

El Rincon 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	El Rincon Elementary School
Street	11177 Overland Ave
City, State, Zip	Culver City
Phone Number	3108424340
Principal	Amy Hodge
Email Address	amyhodge@ccusd.org
Website	https://elrincon.ccusd.org
County-District-School (CDS) Code	19-64444-6012686

Entity	Contact Information
District Name	Culver City Unified School District-CCUSD
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
Email Address	leslielockhart@ccusd.org
Website	www.ccusd.org

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

El Rincon Elementary School provides TK through 5th grade education to a diverse community of learners. Our mission is to provide an environment that prepares students to develop necessary skills to be successful in tomorrow's global community. Our state-of-the-art science and makerspace labs support our goal of providing STEAM (Science, Technology, Engineering, Arts, & Math) education. STEAM education is an interdisciplinary approach where academic concepts are coupled with real world applications. Our continued emphasis on balanced literacy integrates a variety of literacy modalities to guide students toward proficient and lifelong reading.

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

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

- Self-awareness- the ability to recognize and name personal emotions
- Self Management- the ability to regulate emotions
- Social awareness – showing understanding and empathy for others
- Good relationship skills- ability to form positive relationships, work together, and effectively deal with conflict
- Responsible decision making- ability to make positive choices about personal and social behavior

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

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

Grade Level	Number of Students
Kindergarten	117
Grade 1	105
Grade 2	102
Grade 3	74
Grade 4	95
Grade 5	89
Total Enrollment	582

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	24.7
American Indian or Alaska Native	0.3
Asian	8.4
Filipino	3.4
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.3
White	17.7
Two or More Races	12.2
Socioeconomically Disadvantaged	33.8
English Learners	13.7
Students with Disabilities	11.7
Foster Youth	0.5
Homeless	0.7

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	30	32	31	344
Without Full Credential	0	0	0	0
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	1
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: May 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	El Rincon uses the District adopted Journeys Reading Program kindergarten through fifth grade reading and writing curriculum that follows the Common Core State Standards. Each grade level has standards for reading, writing written and oral English Language Conventions of Listening, and Speaking.	Yes	0%
Mathematics	EL Rincon uses the district adopted Bridges Math Program which is aligned to the state math standards. Lessons use visuals, manipulative (blocks, fraction pieces, linking cubes, etc.) and games to practice skills. The focus of Bridges is conceptual understanding which means that students know more than isolated facts. Students are supported in their mathematical understanding and the kinds of contexts in which it is useful. Manipulatives are tools that help students solve problems and make meaning of concepts and are a valued part of the Bridges Math Program.	Yes	0%
Science	The curriculum for science follows the Next Generation Science Standards and consists of physical science, life science, earth science, and investigation and experimentation for each grade level.	Yes	0%
History-Social Science	Our history/social studies curriculum covers the state standards. The adopted text used is Houghton Mifflin.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

School Facility Good Repair Status (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: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Nothing to report.
Interior: Interior Surfaces	Good	Wall damage at base in room 14 girls restroom. Drywall needs to be patched in upper staff restroom at elevator tower. Floors worn in pre-school KIK and SACC rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clutter in room 24. Dirty in rooms 14 boys and girls restrooms, men's handicap office restroom, room 8 boys and girls restrooms. Room 13 boys and girls restroom dirty outside of door. Strong odor in boys restroom at elevator tower. Custodian room very dirty.
Electrical: Electrical	Good	Nothing to report.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Nothing to report.
Safety: Fire Safety, Hazardous Materials	Fair	Combustibles in office heater room and near the stove in work room. Extension cords/power strip to power strip in rooms K2, 6, 7, 12, 26, and 27. Extension cord across doorway in room 8. Extension cord to lamp in room 15.
Structural: Structural Damage, Roofs	Good	Nothing to report.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 13 boys and girls restroom dirty outside of door.
Overall Rating	Good	

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)	69	75	69	70	50	50
Mathematics (grades 3-8 and 11)	57	62	56	56	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	258	257	99.61	0.39	75.10
Male	144	143	99.31	0.69	72.73
Female	114	114	100.00	0.00	78.07
Black or African American	71	71	100.00	0.00	73.24
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	89.47
Filipino	--	--	--	--	--
Hispanic or Latino	99	98	98.99	1.01	67.35
Native Hawaiian or Pacific Islander					
White	40	40	100.00	0.00	87.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	25	25	100.00	0.00	76.00
Socioeconomically Disadvantaged	111	110	99.10	0.90	60.00
English Learners	50	50	100.00	0.00	64.00
Students with Disabilities	39	39	100.00	0.00	41.03
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	259	258	99.61	0.39	62.40
Male	144	143	99.31	0.69	63.64
Female	115	115	100.00	0.00	60.87
Black or African American	71	71	100.00	0.00	60.56
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	89.47
Filipino	--	--	--	--	--
Hispanic or Latino	100	99	99.00	1.00	48.48
Native Hawaiian or Pacific Islander					
White	40	40	100.00	0.00	87.50
Two or More Races	25	25	100.00	0.00	56.00
Socioeconomically Disadvantaged	112	111	99.11	0.89	45.95
English Learners	50	50	100.00	0.00	54.00
Students with Disabilities	39	39	100.00	0.00	23.08
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	22.7	29.5	28.4

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)

El Rincon is truly a community where parents, teachers, and students care for each other, and strive to build positive relationships that support academic and social growth. We encourage a productive partnership with all stakeholders to ensure our scholars can achieve their highest potential. There are a variety of opportunities to be involved across the campus, starting with the El Rincon PTA. The school year begins with a huge membership drive and the importance of the PTA is made clear to all. Each classroom has a room parent to support the teacher, the classroom, and school wide activities. The room parent acts as the liaison between the teacher and parents, and will facilitate volunteer opportunities for all who are able. The PTA holds monthly meetings, free family fun nights, and hosts a book fair twice a year. Each week, a newsletter is sent home detailing all of the activities across campus. Information is provided about how to participate. Additionally, the school website and classroom communication provides information regarding school wide activities. The PTA is truly a partnership at El Rincon, and through sub committees such as the Green Ambassador, School Safety, and the Inclusion Committee, parents and leadership work together to continually improve our school.

In April we host a Multicultural Week to celebrate the diverse community of El Rincon. Each morning, we have cultural performances from the families, some of which include Ethiopia, India, Philippines, Brasil. Thailand, and more. Each class will explore one country and one night during the week, we host Multicultural Night and families and staff come together to eat different foods and learn about the diversity across our campus.

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	1.4	1.5	1.3	1.4	1.7	1.6	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 Plan was updated in October 2019 and reviewed with the staff. The plan was approved by School Site Council in November 2019. Major components of the Safety Plan include Emergency Operations Command, Evacuation Maps, Incident Command Structure, Teacher and Staff Responsibilities, Team descriptions (including Triage, Search and Rescue, etc.), and procedures for Lock down, Fire, Shelter in Place, and Earthquake situations. Additionally, the safety plan includes two goals, Goal 1 – Physical Safety: Ensure that all staff members and emergency response teams are trained for emergencies. Review lockdown procedures and ensure protocols are adhered to by all staff members. This includes: 1. Training of staff and emergency response teams during drills, 2. Review and revise lockdown procedures to ensure that all staff and students are trained and aware of their roles. Goal 2 – Social and Emotional Safety: Ensure that there are systems in place to provide necessary support and resources for all students in need. This includes: 1. develop, implement and assess school-wide SEL supports, 2. develop and implement ways to support Tier 2 students, and 3. in order to best support the diverse learners on campus, the administrator, counselor, school psychologist and other support providers will be trained in culturally responsive practices, equity and cultural proficiency.

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	20	1	5		19	6	1		20	2	4	
1	18	4			24		4		21	2	3	
2	23		4		23		3		20	1	4	
3	19	2	3		23		4		23		3	
4	29		3		29		3		25	1	3	
5	21	1	3		28		3		30		3	
Other**					12	2						

*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)	2.0

*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.

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	\$6251.3	\$1633.6	\$4617.8	\$66380.0
District	N/A	N/A	\$6482.3	\$82,239.00
Percent Difference - School Site and District	N/A	N/A	-33.6	-17.4
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-42.7	-14.2

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)

El Rincon received Title I funding of which 50% was utilized for supplemental educational services. Title II funding was used for teacher quality, staff development and Title III was used to fund programs used to improve performance of English Language Learners and students with disabilities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,143	\$49,084
Mid-Range Teacher Salary	\$81,874	\$76,091
Highest Teacher Salary	\$101,382	\$95,728
Average Principal Salary (Elementary)	\$124,933	\$118,990
Average Principal Salary (Middle)	\$125,492	\$125,674
Average Principal Salary (High)	\$142,430	\$137,589
Superintendent Salary	\$225,000	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
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		40	45

Currently, our staff is focusing on developing a balanced literacy model for Language Arts instruction. As a campus with inclusion classrooms, we are emphasizing curriculum development and changing our instructional practice to meet the diverse needs of individual students. Our Teaching and Learning Partner works with teachers around the Readers and Writers Workshop model and supports teachers in their implementation. Our Leadership Team studies student achievement, analyzes needs, and identifies other areas for staff development.

These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program. This program includes district-wide assistance to teachers around balanced literacy, Cognitively Guided Instruction, supporting students with disabilities in the general education classroom, supporting ELD students, technology, and paraprofessional training. New teachers have attended Los Angeles County workshops and the Beginning Teacher Support and Assessment program (BTSA) is provided by CCUSD.