

# Frank West 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
<b>School Name</b>	Frank West Elementary School
<b>Street</b>	2400 Benton Street
<b>City, State, Zip</b>	Bakersfield, CA 93304
<b>Phone Number</b>	(661) 631-5830
<b>Principal</b>	Russell Taylor
<b>Email Address</b>	taylorr@bcsd.com
<b>Website</b>	<a href="http://frankwest.bcsd.com/">http://frankwest.bcsd.com/</a>
<b>County-District-School (CDS) Code</b>	15-63321-6008924

Entity	Contact Information
<b>District Name</b>	Bakersfield City School District
<b>Phone Number</b>	661-631-4600
<b>Superintendent</b>	Doc Ervin
<b>Email Address</b>	supt@bcsd.com
<b>Website</b>	www.bcsd.com

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

Frank West School is one of 43 schools in the Bakersfield City School District. Built in 1958, Frank West is located in a south-central neighborhood that is over 60 years old and provides transportation to over 300 students in grades Kindergarten through 5th. We have approximately 799 students. An elementary instructional program in traditional, English immersion, and Special Education classes services our students. Frank West School has a full-time Principal, Vice Principal, two Academic Coaches, a full time Intervention Specialist, a Behavior Intervention Specialist, a Family and Community Engagement Specialist (FACE), 9 Special Education teachers, and 32 full-time credentialed teachers who teach in self-contained classrooms. All K-3 classes average 21.5 students, with 5 kindergarten classes providing an extended day schedule. Frank West has a fully operational library. In the afternoon, students can extend their learning day in the Afterschool Education and Safety Program (ASESP) which is a partnership between the Boy's and Girl's club of America and BCSD. The ASESP meets the needs of over 100 students by offering activities with a STEAM focus. Our STEAM focus is technology with an emphasis on coding (e.g. Ozobots). Homework assistance, art, science, and physical exercise through games and team sports are also incorporated into the program.

Frank West continues to educate our students so that they can achieve academic success now and in the future. Many subgroups showed continued growth, especially our English Learners. We will continue to implement strategies that will help all students meet their annual EL goals to prepare them for English language proficiency. We also have an active and growing African American Parent Advisory Committee (AAPAC) focused on building and strengthening relationships between our staff and black community leading to continued academic growth and overall achievement of our black students.

Frank West Elementary

### Vision

Frank West's vision is to be a leader in education through a collaborative and supportive learning community that ensures and builds relationships with all students to inspire them to become lifelong learners.

### Mission

Frank West's mission is to ensure a safe and positive learning environment in which all students are valued and cared for, receive an equitable education, and are prepared to be college and career ready with the support of our community and parents.

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

Grade Level	Number of Students
Kindergarten	154
Grade 1	111
Grade 2	134
Grade 3	131
Grade 4	126
Grade 5	132
<b>Total Enrollment</b>	<b>788</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.3
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	0.3
Hispanic or Latino	77.7
White	6.3
Two or More Races	2.3
Socioeconomically Disadvantaged	95.9
English Learners	26.3
Students with Disabilities	10.5
Foster Youth	0.1
Homeless	2.5

## 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	31	38		
Without Full Credential	7	3		
Teaching Outside Subject Area of Competence (with full credential)	1	0		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September, 2019

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Grades TK-5: Benchmark Education Company, Benchmark Advance California; Benchmark Adelante California, 2018</p> <p>Grades 6-8: McGraw Hill, Study Sync, 2018</p> <p>Grades TK-5: Benchmark Education Company, Benchmark Advance (How English Works) (ELD), 2018</p> <p>Grades 6-8: HMH, English 3D (ELD), 2017</p>	Yes	0%
<b>Mathematics</b>	<p>Grades K-5: McGraw Hill, McGraw Hill My Math, 2013</p> <p>Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013</p> <p>Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013</p> <p>Grade 8: McGraw Hill, Glencoe Algebra 1, 2013</p>	Yes	0%
<b>Science</b>	<p>Grades K-5: Houghton Mifflin, Houghton Mifflin California Science, 2007</p> <p>Grades 6-8: Holt, Rinehart &amp; Winston, Holt California Science: Earth, Life and Physical Science, 2007</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Grades K-5: Harcourt School Publishers, Reflections, 2007  Grade 6: Holt, Rinehart & Winston, Holt California Social Studies: World History, Ancient Civilizations, 2006  Grade 7: Holt, Rinehart & Winston, Holt California Social Studies: World History Medieval to Early Modern Times, 2006  Grade 8: Holt, Rinehart & Winston, Holt California Social Studies: United States History Independence to 1914, 2006	Yes	0%
<b>Visual and Performing Arts</b>	Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019  Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007  Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Frank West School was built in 1958 and modernization in 2004. It sits on 11.75 acres of which 7.3 acres is playground. This school has 40 classrooms, a multi-purpose center, library, academic coach room, staff room, after school room, learning center, Parent Resource Center and an instructional materials center. The campus also has a staff lounge.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District’s Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

**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: 08/15/19**

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

## 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)	48	39	35	36	50	50
Mathematics (grades 3-8 and 11)	32	30	23	22	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	387	384	99.22	0.78	38.54
Male	207	205	99.03	0.97	34.63
Female	180	179	99.44	0.56	43.02
Black or African American	47	46	97.87	2.13	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	296	99.33	0.67	41.55
Native Hawaiian or Pacific Islander					
White	23	23	100.00	0.00	39.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	9.09
Socioeconomically Disadvantaged	376	373	99.20	0.80	38.61
English Learners	150	149	99.33	0.67	41.61
Students with Disabilities	50	49	98.00	2.00	4.08
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	40.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	385	99.48	0.52	29.87
Male	207	206	99.52	0.48	31.07
Female	180	179	99.44	0.56	28.49
Black or African American	47	46	97.87	2.13	15.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	297	99.66	0.34	32.32
Native Hawaiian or Pacific Islander					
White	23	23	100.00	0.00	21.74
Two or More Races	11	11	100.00	0.00	27.27
Socioeconomically Disadvantaged	376	374	99.47	0.53	29.68
English Learners	150	150	100.00	0.00	28.00
Students with Disabilities	50	49	98.00	2.00	4.08
Students Receiving Migrant Education Services	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	33.33

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	13.0	10.6	

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)

Frank West School directly benefits from the active commitment of our parents and community members. The school community is involved in school activities that promote student achievement and open communication between the school and home. Parent and Community involvement is needed to meet the diverse needs of our student population. We have an “open-door” policy with our parents and community members to participate in the daily instructional program with our teachers, students, and staff to help improve student achievement and attendance. Through monthly newsletters, home call system, school marquee, school website, and teacher newsletters, we keep our families and community informed about upcoming events and invite them to discuss strategies or ideas to increase student achievement. We have a Community Relations Liaison who assists families with food, clothing, job training, education, health care, shelter, and parenting classes. We also open our school for CBET classes, which are classes that teach parents and community members the English language.

Parent involvement is evident in the classroom, office, and playground. It is evident by participation in formal committees as well as support and time given to school programs and activities. Parents are invited to join committees such as School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), District Advisory Committee (DAC), District African American Parent Advisory Committee (DAAPAC), and the Booster Club. Parents are active in supporting school activities such as Parent/Teacher Conferences, Teams for Student Success, IEP's, Back-to-School Night, Kindergarten parent helpers, Extended Learning Time, Read Across America, Runnin' for Ronald, Winter Musical Program, Spring Concert, Parent Volunteer Celebration, Family Picnics, Academic Development Sessions, Parent Cafe's, Parent University, Parent's as Leaders (PAL's), and working in our IMC. If you would like more information concerning our programs or parent involvement, please call our school office at (661) 631-5830.

### 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
<b>Suspensions</b>	0.4	0.0	0.0	2.1	2.3	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Frank West established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Frank West's School Safety Plan is current and is updated annually (last update: 2/19/19). Key elements of Frank West's School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures, (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; and (j) discipline rules and procedures (k) School-wide Positive Behavior Intervention and Supports. Our next update is scheduled for 2/20/20 to incorporate BCSD safety procedures for "what to do in an emergency." To address what to do in an emergency we are currently training staff, students, and community the fundamentals of "Standard Response Protocols" (SRP's) for Lockdown, Lockout, Evacuate and Shelter. We will formally recommend the BCSD SRP's for adoption into our School Safety Plan on 2/20/20. Our overall goal is to maintain a safe and orderly school environment conducive to learning.

### 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	5	2		17	6	2		21	2	5	
1	21	3	3		23		4		21		5	
2	23		5		20	4	2		21		6	
3	23	1	5		15	5	4		22	1	5	
4	24		4		30		4		24	1	4	
5	28		4		17	2	4		27	1	3	1
Other**	8	2			20	1			9	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)	1.0

\*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	\$8,123	\$2,082	\$6,041	\$63,137
District	N/A	N/A	\$3,176	\$72,033.00
Percent Difference - School Site and District	N/A	N/A	62.2	-13.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-21.6	-26.8

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)

---

TITLE I  
 After School Program  
 Migrant Ed.  
 Special Ed.  
 FFVP  
 School Site Supplemental Funds  
 NSLP

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,021	\$45,741
Mid-Range Teacher Salary	\$72,393	\$81,840
Highest Teacher Salary	\$93,341	\$102,065
Average Principal Salary (Elementary)	\$134,518	\$129,221
Average Principal Salary (Middle)	\$133,064	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$241,020	\$224,581
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	4%	5%

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			

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

We also provided extensive professional development for Professional Learning Communities through our Service Delivery Model. On-site coaching and support is provided by academic coaches and district specialists for reading/language arts, mathematics, science, writing and social emotional learning. The district provides time and resources for collaboration, planning, and professional development. Additionally, we provided professional development on Multi-Tiered Systems of Support and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, using technology and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year provided by the school site and focused on improving best practices.

New teachers with California preliminary credentials received professional development through the Bakersfield City School District (BCSD) Teacher Induction Program (TIP). The focus of BCSD TIP is being mentored by an experienced teacher, growing in the California Standards for the Teaching Profession (CSTP) and meeting the California Induction standards. The culmination of TIP is the recommendation for the CA Clear Credential. Each TIP teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in coaching/mentoring strategies, instructional strategies, and guiding cycles of inquiry. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a mentor that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Mentors received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.

Teachers on Short Term Staffing Permits (STSPs) were provided mentors and monthly trainings on beginning pedagogy and best teaching practices. Each teacher on a STSP designed a plan to meet requirements to move to a CA Intern or Preliminary Credential. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

Teachers on Provisional Intern Permits (PIPs) were provided a weekly cohort meeting focused on beginning pedagogy. Two cohort meetings occurred weekly to allow teachers on a PIP to work around university course schedules. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.