Drugs Program, and an Anti-Bullying Program, Olweus; c) updated the physical environment; and d) developed a strategic plan. Each site has an emergency plan with a clear set of procedures. Our school emergency plan was last updated April 2013.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.41	5%	3%	5.35	5%	4%
Expulsions	0	0	0	0.01	1%	1%

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

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]	[ ]	Carpet worn & walls& floors dirty in office - cleaned. Restroom floors dirty & have odor - cleaning.
Electrical: Electrical	[X]	[ ]	[ ]	
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 Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[X]	[ ]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	24	23	23	318
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: May 2009

Current adoption for the 2009-2010 school year was the EnVision Math Program which includes the state math standards embedded within the lessons. Lessons use visuals, manipulatives (blocks, fraction pieces, linking cubes, etc., and drill and practice. The focus of EnVision Math is conceptual understanding which means that students know more than isloated facts. They understand why a math idea is important and the kinds of contexts in which it is useful. Manupulatives are tools that help students to visually see the concept being taught and are a valued part of the EnVision Math Program.

El Rincon uses the District adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Content Standards, Open Court. Each grade level has standards for reading, writing written and oral Englilsh language conventions, listening and speaking.

The curriculum for science follows the California State Standards and consists of physical science, life science, earth science and investigation and experimentations for each grade level. The science series is Scott Forseman.

Our history/social studies curriculum covers the state standards. The adopted text used is Houghton Mifflin. In addition, the Open Court Reading Program incorporates both science and social studies in the anthology that students read.

El Rincon works with the Culver City Symphonic Jazz Orchestra (SJO) which offers music classes to first and second graders. Representatives from SJO teach weekly lessons that are based on the California Visual and Performing Arts Standards. The program is funded by a district level grant.

In addition, several teachers at El Rincon participate in the Arts Integration Program (AIP). This is a collabortive program between the Los Angeles Music Center and CCUSD. Teachers throughout the district in grade 2-5 may become involved in the program. Teachers receive training in AIP at the LA Music Center. They are also provided teaching artist during the school year to assist them in implementing the Arts Integration Program in their classrooms.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Every student has a textbook.	Yes	0%
Mathematics	Every student has a textbook.	Yes	0%
Science	Every student has a textbook.	Yes	0%
History-Social Science	Every student has a textbook.	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$5,474	$1,233	$4,241	$59,371
District	---	---	$4,173	$63,814
Percent Difference: School Site and District	---	---	1.6	-6.3
State	---	---	$5,537	$67,106
Percent Difference: School Site and State	---	---	-22.3	-10.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Culver City Unified School District receives state and federal categorical funding for the following programs:

STATE:
- Economic Impact Aid – Limited English Proficient (EIA/LEP)
- State Lottery

FEDERAL:
- Title I, (El Rincon, La Ballona, Lin Howe, Culver City Middle School) - extra support for students at risk of failing
- Title II, Teacher Quality, Staff development, teacher training
- Title III, Limited English Proficient

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,509	$40,928
Mid-Range Teacher Salary	$63,607	$64,449
Highest Teacher Salary	$78,935	$82,826
Average Principal Salary (Elementary)	$94,891	$102,640
Average Principal Salary (Middle)	$105,836	$109,253
Average Principal Salary (High)	$106,834	$118,527
Superintendent Salary	$197,426	$183,968
Percent of Budget for Teacher Salaries	37.7%	39.7%
Percent of Budget for Administrative Salaries	5.6%	5.8%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

A Professional Development Steering Committee and leadership teams study student achievement, analyze needs, and identify areas for staff development. These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program. This program includes district wide assistance to teachers on content standards, curriculum, special needs students, differentiation, EL students, the Alcohol, Tobacco, Other Drugs and Violence program, technology, paraprofessional training and utilized for discussion on instruction such as classroom management. Professional development days have been utilized for discussion or instruction.

EDUCATIONAL SERVICES (REVISED 10/17/11)
Grade Level Professional Development
2011-2012
Sept. 28,Oct. 12,Nov. 30,Jan. 18,Feb. 15,March 7
Teachers will participate in Professional Development in the following areas with grade level colleages. Envision Math, We Tell Stories, Science, ELA and Math common Core Standards, English Language Development.

Grade Level Professional Develpment in Instruational Strategies to Increase Student Engagment will be lead by Pam Barret. September 27 3rd Grade, October 14 4th Grade, November 28 5th Grade, January 24 1st Grade, February 13 Kindergarten, March 6 2nd Grade.

SuccessMaker Training September 14
Essential Standards, Galileo, and Universal Instructional Strategies training October 5
Staff Development in Data Anaylsis with Dennis Fox October 26 and November 16.
ELD Portfolios and Grading November 12
Signal Plan for School Improvement November 12
Benchmark Assessment Grade Level Data Analysis January 12-13
Technology Training for BrightLink January 25
STAR Writing Workshop 4th Grade February 9
Staff Development Special Education March 14
STAR Testing Workshop 2nd -5th Grade April 18