

# El Rincon Elementary School

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

#### Published During 2012-13

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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

## II. About This School

### Contact Information (School Year 2012-13)

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

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

### **School Description and Mission Statement (School Year 2011-12)**

This section provides information about the school, its programs and its goals.

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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 2011-12)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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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 through informal conversations on the campus, email, conferences, and by phone. The Culver City Educational Foundation (CCEF) supports and enhances quality 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!

### Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	71
Grade 1	96
Grade 2	95
Grade 3	91
Grade 4	93
Grade 5	89
Ungraded Elementary	
<b>Total Enrollment</b>	<b>535</b>

### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	34	White	20
American Indian or Alaska Native	0.9	Two or More Races	2.4
Asian	6.4	Socioeconomically Disadvantaged	49.7
Filipino	3.6	English Learners	19.6
Hispanic or Latino	32	Students with Disabilities	11
Native Hawaiian/Pacific Islander	0.6		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	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	20.5	2	2	0	21.3	4	0	0	23.7	0	3	0
1	18.75	3	1	0	24	0	4	0	23.5	0	4	0
2	20.25	1	3	0	18.6	4	1	0	23.3	0	4	0
3	19.5	2	2		20	4	1	0	19	4	1	0
4	22.66	0	3	0	27.7	0	3	0	24	1	3	0
5	25.66	0	3	0	26.3	0	3	0	28.7	0	3	0
Other	0	0	0	0								

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

## III. School Climate

### School Safety Plan (School Year 2011-12)

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 September 2011.

## Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	4.99	5.41	5%	5.81	5.35	5%
Expulsions	0	0	0	0.3	0.01	1%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012-13)

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** December 11, 2011

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 2012-13)

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 Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	24	24	23	300
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage at: <http://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
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

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

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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.

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**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 isolated facts. They understand why a math idea is important and the kinds of contexts in which it is useful. Manipulatives 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 English 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 Foresman.

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 collaborative program between the Los Angeles Music Center and CCUSD. Teachers throughout the district in grade 2-5 may become involved in the program. Teachers spend four days, in the summer, at the LA Music Center where they receive training in AIP. 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%
Foreign Language			
Health			0%
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$63,379
Percent Difference: School Site and District	---	---	1.6	-6.3
State	---	---	\$5,455	\$66,336
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 webpage 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 webpage 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 2011-12)

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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,280	\$40,656
Mid-Range Teacher Salary	\$63,190	\$64,181
Highest Teacher Salary	\$78,580	\$82,486
Average Principal Salary (Elementary)	\$95,841	\$102,165
Average Principal Salary (Middle)	\$101,304	\$108,480
Average Principal Salary (High)	\$114,504	\$117,845
Superintendent Salary	\$201,000	\$181,081
Percent of Budget for Teacher Salaries	30%	40%
Percent of Budget for Administrative Salaries	4%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. 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								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	63	64	70	63	65	69	52	54	56
Mathematics	64	67	74	55	59	62	48	50	51
Science	58	67	79	66	70	76	54	57	60
History-Social Science				63	64	67	44	48	49

\* 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	69	62	76	67
All Student at the School	70	74	79	
Male	64	73	80	
Female	77	76	79	
Black or African American	67	73	65	
American Indian or Alaska Native				
Asian	94	88		
Filipino	88	81		
Hispanic or Latino	64	74	75	
Native Hawaiian/Pacific Islander				
White	76	73	90	
Two or More Races				
Socioeconomically Disadvantaged	62	68	66	
English Learners	49	67		
Students with Disabilities	41	49		
Students Receiving Migrant Education Services				

\* 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 2011-12)

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 webpage 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	18	19.1	40.4

\* 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.

## X. 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 webpage 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	2009	2010	2011
Statewide	7	7	7
Similar Schools	6	7	5

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	2	-6	35
Black or African American	-15	-2	47
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	-15	41
Native Hawaiian/Pacific Islander			
White		3	-8
Two or More Races			
Socioeconomically Disadvantaged	22	-9	37
English Learners	63	-55	47
Students with Disabilities			

\* "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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	351	866	5,051	855	4,664,264	788
Black or African American	126	855	911	822	313,201	710
American Indian or Alaska Native	2		19	843	31,606	742
Asian	14	984	581	924	404,670	905
Filipino	16	930	97	902	124,824	869
Hispanic or Latino	117	848	2,020	812	2,425,230	740
Native Hawaiian/Pacific Islander	1		29	897	26,563	775
White	70	878	1,289	906	1,221,860	853
Two or More Races	5		101	904	88,428	849
Socioeconomically Disadvantaged	157	832	2,034	807	2,779,680	737
English Learners	67	857	1,033	771	1,530,297	716
Students with Disabilities	50	685	491	651	530,935	607

## 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)

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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 2012-13)

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 webpage: <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 2	Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	25

## 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 colleagues. Envision Math, We Tell Stories, Science, ELA and Math common Core Standards, English Language Development.

Grade Level Professional Development in Instructional Strategies to Increase Student Engagement 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 Analysis 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