

Ramon Garza School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 | Ramon Garza School |
| Street | 2901 Center Street |
| City, State, Zip | Bakersfield, CA 93306 |
| Phone Number | (661) 631-5290 |
| Principal | Julie Segura Padilla |
| E-mail Address | segurapadillaj@bcsd.com |
| Web Site | http://garza.bcsd.com/ |
| CDS Code | 15-63321-6109052 |

| District Contact Information | |
|-------------------------------------|----------------------------------|
| District Name | Bakersfield City School District |
| Phone Number | 661-631-4600 |
| Superintendent | Doc Ervin |
| E-mail Address | supt@bcsd.com |
| Web Site | www.bcsd.com |

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

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

Ramon Garza Elementary School’s mission is to ensure a safe and nurturing learning environment in which all students receive an effective, state of the art, comprehensive curriculum that utilizes research-based strategies and data-driven decisions and where all parents and community members are welcomed and engaged in the learning process.

Our commitments to Garza students are:

1. We will celebrate all students' achievements at every level.
2. We will commit to maintain a collaborative culture across all grade levels.
3. We will ensure a safe, welcoming, and positive environment for students, parent, staff and community.
4. We will commit to raising the expectations for all students and teachers.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 166 |
| Grade 1 | 155 |
| Grade 2 | 140 |
| Grade 3 | 156 |
| Grade 4 | 157 |
| Grade 5 | 148 |
| Total Enrollment | 922 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.9 |
| American Indian or Alaska Native | 0.1 |
| Asian | 0.2 |
| Filipino | 0.0 |
| Hispanic or Latino | 89.9 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 3.9 |
| Socioeconomically Disadvantaged | 97.3 |
| English Learners | 48.2 |
| Students with Disabilities | 4.6 |
| Foster Youth | 0.1 |

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 | 38 | 36 | | |
| Without Full Credential | 5 | 6 | | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| 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 2018-19)

Year and month in which data were collected: September, 2018

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

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

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Visual and Performing Arts | Grades K-5: Harcourt School Publishers, Harcourt Art Express, 1999 Grade 6 (Elementary): Glencoe/McGraw Hill, Glencoe/McGraw Hill, Understanding Art, 1999 Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007 Grades K-6 (Elementary): Silver Burdett, Silver Burdett Music Connection, 1999 Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Garza School was built in 1990. It sits on 14.14 acres of which 7.33 acres is playground. This school has 37 classrooms, a multi-purpose facility, computer lab, Pre-K room, library, speech room and 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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/31/2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | 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 | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/31/2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| 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: 08/31/2018 | |
|--|-----------|
| 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 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) | 35.0 | 25.0 | 34.0 | 35.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 27.0 | 15.0 | 23.0 | 23.0 | 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 | 452 | 449 | 99.34 | 25.39 |
| Male | 234 | 233 | 99.57 | 20.17 |
| Female | 218 | 216 | 99.08 | 31.02 |
| Black or African American | 20 | 20 | 100.00 | 20.00 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 410 | 408 | 99.51 | 25.49 |
| White | 14 | 13 | 92.86 | 30.77 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 449 | 446 | 99.33 | 25.11 |
| English Learners | 291 | 289 | 99.31 | 23.18 |
| Students with Disabilities | 37 | 37 | 100.00 | 0.00 |
| Students Receiving Migrant Education Services | 30 | 29 | 96.67 | 31.03 |

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 | 452 | 450 | 99.56 | 15.11 |
| Male | 234 | 233 | 99.57 | 13.73 |
| Female | 218 | 217 | 99.54 | 16.59 |
| Black or African American | 20 | 20 | 100 | 15 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 410 | 409 | 99.76 | 15.16 |
| White | 14 | 13 | 92.86 | 15.38 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 449 | 447 | 99.55 | 14.99 |
| English Learners | 291 | 290 | 99.66 | 15.52 |
| Students with Disabilities | 37 | 37 | 100 | 0 |
| Students Receiving Migrant Education Services | 30 | 29 | 96.67 | 24.14 |

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 | 18.6 | 17.1 | 7.1 |

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)

Parent involvement is achieved with the collaboration of Garza's Family and community Engagement Liaison (FACE). Garza's FACE will collaborate with principal, teachers, parents, students, and the community. The FACE will invite and implement the following events such as, but not limited to, Back-to-School Night, Fall Parent Conferences, monthly parent cafes, weekly learning session for parents, quarterly family engagement nights, Parent Pride Day activities, School Site Council, English Learners Advisory Committee, daily/weekly classroom volunteers, Pawsome Attendance Assemblies, celebrating students academic and behavioral success, Title I meetings, college and career information, and a variety of meetings with parents to inform them of information such as tutoring opportunities and reclassification of their children. Parents can call our school office at (661) 631-5290 to access information concerning participation opportunities.

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 | 0.9 | 0.7 | 0.8 | 3.3 | 2.1 | 2.3 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Garza 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. Garza's School Safety Plan is current and is updated annually. Key elements of Garza'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 | 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 | 19 | 9 | | | 21 | 2 | 7 | | 21 | 3 | 5 | |
| 1 | 23 | | 7 | | 20 | 6 | 1 | | 22 | | 7 | |
| 2 | 23 | | 7 | | 24 | | 7 | | 20 | 6 | 1 | |
| 3 | 21 | 2 | 5 | | 22 | | 7 | | 22 | | 7 | |
| 4 | 26 | | 6 | | 25 | | 6 | | 26 | | 6 | |
| 5 | 32 | | 5 | | 33 | | 2 | 3 | 25 | 1 | 5 | |
| Other | | | | | 3 | 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 | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 2 | 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 | \$6,277 | \$611 | \$5,666 | \$63,935 |
| District | N/A | N/A | \$3,131 | \$70,477 |
| Percent Difference: School Site and District | N/A | N/A | 57.6 | -5.8 |
| State | N/A | N/A | \$7,125 | \$80,910 |
| Percent Difference: School Site and State | N/A | N/A | -14.8 | -20.3 |

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)

-
- Special Ed
 - Migrant Ed
 - TITLE I
 - After School Program
 - State Pre-K
 - FFVP
 - School Site Supplemental Funds
 - NSLP

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,622 | \$50,084 |
| Mid-Range Teacher Salary | \$70,284 | \$80,256 |
| Highest Teacher Salary | \$90,622 | \$100,154 |
| Average Principal Salary (Elementary) | \$127,596 | \$125,899 |
| Average Principal Salary (Middle) | \$128,748 | \$130,255 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$234,000 | \$222,447 |
| Percent of Budget for Teacher Salaries | 33.0 | 37.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 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)

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.

The district created professional development based on the Common Core State Standards for teachers and administrators. The modules included a Common Core overview, Mathematical Practices, Cross-Curricular/Evidence Based Writing, Text Complexity/Academic Vocabulary, including ELD standards for California. 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 for reading/language arts, mathematics, science and writing. 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, 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 focused on best practices for improving student achievement.

New teachers with California preliminary credentials received professional development through the Beginning Teacher Support and Assessment (BTSA) program. The focus of training was in the Formative Assessment for California Teachers (FACT), California Standards for the Teaching Profession (CSTP), meeting the California Induction standards, and the California Academic Content Standards. Each beginning teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in FACT, coaching strategies, and instructional techniques. 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.