

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 California Department of Education (CDE) 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 on the CDE DataQuest Web page 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 2010-11)

This section provides the school's contact information.

School		District	
School Name	Dunsmuir Elementary School	District Name	Dunsmuir Elementary School District
Street	4760 Siskiyou Ave.	Phone Number	(530) 235-4828
City, State, Zip	Dunsmuir, CA 96025	Web Site	www.sisnet.ssku.k12.ca.us/~desftp
Phone Number	(530) 235-4828	Superintendent	Lucinda Rinne
Principal	Kale Riccomini	E-mail Address	crinne@sisnet.ssku.k12.ca.us
E-mail Address	kale@sisnet.ssku.k12.ca.us	CDS Code	47-70243-6050710

School Description and Mission Statement (School Year 2009-10)

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

The mission of the staff at Dunsmuir Elementary School is: "To ensure that all students will become responsible, independent thinkers." Our vision is to strive to achieve and maintain: curriculum and instruction, attention to individual students, staff, students, school climate, community partnerships and leadership.

We serve the small community of Dunsmuir, which is located on the southern end of Siskiyou County in rural northern California.

Opportunities for Parental Involvement (School Year 2009-10)

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

Parent and community involvement is very important to Dunsmuir Elementary School. Parents are encouraged to participate in the decision-making process through membership and attendance at DES parent group and SITE council meetings. Parents visit and volunteer regularly in our classrooms, chaperone field trips, athletic events, and band and music trips. An annual recognition luncheon is held each spring to honor our many volunteers.

Communication with our parents and community is done through notes home, school web page, and a trimester principal newsletter. We have a Back to School barbeque in the fall and Open House in the spring and have a large turnout at both events.

The school's involvement in Watershed Education is felt throughout our curriculum and culminates in the annual River Festival, where Dunsmuir Elementary School and the city of Dunsmuir celebrate a festival in downtown Dunsmuir on a Saturday in the spring. There are many community activities at the event, and parents are very involved with all aspects of this program.

The GATE program sponsors a "Math and Science Night" in the spring. The teaching staff from Dunsmuir Elementary sets up various math and science lessons throughout our school and parents and students are allowed to roam the campus and interact with the teaching staff.

Parents also complete the annual "Needs Assessment" where they are encouraged to evaluate all areas of their children's experience and education at Dunsmuir Elementary School. A raffle is held to reward returned surveys and a large percentage of our parents participate. Survey responses are evaluated by SITE council to drive changes for the following school year.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	11
Grade 1	19
Grade 2	15
Grade 3	11
Grade 4	15
Grade 5	19
Grade 6	19
Grade 7	20
Grade 8	24
Total Enrollment	153

Student Enrollment by Group (School Year 2009-10)

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
Black or African American		White	66
American Indian or Alaska Native		Two or More Races	9
Asian		Socioeconomically Disadvantaged	75
Filipino		English Learners	0
Hispanic or Latino	24	Students with Disabilities	8
Native Hawaiian/Pacific Islander			

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	1	0	0	20.0	1	0	0	11	1	0	0
1	16.0	1	0	0	16.0	1	0	0	19	1	0	0
2	12.0	1	0	0	13.0	1	0	0	15	1	0	0
3	20.0	1	0	0	14.0	1	0	0	11	1	0	0
4	17.0	1	0	0	18.0	1	0	0	15	1	0	0
5	19.0	1	0	0	24.0	0	1	0	19	1	0	0
6	22.0	0	1	0	21.0	0	1	0	19	1	0	0
K-3	0.0	0	0	0	0.0	0	0	0	20	1	0	0
3-4	0.0	0	0	0	0.0	0	0	0	24	1	0	0
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

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

Student and staff safety is a primary concern. The writing of our school safety plan is an ongoing process. The school is in compliance with all rules and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held monthly and an earthquake drill is held every April. Each fall an evacuation drill is held to practice moving staff and students quickly and safely off-campus. Monthly site inspections are performed by the principal and maintenance supervisor. Biannual site inspections are conducted by our insurance company and recommendations are addressed in a timely manner.

Each year we simulate a school "lockdown" drill. This allows the staff and students to practice the procedure in the event that it might need to be administered.

We are a drug-free and smoke-free school. We require all visitors to register at our office and receive identification tags which must be displayed.

The phone in each classroom allows immediate access to the office and outside if help or services are needed. All 4th-8th grade classrooms now lock from the inside in case a "lock down" is required.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	20.9	7.8	11.1	29.7	7.7	12.9
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Our campus consists of four separate building units connected by open corridors. Our maintenance staff of two full-time and one part-time employees ensure that classrooms, restrooms and campus grounds are kept safe and clean. A scheduled maintenance plan is followed and all bathrooms, classrooms, and cafeteria are cleaned daily. Dunsmuir Elementary School went through modernization in the spring and summer of 2003 and all bathrooms were modernized and made ADA compliant.

One upside of our declining enrollment is that Dunsmuir Elementary School has plenty of space and furniture for our students. Every effort is made to keep our school attractive and in good repair.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	11	11	10.5	11.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0		---

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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	Non-NCLB Compliant Teachers
This School	10.5	0
All Schools in District	11.5	0
High-Poverty Schools in District	2	2
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Reading/Language Arts

K-6 Houghton Mifflin Reading: A Legacy of Literacy, 2003
 7/8 Holt, Rinehart, Winston Literature and Language Arts, 2003
 4-8 Wright Group/McGraw-Hill, 2002/2003

Mathematics

K-5 Houghton Mifflin California Mathematics, 2009
 6 McDougal/Littell Course 1, 2008
 7 McDougal/Littell Course 2, 2008
 8 McDougal/Littell Algebra 1, 2008
 4-7 Riverdeep Destination Math Intervention, 2008
 8 Holt Algebra Readiness, 2008

History

K-5 Pearson/Scott Foresman History-Social Science for California, 2006
 6 Macmillan/McGraw-Hill California Vistas, 2007
 7/8 Glencoe/McGraw-Hill Discovering Our Past, 2006

Science

K-6 Pearson/Scott Foresman California Science, 2008
 7-8 Glencoe/McGraw-Hill California Science, 2007

Textbooks are available to our students at home when requested.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	100	0	Yes
Mathematics	100	0	Yes
Science	100	0	Yes
History-Social Science	100	0	Yes
Foreign Language			
Health			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$11,556	\$3,560	\$5,964	\$44,330
District	---	---	\$5,964	\$45,805
Percent Difference: School Site and District	---	---	0	0
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---	8.2	-21.2

Types of Services Funded (Fiscal Year 2009-10)

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

Title I A
 Title II A
 Title II D
 Title IV
 Supplemental School Counseling
 Class Size Reduction
 Community Day School
 After School Education and Safety
 School Safety and Violence Prevention
 Gifted and Talented Education

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,939	\$38,905
Mid-Range Teacher Salary	\$50,386	\$56,504
Highest Teacher Salary	\$54,987	\$71,750
Average Principal Salary (Elementary)	\$60,840	\$92,053
Average Principal Salary (Middle)	N/A	\$95,666
Average Principal Salary (High)	N/A	\$94,401
Superintendent Salary	\$106,008	\$111,055
Percent of Budget for Teacher Salaries	31.4	37.9
Percent of Budget for Administrative Salaries	6.0	6.8

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 in grades two through eleven, and 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 for grades three through eight and science in grades five and eight 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>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	40	30	30	39	29	29	46	50	52
Mathematics	43	31	31	41	30	30	43	46	48
Science	49	34	34	47	33	33	46	50	54
History-Social Science	13	10	10	12	10	10	36	41	44

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	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	28	33	32	*
Female	33	29	37	9
Black or African American	*	*		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	26	35	*	*
Native Hawaiian/Pacific Islander				
White	28	28	31	0
Two or More Races	55	*	*	*
Socioeconomically Disadvantaged	25	28	23	8
English Learners	*	*		
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE 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 ten 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	42.1	21.1	5.3
7	33.3	16.7	11.1

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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	3	3	2
Similar Schools	1	3	1

Academic 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	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	37	0	-43
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	67	-16	-67
Two or More Races			
Socioeconomically Disadvantaged	64	-8	-7
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	683	680	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	681	682	838
Two or More Races			808
Socioeconomically Disadvantaged	686	687	712
English Learners			692
Students with Disabilities			580

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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.0

XI. Instructional Planning and Scheduling

Professional Development

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

Dunsmuir Elementary School recognizes the importance of sustained professional development and has been committed the past three years to attending professional development provided by our county office of education. Yearly we have attended data analysis workshops that allow us to interpret our state testing information, which then guides our decision making for our annual academic goals.

The past two years we have participated in two professional development opportunities: Scheduling for Intervention and Pyramid Response to Intervention. Both of these trainings helped us answer the question "What do we do with students who are not getting the material?"

In 2009-2010 our county office administered the Academic Program Survey to the DES staff. The results allowed us to develop an instructional plan for the 2010-2011 school year. This plan includes: a master schedule that has time for core instruction and intervention and use of the core materials with fidelity.

Because we are committed to a collaborative culture at DES, we participated in a training titled: Creating Collaborative Teams. This training allowed us to examine our current practices, as a school, relating to meetings and how we work together as a staff.

This year our leadership is attending a six day training on Aligning Curriculum, Assessment and Instruction. The training has allowed us to develop essential standards for English/language arts and math. We have developed a pacing guide and developed assessments that assess what has been taught in the classroom.

All staff members were able to attend a workshop led by Deborah Pickering, The Highly Engaged Classroom. The staff learned teaching strategies and techniques to aid them with classroom instruction.

Two areas we realized needed improvement, after analyzing our Academic Program Survey was math training and math intervention. In the fall of 2010 the county office provided SB 472 training, through three half day trainings and we purchased and have implemented: Destination Math. Destination Math is an intervention program for the 4th-8th grades and our staff has participated in two, two hour trainings.

We continue to implement "Time To Teach." This is a school wide discipline system that allows students to change their behavior prior to being punished. The ultimate goal being the students replace the undesired behavior with the desired behavior, making appropriate behavior a norm at DES.

Monthly, teachers participate in school wide collaboration where student achievement is our topic of focus.

Similar grade levels meet monthly from 2:00-2:45 to address areas of concern and share our classroom success.

The focus of our monthly common planning days is the implementation of Galileo Data Analysis. In the 09-10 school year we purchased Galileo. Galileo is a data assessment program that allows teachers to analyze summative assessment results that are correlated to the California State Tests. The teachers now have the ability create their own tests related to their English/language arts and math essential standards.

Many individual opportunities for professional development were also utilized. These include: GATE certifications, CLAD, further growth in Houghton Mifflin reading, and AB430.