

Evergreen Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Evergreen Elementary School
Street	2600 Rose Marie Drive
City, State, Zip	Bakersfield, CA 93304
Phone Number	(661) 631-5930
Principal	Jason P. Brannen
Email Address	brannenja@bcsd.com
Website	http://evergreen.bcsd.com/
County-District-School (CDS) Code	15-63321-6008874

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

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

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Evergreen as a school with a record for improvement, a faculty that is professionally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

Evergreen Elementary School opened its doors in August 1997. It is located in southwest Bakersfield and serves students and families in

prekindergarten through fifth grade; including specialized instruction for English learners and students who receive special education services. In the year 2000, Evergreen School was selected as Bakersfield City School District's "School of the Year". Evergreen offers a plethora of extra-curricular activities, including music, student government, oral language, academic pentathlon, spelling bee, and Battle of the Books. Fifth grade students visit CSUB and UCLA and fourth grade students visit one of the VT Ranch. Students in other grade levels may attend fieldtrips as determined by their teachers. As part of our Common Core State Standards implementation, students in all grade levels complete a project each year, which allows them to apply what they have learned in a personal, creative manner. All Evergreen classrooms are equipped with Smart technology, which includes smart boards, document cameras, microphones and LCD projectors. Students, staff and families have access to a Chromebooks and the library. Several incentive programs are implemented to promote attendance, academic achievement and desired positive behavior. Fifth grade boys and girls have the opportunity to be nominated as candidates to receive the Juliet Thorner Award, the O. D. Williams Award and the Fred Haynes Award. Evergreen implements a Positive School-wide Behavior Intervention and Support Framework (PBIS) to promote a positive engaging environment, with an emphasis on positive behavior and relationships. Through PBIS, students see models of and are rewarded for positive behavior. Students learn how to set goals and monitor progress toward those goals. Success is celebrated. Evergreen offers an extended day for students in grades 1-5, through an after school program which is provided by the Boy's and Girl's Club. Evergreen's motto is "College bound citizens soaring to success." We strive to provide a safe, positive and rigorous learning environment that holds students, staff, and families to high standards for learning and behavior.

Beliefs:

- All students are held to high academic expectations.
- Students will learn at higher levels if they are engaged in and actively participate in the learning.
- Accountability for academic achievement rests with all stake holders; staff, students, families and the community.
- Parents play an integral part in the success of their children and Evergreen School.
- Varied instructional approaches will best meet the needs of different learners.
- Character development and citizenship play an important role in the learning process and the learning environment.
- The ideas and input of all stake holders is valuable and plays a crucial role in the success of the school.
- The school, as a community of learners, will provide educational opportunities that will challenge all students and promote the pursuit of lifelong learning.

Mission:

Prepare all students to be College and Career ready.

Vision:

Students will become productive citizens Soaring to Success.

Motto:

College and Career ready Citizens Soaring to Success.

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

Grade Level	Number of Students
Kindergarten	130
Grade 1	122
Grade 2	105
Grade 3	116
Grade 4	109
Grade 5	112
Total Enrollment	694

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	0.3
Hispanic or Latino	83.3
White	7.8
Two or More Races	1.9
Socioeconomically Disadvantaged	93.2
English Learners	31.6
Students with Disabilities	9.1
Foster Youth	0.6
Homeless	3.6

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	28	35		
Without Full Credential	5	0		
Teaching Outside Subject Area of Competence (with full credential)	2	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
Reading/Language Arts	<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%
Mathematics	<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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Evergreen School was built in 1949 and modernized in 2011. It sits on 7.66 acres of which 4.4 acres is playground. This school has 36 classrooms, a multi-purpose facility, library, instructional materials center, professional development room, learning center, after school center and a Pre-K classroom. 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: 08/21/19

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

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)	32	36	35	36	50	50
Mathematics (grades 3-8 and 11)	21	24	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	327	322	98.47	1.53	36.34
Male	177	172	97.18	2.82	33.14
Female	150	150	100.00	0.00	40.00
Black or African American	19	19	100.00	0.00	10.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	276	272	98.55	1.45	34.93
Native Hawaiian or Pacific Islander					
White	22	22	100.00	0.00	68.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	311	306	98.39	1.61	34.64
English Learners	153	150	98.04	1.96	28.67
Students with Disabilities	20	19	95.00	5.00	15.79
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	31.25

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	328	320	97.56	2.44	23.51
Male	177	170	96.05	3.95	23.67
Female	151	150	99.34	0.66	23.33
Black or African American	19	19	100.00	0.00	5.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	277	270	97.47	2.53	23.05
Native Hawaiian or Pacific Islander					
White	22	22	100.00	0.00	45.45
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	312	304	97.44	2.56	22.77
English Learners	154	150	97.40	2.60	24.83
Students with Disabilities	20	19	95.00	5.00	16.67
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	6.25

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	18.7	20.6	8.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Evergreen staff recognizes parents as an essential element in each child's educational experience. Parent involvement promotes student achievement. Parents form a majority on all advisory committees such as the School Site Council and English Learners Advisory Committee and African American Parent Advisory Council. A Regional Parent Center is housed at Evergreen, which provides capacity building classes for parents of students at Evergreen and various other schools. Parents are encouraged to volunteer in the classrooms or for special projects or events, including field trips. Parents receive information through parent letters, automated phone calls, the school marquee and sometimes personal phone calls in English and Spanish. Informational meetings are held for parents throughout the year. English classes are offered in the evening, twice a week, with child care provided. All Information is sent home in English and Spanish. A volunteer appreciation ceremony is held yearly, in the spring, to honor all volunteers. Family picnic days are also a great way to promote parent-staff-student interaction. For information regarding opportunities for parents, please call the Evergreen office at (661) 631-5930..

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	1.9	1.3	2.1	2.3	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Evergreen 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. Evergreen's School Safety Plan is current and is updated annually. Key elements of Evergreen'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. 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	14	9			15	5	4		21	2	4	
1	21	1	4		24		4		24	1	4	
2	22		5		21	1	4		19	4	1	
3	19	2	5		16	6	1		18	2	5	
4	28		3		27		4		26		4	
5	24	2		3	23	1	3		24	1	4	
Other**					12	1						

*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)	4.0

*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	\$8,798	\$2,146	\$6,652	\$71,286
District	N/A	N/A	\$3,176	\$72,033.00
Percent Difference - School Site and District	N/A	N/A	70.7	-1.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-12.1	-14.8

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.
 State Pre-K
 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.