Binkley Elementary Charter School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Binkley Elementary Charter School
Street	4965 Canyon Drive
City, State, Zip	Santa Rosa, CA 95409-3204
Phone Number	(707) 539-6060
Principal	Hilary Kjaer
Email Address	hkjaer@rvusd.org
Website	https://www.rvusd.org/Domain/15
County-District-School (CDS) Code	49 70896 0000000

Entity	Contact Information
District Name	Rincon Valley Union School District (Binkley Elementary Charter School)
Phone Number	(707) 542-7375
Superintendent	Tracy Smith
Email Address	tsmith@rvusd.org
Website	www.rvusd.org

School Description and Mission Statement (School Year 2019-20)

Binkley Elementary School, a California Distinguished School, has stood for excellence in education for over 40 years.

At Binkley we strive to be an academically rigorous place that students and teachers find vibrant and stimulating. We are actively committed to the full development of our students as human beings. We maintain a collaborative environment where staff is dedicated to helping all students learn, and where staff supports and respects each other professionally. We aim to be a place that all find supportive and where acceptance is guaranteed.

The state frameworks, standards, and curriculum are the solid foundation of Binkley's program. Teachers are trained in effective research-based instructional practices that are implemented in all grade levels. Daily instruction is differentiated to meet the academic and social emotional needs of all students. Binkley offers additional interventions and supports during the school day that meet the needs of all students.

In addition to a strong core program, Binkley provides an impressive music and arts program, media center (computer lab and library), science lab, a physical education program, and many extracurricular activities. Community engagement is also a priority. A lively spirit day, "Camp Binkley," kicks off each school year with students, staff, and many parents coming together to work in the garden, clean up the campus, participate in team-building games, and create classroom posters relating to our yearly theme that decorate our multi-purpose all year. Binkley also offers Fine Arts Day, Career Day, Ability Awareness Day, Student Leadership, Walk-a-Thon, Multicultural Night, STEAM Family Nights, a garden club and many other community events offered monthly that are hosted by our Binkley Boosters parents club.

Binkley prides itself on creating an outstanding school community where the faculty and parents work together to ensure student engagement and success. The open structure of the physical building caters to teachers working, planning, and sharing together as a professional learning community. Tucked against the foothills of Rincon Valley in a quiet residential neighborhood, Binkley is a wonderful place to work, play, and learn.

Mission Statement

The Rincon Valley Union School District pursues excellence in education through a differentiated curriculum focusing on rigor, relevance, and relationships. The district provides a solid foundation for every student through the development of critical thinking, communication, collaboration, and creativity.

Vision Statement

Rincon Valley Union School District provides all students an exemplary academic education and the foundation to become productive citizens of their community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	63
Grade 1	59
Grade 2	42
Grade 3	51
Grade 4	45
Grade 5	47
Grade 6	53
Total Enrollment	360

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	1.1
Asian	3.1
Filipino	1.9
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0.8
White	49.7
Two or More Races	2.2
Socioeconomically Disadvantaged	48.1
English Learners	21.7
Students with Disabilities	8.6
Homeless	0.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	20	19	151
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

A district advisory committee consisting of teachers representing each school site, along with administrators, reviews and evaluates State approved instructional materials as they become available. The focus is to align instructional materials with the California Content Standards in order to increase student achievement.

In September 2018, the Governing Board certified that there are sufficient State-adopted textbooks & instructional materials for each student in Reading/Language Arts, Mathematics, Science, and History-Social Science.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance, 2017	Yes	0
Mathematics	Interim adoption: Engage New York, 2014	Yes	0
Science	K-5: Harcourt Science, 2005 6th: Holt Earth Sciences	Yes	0
History-Social Science	K-5: Scott Foresman, 2006 6th: TCI – History Alive! The Ancient World	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional.

District maintenance staff ensures that the preventative measures and repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs and safety are given the highest priority. A specific maintenance worker is assigned to each site to help assure the school's needs are being met.

During the 2004-05 school year, local bond funds, Measure D, and state matching funds were used to modernize all schools with the exceptions of Austin Creek, which was constructed in 2000, and Village School. Village School's multi-use facility and playground area have been recently modernized, as well as recent replacement of carpeting, lighting, and various other updating. All classrooms in the other five schools received new wall surfaces, paint, lighting, cabinetry, heating systems, upgraded electrical systems, window coverings, flooring, and marker boards. Each multi-use facility was also completely modernized. State of the art library media centers and kindergarten complexes were built, and the administrative wing of each school was modernized to include small classrooms for special student programs, a staff room, office, and conference rooms.

During the summer of 2015, local bond funds, Measure F and local reserves were utilized for modernization of the Matanzas campus. Included were upgraded HVAC systems, energy efficient windows, a remodeled office complex, and play field improvements. The RVCS-Matanzas campus received the new construction of several classrooms, including a shared music building. In August 2017 the Madrone and Binkley campuses opened up a new building with 6 classrooms and a music room. A new play field, along with energy efficient windows and other improvements were made to the campuses. In August of 2018 Village opened up with a major renovation to the classrooms, new classroom buildings, a new play field and play structure, and landscaping improvements. School security improvements have also been made at some of the schools, with the other schools to be completed in the next two years. All schools have now received air conditioning as of August 2018. All other schools will receive improvements through this bond program over the next couple of years. The Governing Board has identified the following as key goals for the Measure F program. To ensure the schools offices are easily located but the public, to replace portable classrooms with modular and/or stick built permanent buildings, and to upgrade energy efficiency components such as HVAC, lighting, and window systems.

Cleaning standards have been adopted for all schools in the district. On a regular basis, the Maintenance and Operations supervisor meets with the custodial staff and often visits sites to ensure the cleaning standards are being upheld. In addition, the principal communicates daily with the custodial staff to ensure a clean and safe school. The district is proactive with maintenance needs and annually updates its deferred maintenance plan. Work under this plan includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
  • 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

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	57	61	60	50	50
Mathematics (grades 3-8 and 11)	43	47	49	51	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	193	97.97	2.03	56.99
Male	108	105	97.22	2.78	54.29
Female	89	88	98.88	1.12	60.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	42.31
Native Hawaiian or Pacific Islander					
White	95	92	96.84	3.16	69.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	110	107	97.27	2.73	47.66
English Learners	58	58	100.00	0.00	34.48
Students with Disabilities	26	25	96.15	3.85	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	193	97.97	2.03	46.63
Male	108	105	97.22	2.78	47.62
Female	89	88	98.88	1.12	45.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	33.33
Native Hawaiian or Pacific Islander					
White	95	92	96.84	3.16	58.70
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	110	107	97.27	2.73	33.64
English Learners	58	58	100.00	0.00	25.86
Students with Disabilities	26	25	96.15	3.85	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.6	42.2	22.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are various opportunities for parents to be involved at Binkley. The first priority is for our parent community to be actively engaged in their own children's learning process. Parents are the first and best educators in their children's lives, and play a pivotal role in shaping scholarly behaviors and social and emotional development. We strongly encourage parents to participate in the Binkley Boosters as well as develop a relationship with their child's classroom teacher to learn ways to be involved in and support their child's education. We invite parents to join our ELAC, Site Council, and SPAC teams, to attend these regular meetings and provide insight and foster decision making. Additional opportunities for helping the school community include assisting the classroom teacher with classroom tasks, becoming an art or dance docent, Career Day, helping with fundraisers, attending or helping to coordinate special events, working in the school garden, and attending field trips. We have several fundraisers throughout the year where parent help is also appreciated. At the beginning of the school year we have Camp Binkley, which is a day where we ask for parent volunteers to work with the students and staff to kick off the annual theme, participate in campus beautification projects, enjoy team building activities with classmates and cross-grade class buddies, and learn in the school garden. The school and district offers additional parent evenings throughout the school year for parents to learn more about school programs and learn about current parenting issues. If you would like more information about the Binkley Boosters or about other ways to be involved please call the school office at 539-6060.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.9	3.2	5.8	2.1	2.2	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Safety Plans are updated and RVUSD board approved annually. CSSPs for Binkley was approved in May, 2019. The key elements of the plan include safe schools vision statement, data analysis of multiple sources of data, including Healthy Kids Survey and local surveys, assessment of school crime, child abuse reporting procedures, Emergency Operations Plan (EOP), suspension and expulsion policies, procedures for notifying teachers about dangerous pupils, discrimination, harassment and hate crime policies, school-wide dress code, safe ingress and egress, plan for safe and orderly environment, rules and procedures on school discipline, bullying prevention policies and procedures, roles and responsibilities, and monitoring communication of the plan. The plan is developed by a team of stakeholders and reviewed annually by the School Site Council (SSC) and Law Enforcement.

DEVELOPMENT TEAM
Robin Graefen, Teacher
Cindy Pradels, School Counselor
Bobbi Jo Nelson, Classified Staff
Jennifer Magee, Teacher & Parent SSC Member
Bryanna Lantz, Parent SSC Member
Katrina Smith, Parent SSC Member
Amy Lyle, Parent SSC Member
Hilary Kjaer, Principal

DATA GATHERING SOURCES
Staff Meetings
School Site Council Meetings
ELAC Meetings
Safety Committee
Parent Survey
Student Survey
Booster Meetings
District Policie

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	4			20	3	1		21	1	2	
1	19	3			21	1	1		20	3		
2	21	1	1		18	3			21		2	
3	19	3			21	1	1		17	3		
4	29		2		28		2		23		2	
5	33		1	1	24		2		24		2	
6	26		2		34			2	27		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	600.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,612.32	$3,789.81	$7,822.52	68710.56
District	N/A	N/A	$7,816.00	$68,757.00
Percent Difference - School Site and District	N/A	N/A	0.1	-0.1
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	4.1	-12.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Binkley provides a variety of programs and services to meet the needs of students. These include: professional development in strategies to teach the wide range of learners in the classroom (e.g., gifted, English learners, or those with disabilities), supportive programs for moving underperforming learners to a greater understanding of core curriculum at grade level, and enhanced English instruction for English learners. The school also offers a variety of sports activities as well as other recreational and co-curricular activities that support the student's well-rounded education. Additionally, social-emotional needs and resources are further supported through an advocacy mentoring program and assemblies. Students in grades K-3 struggling to master basic reading skills can receive additional small-group reading instruction from our Instructional Intervention Paraprofessional or Intervention Paraprofessional or the on-line LEXIA reading program, This targeted support is calculated based off of our on-going reading assessments and teacher recommendations through the MTSS process. These individualized program helps students practice reading skills at their level. Students in grades 4-6 who need additional support in reading are progressed monitored through the Accelerated Reader program and assigned to the Read Naturally program. Math supports include differentiated, small-group instruction from our intervention specialists. English learners receive additional instruction from the English Learner Assistant as pull-out or push-in support, in order to help develop their oral language and academic vocabulary skills. K-6 students with Individualized Education Plans (IEP) receive additional academic instruction through a combined push-in and pull-out model. IEP documents are reviewed and updated annually.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,028	$49,378
Mid-Range Teacher Salary	$67,169	$77,190
Highest Teacher Salary	$85,309	$96,607
Average Principal Salary (Elementary)	$114,876	$122,074
Average Principal Salary (Middle)	$0	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$185,436	$189,346
Percent of Budget for Teacher Salaries	29%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Professional development opportunities are directly correlated to district goals and the Local Control Accountability Plan (LCAP). With a focus on High Quality Instruction (HQI), we provide teachers with three full-days of annual inservice, monthly "District Wednesday" workshops on topics of interest/need (8 total), approximately 20 district-sponsored after school trainings annually, and 2-3 planning days throughout the year. A critical component of our professional development plan is coaching and mentoring through our Consulting Teacher program. In addition, professional development opportunities are offered through attendance at Sonoma County Office of Education classes and educational conferences. For 2018-19, our topics of focus are English Language Development, Technology Skills, Common Core ELA and Math standards implementation, and an incremental roll out of the Next Generation Science Standards.

Site and District-wide staff development are guided by LCAP goals. For the past three years, 2016-17, 2017-18, 2018-19, Austin Creek and Rincon Valley has been focused on improving our math scores for students in grades 3-6 as measured by the SBAC, and improving English language acquisition for our English learner students as determined by our re-designation rates on the former CELDT and current ELPAC tests.

We use both district benchmark data and summative state-wide data to monitor our progress towards these goals. For example, when reviewing on-going academic growth for our English learners we use the RenLearn STAR Reader assessment 3 times per year to gauge student progress to make just in time instructional decisions to support students not meeting grade level expectations, and we analyze data from the ELPAC and the SBAC to review the effectiveness of our adopted curriculum and make planning or instructional changes for the following school year. We monitor students' math progress by reviewing Eureka Math end-of-module assessments, students in grades 1-6 also take MobyMax placement tests two times per year, and students in grades 3-6 take the SBAC summative assessment 1 time per year.

Professional development opportunities are directly correlated to district goals and the LCAP. With a focus on High Quality Instruction (HQI), we provide teachers with three full-days of professional development trainings, 2-3 grade level planning days yearly, 8 monthly "District Wednesday" professional development sessions, and approximately 20 district-sponsored after school trainings. Teachers can also attend professional development opportunities through Sonoma County Office of Education's classes and educational conferences.

Teachers are supported in meeting our LCAP goals with coaching and mentoring through our Consulting Teacher Program, teacher-principal meetings, and grade level PLC teams. The support is focused analyzing student assessment data to plan curriculum and make instructional choices which support teacher and student growth.

During the 2017-18 school year the district administration and school site principals participated in professional development through the Center for Education Leadership (CEL). A CEL trainer led several workshop sessions with the administration team where the focus was on the 5 Dimensions of Teaching and Leadership. The administration team observed in classrooms as part of the training and collaborated together on what high quality instruction is and how to look for this in our classrooms. For the 2018-19 school year we expanded this professional development to include two teachers from each school site, and in addition to this the administration team is continuing to receive further professional development in the framework through CEL.