

Vine Elementary 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	Vine Elementary School
Street	1901 East Vine Avenue
City, State, Zip	West Covina, CA 91791
Phone Number	(626) 931-1790
Principal	Valarie Jaramillo
Email Address	vjaramillo@wcusd.org
Website	http://vine.wcusd.org/
County-District-School (CDS) Code	19-65094-6023535

Entity	Contact Information
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
Email Address	chinman@wcusd.org
Website	http://www.wcusd.org/

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

Vine Elementary is a community and a team. It is our mission to establish a school environment where every student has the opportunity to receive a stellar education—one that meets their individual needs in a safe and loving environment where their hearts are captured, their spirits are supported, and their minds are challenged. Vine Elementary's mission is committed to building and maintaining a place of excellence where every student acquires the knowledge, skills and core values necessary to achieve personal success in and out of the classroom. Our common vision works to ensure that our focus is student-centered. Vine Elementary is committed to the development of all students to become effective, successful life-long learners and productive citizens. We are dedicated to the task of ensuring all students meet or exceed grade-level proficiencies in a safe and caring environment. Vine School's success is due to the diligence of our team comprised of staff, parents, and students. We strive to educate the whole child and work tirelessly to ensure that every student, regardless of their socioeconomic background, language proficiency, individual needs, or ethnicity, receives a solid, standards-based education following the California State Standards.

Classrooms are alive with differentiated instruction to challenge all students with stimulating units of study that integrate all subject areas. Our teachers work together to provide a rigorous curriculum to our students at each grade level. Our Kindergarten, 1st, 2nd, 3rd, and 4th-grade teams provide flexible grouping to our students for 40 minutes of Reading instruction four days a week. Teachers offer differentiated classroom experiences using formative assessments to determine individual needs. Students in grades 2 through 5 participate in weekly STEM instruction. Grades 2 and 3 concentrate on the science of robotics and coding while grades 4 and 5 are guided through game design. We offer several extracurricular activities, such as choir, drama club, running club, student council, and "Young Rembrandts" (after school art class).

Vine's Student Outreach Services, comprised of intervention opportunities and enrichment activities, are designed to encourage and assist students in reaching their full potential. The supportive staff, concerned parents, and involved community members work together to ensure student growth toward excellence. Our school motto, "Vine eagles soar to success", serves to underscore our expectations for continued student success as well as to acknowledge student efforts and accomplishments. Students are recognized for their achievement and hard work at Monday Morning Assemblies, monthly award assemblies, and lunches with the principal. Eagle Award recipients participate in weekly raffles for fun prizes. Student work is also showcased on the walls in the front office. Special Education teachers collaboratively work with classroom teachers to plan instructional opportunities aligned to the core curriculum and provide students with mainstreaming opportunities as defined in their IEPs. Vine's Best Buddies program pairs students in our Autism Focus classroom with peers (buddies) from their neighboring general education classroom. In addition, Vine's Teacher on Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Vine. She monitors their academic progress and recommends intervention as needed to help address any achievement gaps.

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	69
Grade 2	83
Grade 3	81
Grade 4	65
Grade 5	97
Total Enrollment	503

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
Asian	18.3
Filipino	4
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	0.2
White	4.4
Two or More Races	1.6
Socioeconomically Disadvantaged	61.4
English Learners	10.7
Students with Disabilities	10.7
Foster Youth	0.8
Homeless	14.1

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	28	23	22	406
Without Full Credential	0	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

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

WCUSD elects to report data in a tabular format which includes all the information requested in the SARC guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) <ul style="list-style-type: none"> Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards. 	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) <ul style="list-style-type: none"> Not selected from the 2018 list of standards-based materials adopted by the State Board of Education. New materials from the list have not been evaluated and piloted. Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) <ul style="list-style-type: none"> Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. 	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Vine has received a school rating of exemplary on the latest Facility Inspection Tool. Some of the areas that are inspected include but are not limited to gas leaks, mechanical systems, electrical, sewer, restrooms and overall cleanliness. The fire equipment and emergency systems were also tested and appear to be functioning properly. Vine's playground and school grounds were found in clean, safe and functional condition. There were no broken/malfunctioning gates, windows or fences found at the school. The district conducted a wireless upgrade during the fall of 2019. Network improvements and new telephone systems are anticipated to be installed by the summer of 2020.

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: June 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	63	59	53	51	50	50
Mathematics (grades 3-8 and 11)	45	47	38	37	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	236	230	97.46	2.54	58.70
Male	118	114	96.61	3.39	62.28
Female	118	116	98.31	1.69	55.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	49	45	91.84	8.16	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	158	158	100.00	0.00	52.53
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	153	152	99.35	0.65	50.66
English Learners	36	32	88.89	11.11	56.25
Students with Disabilities	22	21	95.45	4.55	33.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	51	50	98.04	1.96	46.00

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	236	232	98.31	1.69	46.55
Male	118	116	98.31	1.69	53.45
Female	118	116	98.31	1.69	39.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	49	48	97.96	2.04	77.08
Filipino	--	--	--	--	--
Hispanic or Latino	158	157	99.37	0.63	33.76
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	153	151	98.69	1.31	37.75
English Learners	36	35	97.22	2.78	48.57
Students with Disabilities	22	21	95.45	4.55	14.29
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	51	50	98.04	1.96	34.00

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	10.8	19.4	31.2

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)

We at Vine welcome family and community members as part of our team, based on the growing body of evidence that adult support, both at school and home, are critical for student success. Opportunities for parent involvement are offered throughout the year and include volunteering in classrooms, attending workshop sessions, serving on parent councils, and joining our PTA. Our School Site Council (SSC), which includes staff and parent/community members, makes program recommendations and is an integral force on how school funds are utilized. Parents are encouraged and welcomed to volunteer in classrooms, on field trips, and by helping out with special events and school activities. We encourage parent involvement by joining the PTA and by attending SSC, ELAC, GATE, and Title I meetings. Parents are also involved by attending site Parent Universities (trainings) and monthly Coffee with the Principal. A special education parent liaison is accessible to families to address questions about our special education programs. In addition, Vine's site TOSA is also available as onsite support for our foster youth and their families. Our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources.

We know that by working together we can make a difference. If you are interested in becoming more involved at Vine, please contact us at (626) 931-1790 and we can direct you to the right coordinator or liaison.

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	0.5	0.0	0.0	1.7	1.3	0.7	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)

As required by the California Education Code, Vine has an updated school safety plan, which was developed by School Site Council (SSC) in collaboration with teachers, classified staff, parents, and first responders to ensure it is up-to-date and complete. The plan has policies and procedures addressing critical issues including disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and other safety-related topics. In addition, Vine's daily schedule, rules, and supervision duties are also outlined. Vine has sufficient classroom space, playground, and space to support teaching and learning. The 2019-2020 Safety Plan was approved at the January 29, 2020 meeting following the discussions and feedback from staff at the August 2019 and November 2019 staff meetings, and the December 2019 and January 2020 SSC meetings. Vine's 5th-grade executive student council board were also included in this annual review in November 2019. Together, we have developed a plan designed to maintain a safe, secure, and peaceful school environment.

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	21	1	4		18	6			18	4	2	
1	24		3		26		3		22		3	
2	23		3		26		3		21	1	3	
3	23		4		21	1	2		26		3	
4	19	2	2		32		2	1	32		2	
5	32		4		20	2	4		25	1	3	
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

*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	\$7,518	\$1,621	\$5,897	\$75,112
District	N/A	N/A	\$6,661	\$77,818.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-12.2	3.5
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-23.3	6.2

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)

At Vine, funds are used to offer intervention opportunities to all students in need (Foster, Homeless, EL, Special Education, and General Education). Funds are used to offer reading intervention during the regular instructional day to individuals in grades K-4. In addition, funds are used to offer after school enrichment classes for our students identified as gifted and talented and to purchase materials to help teachers differentiate instruction in the classrooms. Additional after school intervention sessions are offered to students to reinforce concepts and skills in a smaller group. Our PTA provides funds for assemblies, field trips, Student of the Month incentives, and special events. Vine also receives funds from Box Tops for Education and payroll contributions from Edison employees. Additional funds are awarded through yearly participation in grant opportunities with various organizations including, but not limited to, West Covina Rotary, Discovery Science Foundation, and FEDCO grants. Our site TOSA is our liaison for our homeless and foster youth. She works diligently with our office staff and families to ensure these students are given every opportunity to succeed. She also works closely with the District Homeless liaison. Vine has Kindergarten, 1-2, and 3-5 "Autism Focus" classes that offer a specialized environment for students with an individualized education plan. The special education teachers and support staff have received training to enrich the autism program we offer.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,169	\$49,084
Mid-Range Teacher Salary	\$79,590	\$76,091
Highest Teacher Salary	\$98,477	\$95,728
Average Principal Salary (Elementary)	\$125,157	\$118,990
Average Principal Salary (Middle)	\$129,176	\$125,674
Average Principal Salary (High)	\$151,022	\$137,589
Superintendent Salary	\$291,164	\$230,096
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	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	40	44	49

Each Wednesday students are dismissed an hour early to provide time for staff development opportunities for teachers and to allow our teachers to work as a group in a "Professional Learning Community". In addition, we have full-days dedicated to staff development throughout the year. During the 2017-2018 school year, the total number of days for professional development was 10 full days and 30 after school meetings. In the 2018-2019 school year, the total number of days for professional development was 14 full days and 30 after school meetings; and the total number of planned days for professional development for the 2019-2020 year is 19 full days and 30 after school meetings. Professional development sessions for the year include: building teacher knowledge of the core and supplemental curriculum (Eureka Math, i-Ready Diagnostic and Instruction, Renaissance Learning Tools, etc.) and our reading intervention program for grades K-4 (DIBELS 8, SIPPS, and DIBELS Data System website); deepening teacher knowledge of the standards; conducting ongoing data analysis, and building a repertoire of best practices. Additional professional development topics include school safety and behavioral supports (with focus on Restorative Discipline and Zones of Regulation) for the classroom teachers. As a site, we are continuously analyzing data to inform instruction. The previous CAASPP and ELPAC data have been analyzed along with SIPPS and DIBELS data, other benchmark data, classwork, and grade level created common assessments. We look at trends in the data to determine next steps and ways of supporting the students in acquiring the necessary skills and concepts. We use data to build our intervention classes, to set our goals, and to measure our success. Follow-up training and PD refreshers allow teachers to utilize the curriculum and multiple components more effectively. Professional development training is conducted in many ways. Traditionally, training is done onsite by the principal, site TOSA, district Reading TOSA, and other practitioners familiar with the topic. On occasion, outside representatives and consultants are brought in to lead the training (i.e. Epilepsy Center). The site also funds attendance at the local conferences and workshops (such as those available through the Bureau of Educational Research). Individuals who attend off-campus training share their learning with the site and work with teams to apply this gained knowledge.

Staff development is not limited to our certificated personnel. The principal participates in monthly meetings and continuous PD for school leadership. Vine School has one non-classroom teacher on staff who serves as our Teacher On Special Assignment (TOSA). This individual participates in ongoing training as an instructional coach and interventionist. Sessions cover a variety of topics including assessment, standards-based instruction, and specifics of the curriculum as well as individual instructional programs in place at our school site. Our TK instructional aides and special education instructional aides participate in district-wide staff development with topics appropriate for their roles within the school. Our clerical staff also attend district-wide staff development sessions geared toward their particular duties. Individuals who fulfill other duties as site EL and GATE coordinators partake in specialized training. Our professional development for educators working with students with special needs includes monthly District-wide training, periodic training at the local SELPA, or training on specific topics important to the classrooms. There are ongoing opportunities for collaboration with General Education teachers, and ongoing support and guidance from coordinators within the District. Instructional Aides and Behavioral Interventionist aides attend yearly training and ongoing professional development to support the students and the classroom teacher.