

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	El Rincon Elementary
Street	11177 Overland Ave.
City, State, Zip	Culver City, CA 90230-5454
Phone Number	(310) 842-4340
Principal	Cassandra Ziskind
E-mail Address	cassandraziskind@ccusd.org
School Website	https://elrincon.ccusd.org
CDS Code	19-64444-6012678

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Culver City Unified School District
Street	4034 Irving Place
City, State, Zip	Culver City, CA 90232
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
Web Site	www.ccusd.org
E-mail Address	leslielockhart@ccusd.org

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

El Rincon Elementary School

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 STEAM (Science, Technology, Engineering, Art & Math) education. STEAM 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.

Through STEAM education, we go beyond the California state standards to foster the potential of all children by accessing their innate curiosity and stimulating their imaginations. At El Rincon we provide opportunities for inquiry, problem solving, exploration, and discovery of the natural world.

Our school community is also committed to expanding our focus beyond academic achievement alone. Our emphasis is on maintaining an environment that supports students as they develop the 5 core competencies of socially and emotionally skilled children:

- Self-awareness
- Ability to regulate emotions
- Social awareness – showing understanding and empathy for others
- Good relationship skills
- Responsible decision making

We believe that through the mindful practices of collaboration and communication that are taught across all content areas, children will develop an appreciation for multiple perspectives and deepen their understanding of the world around them.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Office of Child Development Before and After School Program

Rocket PTA Membership

Culver City Park and Recreation After School Program

Book Fairs

5th Grade Activities Committee

Rocket Garden Group

Rockin Rockets Chorus

TGA Golf Program

Mathletes Club- 4th/5th grade

Green Team Club - 4th/5th grade

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your 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 (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The School Safety Plan was updated in October 2017 and approved by School Site Council in January 2018. Major components of the Safety Plan include Emergency Operations Command, Evacuation Maps, Incident Command Structure, Teacher and Staff Responsibilities, Team descriptions (including Triage, Search and Rescue, etc.), and procedures for Lock down, Fire, Shelter in Place, and Earthquake situations.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include 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

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: Spring 2016

This section should be kept to 1-2 paragraphs.

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 2017-18)

Please review and update the information below as needed. This section should include 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)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Repaired or replaced worn carpets. Cleaned all dirty floors and restrooms. Repaired dry wall.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Carpet worn & walls& floors dirty in office - cleaned. Restroom floors dirty & have odor - cleaning.
Electrical: Electrical	X			replaced old worn extension cords. Removed power strips to power strips.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Cleaned all restrooms repaired holes in wall.
Safety: Fire Safety, Hazardous Materials		X		Removed combustible material. Replaced old worn extension cords. Removed power strips to power strips.
Structural: Structural Damage, Roofs	X			No repairs needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair damaged equipment and signs.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	30	30	398
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)		0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.		0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

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)	1	♦
Psychologist	.5	♦
Social Worker		♦
Nurse	.5	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	1	♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: May 2016

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	El Rincon uses the District adopted Journeys Reading Program kindergarten through fifth grade reading and writing curriculum that follows the Common Core State Standards. Each grade level has standards for reading, writing written and oral English Language Conventions of Listening, and Speaking.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	The Bridges Math Program which includes the state math standards embedded with in the lessons. Lessons use visuals, manipulative (blocks, fraction pieces, linking cubes, etc.) and drill practice. The focus of Bridges 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. Manipulative are tools that help students to visually see the concept being taught and are a valued part of the Bridges Math Program.	Yes	0%
Science	The curriculum for science follows the Next Generation Science Standards and consists of physical science, life science, earth science, and investigation and experimentation for each grade level.	Yes	0%
History-Social Science	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.	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$6251.3	\$1633.6	\$4617.8	\$66380.0
District	♦	♦	\$6482.3	\$74,671
Percent Difference: School Site and District	♦	♦	1.6	-6.3
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site and State	♦	♦	-22.3	-10.5

♦ means data is not required. The fields are intentionally not provided.

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.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

El Rincon received Title I funding of which 20% was utilized for supplemental educational services. Title II funding was used for teacher quality, staff development and Title III was used to fund program used to improve performance of English Language Learners

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also 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 data reporting, etc.)?

Currently, our staff is focusing on developing our Professional Learning Communities - grade-levels meet during their common prep period to develop and align curriculum, create common assessments, and discuss student achievement data. With the Common Core State Standards, we are emphasizing curriculum development and changing our instructional practice to meet these new standards. Our Leadership Team studies student achievement, analyzes needs, and identifies other 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 the Common Core Standards, curriculum, special needs students, differentiation, EL students, technology, paraprofessional training and utilized for discussion on instruction such as classroom management. New teachers have attended Los Angeles County workshops and the Beginning Teacher Support and Assessment program (BTSA) is provided by CCUSD.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0