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Evergreen Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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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 2018-19)

School Contact Information	
School Name	Evergreen Elementary School
Street	12915 Helmer Drive
City, State, Zip	Whittier, CA 90602
Phone Number	(562) 464-2300
Principal	Skarlette Torres
E-mail Address	storres@ewcsd.org
Web Site	http://evergreen.ewcsd.org/
CDS Code	19-64485-6013007

District Contact Information	
District Name	East Whittier City School District
Phone Number	562.907.5900
Superintendent	Marc Patterson
E-mail Address	superintendent@ewcsd.org
Web Site	www.ewcsd.org

School Description and Mission Statement (School Year 2018-19)

Principal's Message

This report is intended to provide parents and community members with information about our school's achievements, resources, students, and staff. The partnerships between families, the school, and the community are keys to school success. We hope that you will gain a better understanding of our school through the information provided. We encourage all community members to visit and become familiar with our school.

As a school, we are fortunate to have a number of experienced teachers eager to make a difference in the lives of our students. We are also fortunate to have involved parents who participate in and support the educational process for their students. The students, parents, staff, and community have joined together to assure success for all students.

Community & School Profile
Located 12 miles southeast of Los Angeles, Whittier is considered part of the Gateway Cities. East Whittier City School District serves approximately 9,000 students. The District is comprised of ten elementary schools and three middle schools, with Evergreen Elementary located in the northern section of the District's boundaries.
Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Evergreen has been the recipient of a number of awards, including California Distinguished School, Title I Academic Achievement School, and the California Business for Education Excellence Honor Roll School. Evergreen is also a member of the No Excuses University network of schools. Operating on a traditional calendar schedule, Evergreen Elementary School serves about 450 TK through fifth-grade students.

The mission of Evergreen Elementary is to provide a positive, interactive, safe and caring environment for every child. With the support of our parents, community, and staff, all students will have the opportunity to develop proficiency on the Common Core State Standards and achieve high levels of academic proficiency infusing 21st Century skills. We promote a spirit of Universal Achievement and emphasize perseverance, grit, and cooperation as keys to the pathway towards college and career success. Evergreen School works collaboratively as a professional learning community to ensure that the LCAP goals as related to conditions of learning, pupil achievement, and engagement are met.

Students at Evergreen Elementary School are guided by principles of character and positive behavior. Students are encouraged to follow the PBIS - ROAR expectations (Respectful, Own your Actions, Always Safe, Responsibility) and are recognized at monthly awards assemblies. Student behavior is guided by the school's Code of Conduct as well as Evergreen Etiquette guides for behavior on the yard, at lunch, and in bathrooms. All students participate in the Olweus Bullying Prevention Program and ROAR lessons.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	111
Grade 1	75
Grade 2	51
Grade 3	62
Grade 4	69
Grade 5	77
Total Enrollment	445

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.0
Hispanic or Latino	97.5
Native Hawaiian or Pacific Islander	0.0
White	1.3
Socioeconomically Disadvantaged	86.1
English Learners	39.8
Students with Disabilities	9.0
Foster Youth	1.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23	20	20	9
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

For the 2018-19 school year, EWCSD held a Public Hearing on September 10, 2018 and determined that each school within the District had sufficient and good quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks, e-version accessibility, instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill-Wonders Adopted 2016, K-5	Yes	0%
Mathematics	Pearson Scott Foresman, enVisionMath Adopted 2015, K-5	Yes	0%
Science	Integrated into Language Arts	Yes	0%
History-Social Science	Harcourt School Publishers Adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 9.7 acres, Evergreen Elementary School was originally constructed in 1935.
The campus has been renovated over the past several decades and is currently comprised of 30 classrooms, a Parent Center, a cafeteria, administrative offices, a library, a computer lab, and three playgrounds.

Cleaning Process
The school provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by East Whittier City School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the restrooms were in working condition.

Thanks to measure R & Z, Evergreen school received facilities upgrades in the areas of roofing, fencing, and asphalt in the summer of 2018.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2018	
Overall Rating	**Good**

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	29.0	43.0	57.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	25.0	34.0	44.0	49.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	207	99.52	43.48
Male	116	115	99.14	42.61
Female	92	92	100.00	44.57
Asian	--	--	--	--
Hispanic or Latino	205	204	99.51	43.14
White	--	--	--	--
Socioeconomically Disadvantaged	188	188	100.00	40.96
English Learners	106	105	99.06	39.05
Students with Disabilities	22	22	100.00	4.55
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	208	100	33.65
Male	116	116	100	37.93
Female	92	92	100	28.26
Asian	--	--	--	--
Hispanic or Latino	205	205	100	33.66
White	--	--	--	--
Socioeconomically Disadvantaged	188	188	100	31.91
English Learners	106	106	100	28.3
Students with Disabilities	22	22	100	4.55
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.4	25.0	13.2

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 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 2018-19)

Parents and the community are very supportive of the educational program at Evergreen Elementary School. Numerous programs and activities are enriched by the generous contributions made by the community and local organizations.

Evergreen Elementary School offers a variety of events, programs, and activities throughout the school year for parents to become actively involved in their child's school and education. Parents are encouraged to participate in the following activities and events held at Evergreen Elementary School:
• Back-to-School Night
• Open House
• Monthly Coffee with the Principal
• Parent Workshops
• Computer Classes
• PTA Association meetings
• PTA Family Nights
• School Site Council (SSC)
• Harvest Festival
• Red Ribbon Week
• Read Across America Week
• Phone Messaging System
• District Parent Academies
• English Learner Advisory Committee (ELAC)
• The Dragon Times newsletter
• Social Media Sites: School Website, Instagram, Facebook, and Twitter
• Annual Parent Symposium
• Math Night
• Literacy Night
• SBAC Night
• STEM Night

The District takes advantage of all available resources in the community to assist students in their emotional and academic development. Some of the community resources available include, but are not limited to, the following:
• The Whole Child
• Boys & Girls Club
• THINK Together after-school program
• WYN Club after school program
• Whittier College
• YMCA
• Whittier Public Library
• Help-line Youth Counseling
• Lion's Club
• Options Family Center
• Whittier Assistance League
• Presbyterian Hospital
• Whittier Community Center
• Whittier Police Department
• Los Angeles Probation Department
• Los Angeles Center for Alcohol & Drug Abuse
• Los Angeles County District Attorney's Office

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			District			State		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	1.0	0.6	0.4	1.7	2.4	1.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of students and staff is a primary concern of Evergreen Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration. The School Site Safety Plan was most recently revised in December 2018 by the Safety Committee and the Principal. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- School Climate
- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

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	2015-16				2016-17				2017-18			
	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	25		4		24		5		22	1	4	
1	22		3		26		2		25		3	
2	29		2		22	1	2		26		2	
3	28		3		23		3		31		2	
4	26		3		24		3		29		2	
5	31		3		20	1	3		28		3	
Other	3	1							4	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12,052.67	4,230.38	7,822.29	67,382.52
District	N/A	N/A	5,462.98	$83,562
Percent Difference: School Site and District	N/A	N/A	43.2	-8.9
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	46.3	-7.7

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 2017-18)

In addition to general state funding provided by the Local Control Funding Formula, East Whittier City School District received state and federal categorical funding: {Title I, II, and III}.

In addition to general state funding provided by the Local Control Funding Formula, East Whittier City School District received state and federal categorical funding [Educator Effectiveness Grant, Title I, II, and III]. Evergreen School takes pride in offering an outstanding academic program to students. Some of the programs available to students are our after school GATE program, The Good News Club, Chess Club, and 5th Dimension Club through our after school Think Together program.

Some of the services provided to our students who are below grade level is intensive intervention with our Intervention specialist during the school day. Various after school programs such as Think Together, 5th Dimension, Wyn Club, and Boys and Girls Club provide academic support, character development, and enrichment opportunities.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,066	$50,084
Mid-Range Teacher Salary	$75,045	$80,256
Highest Teacher Salary	$101,091	$100,154
Average Principal Salary (Elementary)	$131,974	$125,899
Average Principal Salary (Middle)	$141,949	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$215,830	$222,447
Percent of Budget for Teacher Salaries	42.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

The East Whittier City School District ensures that the Conditions of Learning are conducive for learning and growing for its students and staff by providing meaningful professional learning. All curriculum development in the East Whittier City School District revolves around the California State Common Core State Standards. Teachers and administrators review the Common Core State standards, establish benchmarks and expectations in specific subject areas, and build meaningful assessments to ensure the mastery of claims and targets. Teachers align their classroom curriculum to ensure that all students, with a focus on all significant subgroups, either meet or exceed state proficiency levels.

The East Whittier City School District sponsors three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities. Since 2016, teachers and staff have had the opportunity to receive professional learning in the implementation of the Common Core State Standards, best teaching practices, mathematical practices, technology, writing, socio-emotional learning, classroom management, and the Next Generation Science Standards. Teachers and staff receive this professional learning from instructional coaches, hired consultants, and fellow colleagues. In 2018, teachers will participate in professional learning in Thinking Maps (K-8), Nancy Fetzer Writing (3-5), Thinking Maps Writing (K-8), mathematical practices (K-5), NGSS (4-8), History Social Science Textbook Adoption training, and Positive Behavioral Interventions and Support.

In addition to the three staff development days, EWCSD offers additional opportunities throughout the year for staff members to participate in professional learning within the District. In the Summer of 2018, EWCSD offered a 2-day Technology Summit for its employees. Close to 150 people were in attendance to learn about Google Suite and its integration into the classroom. There are also staff development opportunities where teachers have a choice to attend trainings that support their needs or area of focus and/or are mandated to support Districtwide initiatives.

Our instructional coaches provide a wide array of instructional support through mini-workshops, class demos, and resource gathering for our teachers in the areas of English Language Arts/ELD, math, and STEM. When funding is available, teachers can attend off-site conferences such as CUE, California Mathematics Council, and STEM-related topics. Every school site also has a teacher lead in English Language Development and Technology that provides staff training during early release days for teachers.

Beginning in 17-18, all staff members across the District have a built-in time for Professional Learning Communities to collaborate with their current grade levels/departments and to participate in vertical articulation as well. Teachers share best teaching practices and create common assessments to monitor student progress within their PLC time on early release days.

For new teachers, the District provides funding for candidates to clear their teaching credential requirements by participating in BTSA Teacher Induction Program. These new teachers participate in several hours of professional learning and are provided a mentor to help guide them through their first two years of teaching.