

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

El Segundo Middle School

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	El Segundo Middle School	District Name	El Segundo Unified
Street	332 Center St.	Phone Number	310 615 2650
City, State, Zip	El Segundo, CA 90245	Web Site	www.elsegundousd.net
Phone Number	(310) 615-2690	Superintendent	Geoff Yantz
Principal	Renee DeVore	E-mail Address	gyantz@esusd.k12.ca.us
E-mail Address	rdevore@esusd.k12.ca.us	CDS Code	19-64535-6013452

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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.

El Segundo Middle School Vision Statement "Striving for excellence today to prepare 21st century learners to succeed in a challenging world tomorrow." El Segundo Middle School Mission Statement We are committed, in partnership with parents and the community, to create a dynamic learning environment where:

- there are high expectations for every student
- students are challenged intellectually, socially, emotionally, & physically
- diverse learning styles are supported through differentiated instruction
- teachers use innovative strategies to engage student learning
- technology is integrated within the curriculum
- interdisciplinary faculty collaboration is the norm
- the pillars of character are emphasized school wide
- problem solving, decision making, communication skills and organization are emphasized school-wide
- students are contributing citizens in the local, state, national and world communities

ESMS is located in a small coastal community of over 16,000 residents. The Pacific Ocean, LAX Airport, Chevron Oil Refinery, and large corporate business centers border the city. The 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 its schools. Curriculum at ESMS supports cultural awareness on a regular basis and is enhanced through a focus on technology. The school is comprehensive in meeting the educational needs of sixth, seventh, and eighth grade students. Classes are arranged on a traditional September to June schedule. Professional Learning Community meetings are programmed into the weekly minimum days on Mondays, followed by extended school days in order to bank time for the remainder of the school week. Approximately 800 students are currently enrolled.

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: Carol Baker

Contact Person Phone Number: 310 615-2690 x-1101

Parents may become involved with school activities through many avenues. The PTSA strongly supports the ESMS academic programs. They raise funds for program support, but also give hours of time to supervise students, tutor those working below grade level, and provide clerical assistance in our teachers' workroom. Parents can be seen on campus on a daily basis, however if you are a working parent and would like to be of assistance after school hours, please contact either your classroom teacher directly or our PTSA president to see how you can help. You are always welcome at ESMS - parent, student, school - together we can make a difference! 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 ESMS include but are not limited to El Segundo Chamber of Commerce, Marcy Dugan Photography, Bell Event Services, Chevron, and Atlas Pool and Decking.

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		Grade 8	287
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	257	Ungraded Secondary	
Grade 7	277	Total Enrollment	821

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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	4.00%	Two or More Races	10.60%
American Indian or Alaska Native	0.20%	White (not Hispanic)	51.40%
Asian	7.70%	Socioeconomically Disadvantaged	15.60%
Filipino	1.10%	English Learners	6.20%
Hispanic or Latino	24.60%	Students with Disabilities	7.20%
Pacific Islander	0.40%		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.5	2	12	4	--	--	--	--	28.8	4	3	14
Mathematics	30.2	0	11	6	--	--	--	--	27.0	5	10	8
Science	32.7	0	7	9	--	--	--	--	33.2	1	3	14
Social Science	32.6	0	7	9	--	--	--	--	33.5	1	2	15

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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 El Segundo Middle School. El Segundo Middle 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. 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 visitor 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 Student Association; the revisions are then shared with the entire staff each Fall. Key elements to the safety plan include evacuation plans and drills, shelter-in-place, dismissal procedures, location and rationing of first aid supplies, and implementation of the SEMS Model (Standardized Emergency Management System). 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	--	--	0.03	--	--	--
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.

El Segundo Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff help keep the campus clean and litter-free. The administration works daily with two full-time custodians and one part time to develop cleaning schedules that ensure a clean, safe, and functional learning environment in compliance with the Williams Lawsuit mandates.

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	x			
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/Vermin	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds	x			

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: 1/27/2012

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	30	--	30	--
Without Full Credential	1	--	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	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	1.00	800
Counselor (Social/Behavioral or Career Development)	1.00	--
Library Media Teacher (Librarian)	0.00	--
Library Media Services Staff (paraprofessional)	0.00	--
Psychologist	1.00	--
Social Worker	0.00	--
Nurse	1.00	--
Speech/Language/Hearing Specialist	1.00	--
Resource Specialist (non-teaching)	0.00	--
Other	15.00	--

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.

All textbooks are of good quality with minimal damage. Each student has access to a textbook in school, in each class, and a textbook to take home. All textbooks are of current adoption according to the cycles of curriculum frameworks and standards. Our English Language Learners and Special Education population are also able to use adaptive text to meet their needs. It is the same text as the rest of the population, however it is adapted to meet the needs of struggling learners. When selecting textbooks, we form a committee of teachers at elementary, middle and high school and welcome publishers to present at sites.

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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	McDougal/Littell	2004
History-Social Science	Publisher:Prentice Hall	2007
Mathematics	SRA/McGraw Hill	2000
Mathematics	McDougal-Littell	2010
Mathematics	Prentice Hall	2001
Other	Kendall Hunt	1993
Other	Glencoe/McGraw Hill	2003
Other	Glencoe/McGraw Hill	2000
Science	Prentice Hall	2008

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	\$72,196.00
District	--	--	--	\$72,040.00
Percent Difference - School and District	--	--	--	0.22 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-4.96 %	6.27 %

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 revenue limit, 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 Peer Assistance & Review 10th Grade Counseling 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	78%	75%	77%	77%	76%	79%	50%	52%	54%
Mathematics	70%	74%	71%	68%	69%	69%	46%	48%	50%
Science	83%	87%	87%	79%	84%	87%	50%	53%	56%
History-Social Science	71%	74%	81%	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	80%	63%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	76%	77%	85%	86%
Filipino	0%	0%	0%	0%
Hispanic or Latino	67%	60%	82%	76%
Pacific Islander	0%	0%	0%	0%
Two or More Races	90%	84%	87%	94%
White (not Hispanic)	79%	73%	91%	80%
Male	73%	70%	87%	81%
Female	81%	71%	87%	81%
Economically Disadvantaged	69%	61%	79%	71%
English Learners	18%	30%	0%	0%
Students with Disabilities	33%	31%	69%	57%
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			
7	12.50%	23.60%	60.70%
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	10	10	9
Similar Schools	7	6	7

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	806	884	2,412	889	4,683,676	778	3	7	-6
African American	30	872	83	841	317,856	696	--	--	--
American Indian or Alaska Native	2	--	4	--	33,774	733	--	--	--
Asian	63	892	173	913	398,869	898	--	--	--
Filipino	8	--	25	915	123,245	859	--	--	--
Hispanic or Latino	223	849	622	852	2,406,749	729	16	8	-14
Pacific Islander	0	--	6	--	26,953	764	--	--	--
Two or More Races	83	926	243	919	76,766	836	N/D	--	--
White (not Hispanic)	391	892	1,240	900	1,258,831	845	8	5	-2
Socioeconomically Disadvantaged	116	841	292	837	2,731,843	726	--	--	28
English Learners	48	720	147	778	1,521,844	707	--	--	--
Students with Disabilities	61	643	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	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	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 El Segundo Middle 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 three 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: Backward Design, Scope and Sequence, Technology, and differentiated instructional strategies. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA). Currently, the school is being trained in International Baccalaureate and three teachers in the Math department are working with Loyola Marymount University in the CMAST program.

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