

William Penn Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

| School Contact Information | |
|----------------------------|--------------------------------|
| School Name | William Penn Elementary School |
| Street | 2201 San Emidio Street |
| City, State, Zip | Bakersfield, CA 93304 |
| Phone Number | (661) 631-5440 |
| Principal | Marshall B. Dillard |
| E-mail Address | chaconmellonr@bcsd.com |
| Web Site | |
| CDS Code | 15-63321-6009195 |

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

School Description and Mission Statement (School Year 2017-18)

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 William Penn 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 to the best of their ability.

William Penn Mission Statement:

William Penn staff is committed to providing each student with optimal learning opportunities so that they can reach their full academic and social potential. Toward this end we commit available resources to ensure that...

1. We build positive relationships to foster a collaborative and supportive school environment.
2. We encourage and celebrate success and achievement in our school community.
3. We enhance our practices through shared leadership, continual professional growth, and education.
4. We have high expectations for all children and we provide additional time for support and enrichment.
5. We provide an environment which is orderly, safe, inviting and stimulating.
6. The leadership is supportive, encouraging, and fosters positive changes.
7. We cultivate a school where all families of diverse backgrounds and beliefs feel welcome and are proud to send their children.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 32 |
| Grade 1 | 54 |
| Grade 2 | 53 |
| Grade 3 | 46 |
| Grade 4 | 52 |
| Grade 5 | 56 |
| Total Enrollment | 293 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.8 |
| American Indian or Alaska Native | 0 |
| Asian | 0.3 |
| Filipino | 1 |
| Hispanic or Latino | 75.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 12.3 |
| Two or More Races | 4.1 |
| Socioeconomically Disadvantaged | 92.8 |
| English Learners | 24.6 |
| Students with Disabilities | 6.8 |
| Foster Youth | 0.3 |

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 |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 14 | 14 | | |
| Without Full Credential | 0 | 0 | | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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 2017-18)

Year and month in which data were collected: September, 2017

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 | <p>Grades K-5: Pearson Scott Foresman, Pearson CA Reading Street; Pearson Calle de Lectura para California, 2010</p> <p>Grades 6-8: Holt, Rinehart & Winston, Holt Literature and Language Arts, 2010</p> <p>Grades K-5: Pearson Scott Foresman, Language Central (ELD), 2010</p> <p>Grades 6-8: HMH, English 3D (ELD), 2017</p> <p>Grades 4-6 Elementary: Sopris West Educational Services, Language!, 2011</p> <p>Grades 6-8 Junior High/Middle Schools: Steck-Vaughn, California Gateways, 2011</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 Algebra1, 2013</p> | Yes | 0% |
| 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% |
| Foreign Language | | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Health | | Yes | 0% |
| 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)

William Penn School was built in 1955 and modernized in 1993. It sits on 2.37 acres of which 1.17 acres is playground. This school has 13 classrooms, a multi-purpose facility, speech/psychologist room, computer lab and library. 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: 08/21/17 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 08/21/17 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | Library - Replaced ballast and lighting improved - 11/16/17 Rm 9 - Replaced ballast and lighting improved - 11/16/17 Rm 19 - Replaced florescent fixture - 11/16/17 Rm 18 - Replaced florescent fixture and ballast - 11/16/17 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Boy's Restroom near Rm 12 - Plumbing fixture replaced and is now in service - 11/14/17 |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 08/21/17 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 35 | 40 | 31 | 34 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 28 | 26 | 21 | 23 | 36 | 37 |

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 161 | 161 | 100 | 39.75 |
| Male | 81 | 81 | 100 | 43.21 |
| Female | 80 | 80 | 100 | 36.25 |
| Black or African American | 15 | 15 | 100 | 33.33 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 115 | 115 | 100 | 40 |
| White | 24 | 24 | 100 | 45.83 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 154 | 154 | 100 | 37.66 |
| English Learners | 52 | 52 | 100 | 44.23 |
| Students with Disabilities | 12 | 12 | 100 | 8.33 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 160 | 159 | 99.38 | 26.42 |
| Male | 80 | 80 | 100 | 33.75 |
| Female | 80 | 79 | 98.75 | 18.99 |
| Black or African American | 15 | 14 | 93.33 | 21.43 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 114 | 114 | 100 | 28.95 |
| White | 24 | 24 | 100 | 20.83 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 153 | 152 | 99.35 | 24.34 |
| English Learners | 52 | 52 | 100 | 25 |
| Students with Disabilities | 12 | 12 | 100 | 16.67 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 45 | 50 | 32 | 33 | 56 | 54 |

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 25.4 | 18.6 | 18.6 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Opportunities for Parental Involvement: As part of William Penn’s effort to improve and strengthen parental involvement, we have provided a description of organized opportunities where parents have a voice in the decisions that affect the school and ultimately the lives of their children. Parents would provide input in the following areas:

(1) School Site Council, ELAC and SAC committees – opportunities to serve on a board with teachers and the principal. DELAC and DAC representatives –opportunity to attend and serve on district level committees.

(2) Parents have the opportunity to join the William Penn Elementary Booster Club and become involved in school activities: Garden Project, Family Nights, Family Picnic Days, Spring Carnival, fundraisers, etc.

(3) Monthly Parent Cafe sessions, quarterly educational nights and various site-based educational training/information is provided through the Family and Community Engagement (FACE) Liaison employed at William Penn.

Parents can call our school office at (661) 631-5440 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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 1.4 | 3.0 | 1.7 | 3.3 | 3.3 | 2.1 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

William Penn 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. William Penn’s School Safety Plan is current and is updated annually. Key elements of William Penn’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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 36 |
| Percent of Schools Currently in Program Improvement | N/A | 87.8 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 20 | 3 | | | 23 | | 2 | | 16 | 2 | | |
| 1 | 24 | | 2 | | 18 | 3 | | | 27 | | 2 | |
| 2 | 22 | 1 | 1 | | 25 | | 2 | | 17 | 3 | | |
| 3 | 26 | | 2 | | 23 | | 2 | | 23 | | 2 | |
| 4 | 24 | | 2 | | 24 | | 2 | | 26 | | 2 | |
| 5 | 19 | 2 | | | 26 | | 2 | | 28 | | 2 | |

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

Academic Counselors and Other Support Staff (School Year 2016-17)

| 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 | | 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$7,765 | \$1,079 | \$6,686 | \$71,768 |
| District | N/A | N/A | \$5,890 | \$67,730 |
| Percent Difference: School Site and District | N/A | N/A | 13.5 | 6.0 |
| State | N/A | N/A | \$6,574 | \$78,363 |
| Percent Difference: School Site and State | N/A | N/A | 1.7 | -8.4 |

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

Types of Services Funded (Fiscal Year 2016-17)

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,829 | \$48,678 |
| Mid-Range Teacher Salary | \$67,581 | \$78,254 |
| Highest Teacher Salary | \$87,137 | \$96,372 |
| Average Principal Salary (Elementary) | \$122,768 | \$122,364 |
| Average Principal Salary (Middle) | \$126,177 | \$125,958 |
| Average Principal Salary (High) | | \$126,758 |
| Superintendent Salary | \$225,000 | \$212,818 |
| Percent of Budget for Teacher Salaries | 34% | 38% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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 and the new ELD standards for California. We also provided extensive professional development for Professional Learning Communities through the use of Guiding Coalitions to school site and district teams. On-site coaching and support is provided by academic coaches for reading/language arts and mathematics. The district provides time and resources for collaboration, planning, and professional development. Additionally, we provided professional development on Positive School-wide Behavior Intervention 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 support provider. The support providers 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 support provider that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Support providers 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.