

Richgrove Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Richgrove Elementary School
Street	20812 Grove Drive
City, State, Zip	Richgrove, CA 93261
Phone Number	(661) 725-2424
Principal	Mario Millan
E-mail Address	mariom@richgrove.org
Web Site	www.richgrove.org
CDS Code	54720826114672

District Contact Information	
District Name	Richgrove Elementary School District
Phone Number	(661) 725-2424
Superintendent	Mario Millan
E-mail Address	mariom@richgrove.org
Web Site	www.richgrove.org

School Description and Mission Statement (School Year 2016-17)

The Richgrove staff has high expectation of all students for their academic, social and personal growth. Students are held accountable for their achievement towards meeting the standards. Students are encouraged to be risk takers when improving their learning. The Richgrove staff provides a physically and emotionally safe environment for all students. Input from staff, community and students is respected, encouraged, and valued. Teachers reflect on their practice as educators and strive to develop as professionals. Shared leadership, respect for all, and working as a team are encouraged.

Richgrove School District, a one-school district, serves 640 students in grades TK-8. The district is located in Richgrove, an unincorporated community located in the South eastern part of Tulare County in the State of California. Richgrove is on the Kern County line approximately 7 miles from Delano and Highway 99 in the Central California Valley of California. Neighboring communities are: Delano to the West, Porterville to the North, and Bakersfield to the South.

Richgrove is an agricultural community with a population flexibility of up to 3,200 persons. Table grapes, pistachios, oranges and almonds are among the major crops in this area. The employment sources available are light industry and seasonal agriculture.

Richgrove School's mission is dedicated to helping all students become 21st Century Learners*. We strive to educate young people so they will function at their highest intellectual capacity and develop all qualities necessary to become competent and compassionate contributing members of society. Through rigorous instruction, technological access, enrichment and athletics, Richgrove Students will become well rounded citizens.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	79
Grade 1	77
Grade 2	69
Grade 3	72
Grade 4	75
Grade 5	80
Grade 6	65
Grade 7	68
Grade 8	66
Total Enrollment	651

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.3
Asian	1.1
Filipino	0.8
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	95.9
English Learners	66.8
Students with Disabilities	4.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	35	35	35
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1 per student New or good condition 2015 edition	Yes	0
Mathematics	1 per student New or good condition 2013 edition	Yes	0
Science	1 per student New or good condition 2007 edition	Yes	0
History-Social Science	1 per student New or good condition 2007 edition	Yes	0
Foreign Language	1 per student New or good condition 2015 edition	Yes	0
Health	Classroom set grades 7 and 8 Fair condition 2006 edition	No	0
Visual and Performing Arts	LEA Provided		n/a
Science Laboratory Equipment (grades 9-12)	LEA Provided		n/a

School Facility Conditions and Planned Improvements (Most Recent Year)

Richgrove School provides a safe, clean environment for students, staff and parents. School facilities were built in 1954 and include 24 classrooms, a staff lounge, a latch key room, a cafeteria, playgrounds, and a band room. These existing buildings were included in modernization plans in 1985 and in 2003. In 2003, the restrooms were modernized. In 1996, a middle school and district office were built. This addition includes a library, computer lab, a gymnasium, a resource room, a playground, and 6 classrooms and 4 permanent portables.

Richgrove School has a scheduled maintenance program that ensures that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning and safety. Richgrove School’s maintenance department uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 2016. At this time no deficiencies were cited.

A plan has been developed to design and replace the current storm drainage system on top of several buildings. Meetings have begun with an architect to plan out replacements of old classrooms along with pathway repairs. Improvements to the water pump are planned to increase water pressure. The maintenance plan for the 2014-117 year includes HVAC repairs and upgrades.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Some AC systems need repair or replace, in progress
Interior: Interior Surfaces		X		Some carpets need replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Electrical upgrade needed, in progress
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Water pressure issues at times, coordination with water district pumps
Safety: Fire Safety, Hazardous Materials		X		Working on upgrading fire alarms.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Need to repair some sidewalks

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	12	13	12	13	44	48
Mathematics	8	9	8	9	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	72	100.0	15.3
	4	75	73	97.3	9.6
	5	77	75	97.4	8.0
	6	67	67	100.0	16.4
	7	66	65	98.5	15.4
	8	66	66	100.0	15.2
Male	3	30	30	100.0	16.7
	4	48	46	95.8	8.7
	5	44	43	97.7	9.3
	6	31	31	100.0	12.9
	7	35	34	97.1	8.8
	8	31	31	100.0	12.9
Female	3	42	42	100.0	14.3
	4	27	27	100.0	11.1
	5	33	32	97.0	6.3
	6	36	36	100.0	19.4
	7	31	31	100.0	22.6
	8	35	35	100.0	17.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	71	71	100.0	15.5
	4	73	72	98.6	8.3
	5	76	74	97.4	8.1
	6	65	65	100.0	15.4
	7	64	63	98.4	14.3
	8	66	66	100.0	15.2
Socioeconomically Disadvantaged	3	66	66	100.0	15.2
	4	68	67	98.5	7.5
	5	76	74	97.4	8.1
	6	65	65	100.0	15.4
	7	62	61	98.4	14.8
	8	64	64	100.0	14.1
English Learners	3	56	56	100.0	7.1
	4	60	60	100.0	6.7
	5	52	50	96.2	6.0
	6	29	29	100.0	3.5
	7	35	34	97.1	
	8	36	36	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	72	100.0	22.2
	4	75	73	97.3	6.8
	5	77	75	97.4	6.7
	6	67	67	100.0	13.6
	7	66	65	98.5	3.1
	8	66	65	98.5	3.1
Male	3	30	30	100.0	26.7
	4	48	46	95.8	8.7
	5	44	43	97.7	9.3
	6	31	31	100.0	19.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	35	34	97.1	3.0
	8	35	34	97.1	3.0
Female	3	42	42	100.0	19.1
	4	27	27	100.0	3.7
	5	33	32	97.0	3.1
	6	36	36	100.0	8.6
	7	31	31	100.0	3.2
	8	31	31	100.0	3.2
Hispanic or Latino	3	71	71	100.0	22.5
	4	73	72	98.6	5.6
	5	76	74	97.4	5.4
	6	65	65	100.0	12.5
	7	64	63	98.4	3.2
	8	64	63	98.4	3.2
Socioeconomically Disadvantaged	3	66	66	100.0	22.7
	4	68	67	98.5	6.0
	5	76	74	97.4	6.8
	6	65	65	100.0	12.5
	7	62	61	98.4	3.3
	8	62	61	98.4	3.3
English Learners	3	56	56	100.0	19.6
	4	60	60	100.0	5.0
	5	52	50	96.2	2.0
	6	29	29	100.0	3.5
	7	35	34	97.1	
	8	35	34	97.1	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	27	17	21	27	17	21	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	143	140	97.9	20.7
Male	75	73	97.3	21.9
Female	68	67	98.5	19.4
Hispanic or Latino	142	139	97.9	20.1
Socioeconomically Disadvantaged	140	137	97.9	20.4
English Learners	88	85	96.6	9.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Richgrove School believes that parent involvement is one of the keys for student success. Parents are encouraged to participate in the education of their children by helping them at home with their homework, volunteering in their student's classroom, and attending student events such as Students of the Month assemblies. Parents are encouraged to participate in the English Language Advisory Committee (ELAC), School Site Council (SSC), Migrant PAC Meetings, Monthly Parent Meetings, LCAP preparation, Monthly Board Meetings and Monthly Breakfast with the Principal Meetings.

Parents who wish to participate in Richgrove School’s leadership teams, school committees, and school activities may contact the school at (661) 725-2424.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	8.5	6.9	10.9	8.5	6.9	4.4	3.8	3.7
Expulsions	10.9	0.2	0.0	0.1	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

In order to cooperate and support the disaster efforts of the schools in the event of a major disaster, Richgrove School District has established emergency headquarters to be at the district office or transportation department as designated by the superintendent depending on the nature and extent of a disaster. The governing board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community’s needs. (Ed. Code 38132)

Richgrove School has an established disaster preparedness plan which is reviewed and updated annually. The school plan includes designated responsibilities and an established chain of command. Specified staff members will communicate with or report to emergency headquarters in the event of a disaster or when notified to do so. Disaster drills are practiced on a regular basis.

Richgrove School’s Comprehensive Safe School Plan was developed in 1998 by the Safe School Committee and the On-Site Sheriff’s Officer. The plan was last up-dated in July 2016 and reviewed with the staff at that time. The updated plan is available to the public at the district/school office.

The highlights of the plan include the following:

- Comprehensive disaster and crisis plan
- Communication strategies
- Safe transportation
- Bully Policy

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	5			20	21	6		20	21	6	
1	19	4			23		15		23		15	
2	20	3	1		22		18		22		18	
3	17	5			23	6	15		23	6	15	
4	28		2		21	6	18		21	6	18	
5	28		21		22		14		22		14	
6	23	1	17		21	2	13		21	2	13	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	23	5	7		19	7	2		19	7	2	
Mathematics	22	3	3		21	4	2		21	4	2	
Science	22	3	3		21	5	2		21	5	2	
Social Science	22	3	3		20	5	2		20	5	2	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	2	N/A
Other	1	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,998	\$2,859	\$8,138	\$62,330
District	N/A	N/A	\$8,138	\$72,251
Percent Difference: School Site and District	N/A	N/A	0.0	-4.5
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	73.5	7.6

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

Types of Services Funded (Fiscal Year 2015-16)

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- At-risk: "Inside" Intervention Program Language, After School Tutoring, Student Study Team, Counselor, Differentiated Instruction and Instructional Aide Support, AC Math, Momentum Math
- Title I: Instructional Aide Support, Staff Development, Parent, Student Study Team, Counselor, Differentiated Instruction, "Inside" Intervention Program
- English Language Learners: English Language Acquisition Program, Student Study Team, Counselor, Differentiated Instruction, ELL Instructional Aide Support, Daily English Language Development
- Special Education: Resource Specialist Program, Adaptive Physical Education, Student Study Team, Language Speech and Hearing Specialist, School Psychologist, and Differentiated Instruction.
- Academic Coaching
- Targeted Instructional Improvement Grant: Winter and Summer Academies, Supplemental instructional materials, tutorials, a fine arts program, and other activities.

Extra Curricular Activities

Students are encouraged to participate in the school's additional academic and extra curricular activities that promote a positive attitude that encourages achievement and aids in the prevention of academic problems. Activities and programs include:

- o After school tutoring
- o Winter Institute (when available)
- o Summer Session
- o Fine Arts Program

- Mariachi band
- Marching band
- Jazz band
- Concert band
- Folk Dance Troupes
- Spelling Bee
- o Oral Language
- o Sports Program
 - After school
 - Recreation League
- o Academic Bowls
 - Math
 - Poetry and Prose

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,598	\$41,085
Mid-Range Teacher Salary	\$66,183	\$59,415
Highest Teacher Salary	\$84,735	\$75,998
Average Principal Salary (Elementary)	\$111,091	\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$147,053	\$116,069
Percent of Budget for Teacher Salaries	23%	33%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Richgrove Elementary school revolve around the Common Core Standards and Frameworks. Professional development activities provide support for you newly adopted curriculum and the implementation of new programs. Over the last three years we have had 15 days of professional development.

Professional Development includes:

- ELA Standards
 - ELD Standards
- ELD Strategies
- Promethean Board
 - Houghton Mifflin Program
 - Common Core Standards Training
- Eclipse Lesson Planning Training
- CELDT test administration
 - Thinking Maps
 - Checking for Understanding
 - What's my place, what's my value (math)
 - Data Analysis
- Number Talks (math)