

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

Center Street Elementary

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 on the SARC Web page 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 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2011-12)

This section provides the school's contact information.

School		District	
School Name	Center Street Elementary	District Name	El Segundo Unified
Street	700 Center St.	Phone Number	310 615 2650
City, State, Zip	El Segundo, CA 90245-3207	Web Site	www.elsegundousd.net
Phone Number	310 615 2676	Superintendent	Geoff Yantz
Principal	Marisa Janicek	E-mail Address	gyantz@esusd.k12.ca.us
E-mail Address	mjanicek@esusd.k12.ca.us	CDS Code	19-64535-6013429

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School Description and Mission Statement (School Year 2010-11)

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

We at Center Street School are dedicated to: * Developing literate individuals and responsible citizens. * Inspiring a lifelong desire for learning and knowledge. * Preparing our students for a culturally diverse and technologically oriented society. * Fostering critical thinking, encouraging creative abilities, and promoting cultural sensitivity in a safe environment. * Continually reflecting on our diagnostic assessments to adjust and monitor instruction. * Utilizing current research and best practices to enhance teaching and emphasize dynamic classrooms.

Center Street Elementary School is located in a small coastal community of 16,000 residents. The Pacific Ocean, Los Angeles International Airport, Chevron Oil Refinery, and a large corporate business center border the city. This unique position creates a small hometown atmosphere with a strong sense of community amidst a larger metropolitan area. The El Segundo community takes special pride in their schools, and truly exemplifies the saying, "It takes a village" to raise a child. Center Street Elementary School has been recognized as a California Distinguished School in 1998 and 2008. The school's ability to sustain excellence is due to its fully credentialed staff and its commitment to address each child's individual academic needs. Center Street Elementary also offers an outstanding reading program which teaches each student at their individual reading level and captures their interest with a collection of more than 25,000 books. Center Street Elementary School is one of two elementary schools in the El Segundo Unified School District with classes arranged on a traditional schedule. Approximately 675 kindergarten through fifth grade students are in attendance.

Opportunities for Parental Involvement (School Year 2010-11)

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

Contact Person Name: Tina Vergara

Contact Person Phone Number: 310 615-2676 x-300

Parents and the community are very supportive of the educational programs in the El Segundo Unified School District. Parents are visible in the classrooms and workroom on a daily basis. The School Site Council and PTA are both very active, supporting classroom instruction and special classroom events. The school has benefited from the fund-raising efforts of both groups, which have provided major improvements to the campus such as new playgrounds. The business community is very involved in El Segundo, and in 1983, the El Segundo Educational Foundation was founded to raise supplemental funding for the school system. Other local community businesses providing support to Center Street Elementary School include, but are not limited to: Kiwanis, Mattel, Los Angeles Lakers, Chevron, El Segundo Chamber of Commerce, and Rotary Club.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	112	Grade 8	
Grade 1	96	Ungraded Elementary	
Grade 2	95	Grade 9	
Grade 3	89	Grade 10	
Grade 4	100	Grade 11	
Grade 5	102	Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	594

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Student Enrollment by Group (School Year 2010-11)

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	3.40%	Two or More Races	9.40%
American Indian or Alaska Native	0.30%	White (not Hispanic)	62.10%
Asian	7.10%	Socioeconomically Disadvantaged	16.00%
Filipino	0.80%	English Learners	10.40%
Hispanic or Latino	16.20%	Students with Disabilities	7.70%
Pacific Islander	0.50%		

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	2008-09				Avg. Class Size	2009-10			Avg. Class Size	2010-11				
	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+
Kindergarten	--	--	--	--	--	--	--	--	22.4	1	4	0		
1	--	--	--	--	--	--	--	--	24.0	0	4	0		
2	--	--	--	--	--	--	--	--	23.8	0	4	0		
3	--	--	--	--	--	--	--	--	22.5	2	2	0		
4	--	--	--	--	--	--	--	--	33.3	0	0	3		
5	--	--	--	--	--	--	--	--	34.0	0	0	3		
6	--	--	--	--	--	--	--	--	--	--	--	--		
k-3	--	--	--	--	--	--	--	--	--	--	--	--		
3-4	--	--	--	--	--	--	--	--	--	--	--	--		
4-8	--	--	--	--	--	--	--	--	--	--	--	--		
Other	--	--	--	--	--	--	--	--	--	--	--	--		

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III. School Climate

School Safety Plan (School Year 2010-11)

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

Safety of students and staff is a primary concern of Center Street Elementary School. Center Street Elementary School employs noon duty supervisors to monitor students during their lunch break. Teachers and the Principal supervise students before school and during regularly scheduled breaks. After school supervision is provided on campus for a fee. The front of the school is designated for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitors pass at all times. The School Site Safety Plan is evaluated and revised annually each summer by administrators, the El Segundo Fire Department, and members of the Parent Teacher Association; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, location and rationing of first aid supplies, and implementation of the SEMS (Standardized Emergency Management System) Model. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	--	--	0.01	--	--	--
Expulsions	--	--	0.00	--	--	--

Date School Safety Plan last reviewed: September 2011

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IV. School Facilities

School Facility Conditions

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.

Center Street School is a large elementary campus with 39 classrooms, 3 athletic fields, a library, a computer lab and a science lab. The school was modernized in 2002 and is kept in good condition. The school is cleaned well daily by our team of 3 custodians, 2 in the evening and 1 at night. We have morning supervision, recess and lunch supervision to make sure our students are safe. Administrators are accessible and visible all day and especially during drop off and pick up times.

Planned Improvements (School Year 2011-2012)

School Facility Good Repair Status (School Year 2011-12)

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin				Ants, exterminated 1/12/12
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks				Broken latches fixed on 1/11/12
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds				New playground matting and drinking fountains

Overall Summary of School Facility Good Repair Status (School Year 2011-12)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	x			

Date of inspection: 1/30/2012

Completion date of inspection form: 1/30/2012

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V. 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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	33	--	30	--
Without Full Credential	0	--	0	--
Teaching Outside Subject Area of Competence	--	--	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	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	--	0
Vacant Teacher Positions	0	--	0
Total Teacher Misassignments	0	--	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	0.00	0
Counselor (Social/Behavioral or Career Development)	--	--
Library Media Teacher (Librarian)	0.50	--
Library Media Services Staff (paraprofessional)	0.50	--
Psychologist	0.50	--
Social Worker	--	--
Nurse	0.25	--
Speech/Language/Hearing Specialist	0.50	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

Textbook Information

This section provides 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.

Every student has access to all of our textbooks and instructional materials. We as a district work together to develop teams, consisting of several representatives from each school site, prior to adoption of new curriculum. We invite representatives out to share about their materials and have teachers volunteer to pilot new programs. All of our instructional materials and curriculum come from the state adopted list and are current with the cycles presented from the state.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin	2002
History-Social Science	Houghton Mifflin	2006
Mathematics	Every Day Math	2001
Science	MacMillan/McGraw Hill	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: October 2011

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6,255.00	\$1,058.00	\$5,197.00	\$73,940.00
District	--	--	--	\$72,040.00
Percent Difference - School and District	--	--	--	2.57 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-4.96 %	8.48 %

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general state funding, El Segundo Unified School District received state and federal funding for the following categorical, special education, and support programs: Federal, ECIA/ESEA/IASA ROC/P Entitlement Economic Impact Aid Gifted & Talented Pupils School Improvement Program Instructional Materials Special Education Master Plan School Safety Block Grant Class Size Reduction (K-3rd) Special Education Transportation Title I, Basic Grant Title II, Teacher Quality & Technology Title III, Limited English Proficient Title IV, California Public Schools Library Act Instructional Time & Staff Development Reform Federal, Special Education, Discretionary Grants Federal, Special Education, Entitlement per UDC Federal

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Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,659.00	\$39,074.00
Mid-Range Teacher Salary	\$68,259.00	\$60,172.00
Highest Teacher Salary	\$85,552.00	\$78,468.00
Average Principal Salary (Elementary)	\$106,736.00	\$95,926.00
Average Principal Salary (Middle)	\$98,159.00	\$99,356.00
Average Principal Salary (High)	\$118,263.00	\$107,041.00
Superintendent Salary	\$192,252.00	\$148,555.00
Percent of Budget for Teacher Salaries	42.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	77%	79%	82%	77%	76%	79%	50%	52%	54%
Mathematics	75%	74%	82%	68%	69%	69%	46%	48%	50%
Science	73%	81%	90%	79%	84%	87%	50%	53%	56%
History-Social Science	0%	0%	0%	67%	70%	74%	41%	44%	48%

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Standardized Testing and Reporting 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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	82%	55%	0%	0%
American Indian or Alaska Native				
Asian	75%	91%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	68%	79%	83%	0%
Pacific Islander	0%	0%	0%	0%
Two or More Races	94%	83%	0%	0%
White (not Hispanic)	87%	84%	95%	0%
Male	82%	85%	87%	0%
Female	83%	79%	93%	0%
Economically Disadvantaged	66%	66%	73%	0%
English Learners	75%	69%	0%	0%
Students with Disabilities	61%	78%	0%	0%
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2010-11)

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 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 Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.10%	27.30%	38.40%
7			
9			

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X. 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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 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 school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	5	7	6

API Performance Index Growth by Student Group – 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	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	373	916	2,412	889	4,683,676	778	10	1	22
African American	11	864	83	841	317,856	696	--	--	--
American Indian or Alaska Native	0	--	4	--	33,774	733	--	--	--
Asian	24	915	173	913	398,869	898	--	--	--
Filipino	3	--	25	915	123,245	859	--	--	--
Hispanic or Latino	74	878	622	852	2,406,749	729	--	19	21
Pacific Islander	1	--	6	--	26,953	764	--	--	--
Two or More Races	34	962	243	919	76,766	836	N/D	--	--
White (not Hispanic)	224	926	1,240	900	1,258,831	845	21	-2	19
Socioeconomically Disadvantaged	53	845	292	837	2,731,843	726	--	--	--
English Learners	31	898	147	778	1,521,844	707	--	--	--
Students with Disabilities	36	796	203	703	521,815	595	--	--	--

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

AYP Overall and by Criteria (School Year 2010-11)

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 (School Year 2011-12)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

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XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The El Segundo Unified School District has a long history of providing support for teachers to participate in professional development activities. Through attendance at workshops and conferences, the staff at Center Street School has developed a common language and vision that defines the school community. Teachers are empowered in all elements of site-based decisions from curriculum and instruction, to program assessment, to school policies and discipline procedures. For the past five years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. In addition, each Monday is a minimum day. This time is dedicated to staff meetings, grade level/department meetings, and professional development. Topics include but are not limited to: UCLA Writing Project, Articulated Writing Assessment, Reading Comprehension, and Utilization of the New Student Data System. All teachers may participate in El Segundo Unified School Districts Peer Assistance and Review (PAR) program. The primary goal of the PAR program is to provide newer teachers and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA).

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2008-09	2009-10	2010-11
Annual number of school days dedicated to staff development	3	3	3