

Evergreen Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Evergreen Elementary School
Street	2600 Rose Marie Drive
City, State, Zip	Bakersfield, CA 93304
Phone Number	(661) 631-5930
Principal	Laura Orozco
E-mail Address	orozcola@bcsd.com
CDS Code	15-63321-6008874

District Contact Information	
District Name	Bakersfield City School District
Phone Number	(661) 631-4600
Web Site	www.bcsd.com
Superintendent	Robert J. Arias, Ed.D.
E-mail Address	supt@bcsd.com

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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 the southwest part of Bakersfield. Evergreen School was selected as Bakersfield City School District's "School of the Year" for the 2000-2001 school year. The school has recently undergone renovations for the purpose of modernization. All classrooms have also been equipped with smart technology and LCD projectors. Evergreen serves students and families in pre-kindergarten through fifth grade. Evergreen also provides English language instruction to English language learners and special education services to qualifying students, including one autistic pre kindergarten classroom. The special education model implemented at Evergreen is a "push in" model where students are not taken out of class to receive services; instead, the special education teacher goes into the mainstream classroom to provide the support there, with the exception of the autistic pre kindergarten class, which is self-contained. Among the various extracurricular activities offered at Evergreen are music, track and student government. Camp KEEP is offered to fifth grade students, and fourth grade students visit a mission each year. Students in other grade levels attend fieldtrips as determined by the teachers of their grade level. Several incentive programs are implemented to promote attendance, academic achievement and good behavior. Evergreen participates in Red Ribbon Week, Young Author Fair, Spelling Bee and various other activities. An after school program is offered, on site, through the Boy's and Girl's Club, for students in grades 1-5. The Evergreen motto is "Believe, Build, Become.' We strive to provide a safe, positive and rigorous learning environment that holds children, staff and families to high standards for learning and behavior.

Beliefs:

- All students can learn.
- Students will learn the most if they are engaged 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:

Evergreen's mission is to provide a positive and challenging learning environment that motivates all students, teachers, parents and community stakeholders to be lifelong learners.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, School Advisory Committee and English Learners Advisory Committee. The P.T.A. supports all school activities with year-round fundraising. Parents are encouraged to volunteer in the classrooms or for special projects or events. A suggestion box is available for parents to voice any questions, concerns or comments. Information meetings are held for parents throughout the year. English classes are offered in the evening twice a week, with child care provided. There is a bulletin board placed in front of the school with information for parents. Information is sent home in both English and Spanish. The Evergreen parent advisory committee works on projects for the office, IMC or teachers. The committee also relays information to other parents. A volunteer tea is held yearly to honor all volunteers. Information classes on various topics are offered as needed or desired. Family picnic days and movie nights are also great ways to promote parent-staff-student interaction.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	94
Grade 1	111
Grade 2	90
Grade 3	96
Grade 4	105
Grade 5	96
Total Enrollment	592

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8.3	White	10.8
American Indian or Alaska Native	0.2	Two or More Races	1.2
Asian	0.3	Socioeconomically Disadvantaged	92.1
Filipino	0.5	English Learners	34
Hispanic or Latino	78.5	Students with Disabilities	9.3
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.2	1	4	0	19.4	1	4	0	23.5	0	4	0
1	16.8	5	0	0	20.8	4	1	0	19.5	6	0	0
2	18.6	5	0	0	17.8	5	0	0	21.8	3	1	0
3	20.25	3	1	0	21.8	3	1	0	19	2	3	0
4	31	0	3	0	23.5	1	3	0	32.3	0	1	2
5	32	0	3	0	33.3	0	0	3	30	0	3	0
Other	9	1	0	0								

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

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	20.14	26.1	25.7	32.43	33.8	22.0
Expulsions	0.18	0	0.0	0.4	0.5	0.3

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 9/2012

Evergreen School was built in 1949 and is currently being modernized. It sits on 7.9 acres of which 4.4 acres is playground. This school has 28 classrooms, a multi-purpose facility, library, instructional materials center, professional development room, core intervention room and a Pre-K classroom. The campus also has a staff lounge.

District Funds were used to provide and install 1 new relocatable classroom for growth.

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.

This site’s modernization project was completed in 2012 and is currently going through the Division of the State Architect for certification.

State and local bond funds are currently being used to place security camera’s for security purposes at this site.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Room 8 - Drinking fountain not working. 12/6/12 - Drinking fountain repaired.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	27	25	24	1222
Without Full Credential	0	1	2	35
Teaching Outside Subject Area of Competence	1	1	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.46	11.54
All Schools in District	73.63	26.37
High-Poverty Schools in District	73.37	26.63
Low-Poverty Schools in District	96.43	3.57

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist	2	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2012

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

Core Curriculum Area	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: Harcourt School Publishers Moving Into English (ELD), 2006</p> <p>Grades 6-8: Lit Conn English Now! (ELD), 2005</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: Houghton Mifflin Houghton Mifflin California Math, 2009</p> <p>Grades 6-8: Holt, Rinehart & Winston Holt Mathematics Course 1 and 2, Algebra 1, 2008</p> <p>Grade 8: McDougal Littell McDougal Littell Algebra Readiness, 2008</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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%
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: Silver Burdett Silver Burdett Music Connection, 1999 Grades 6-8: Silver Burdett Silver Burdett Making Music, 2007	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,047	\$1,642	\$4,405	\$59,729
District	---	---	\$5,148	\$62,224
Percent Difference: School Site and District	---	---	-6.6%	-3.1%
State	---	---	\$5,455	\$69,404
Percent Difference: School Site and State	---	---	-15.4%	-13.0%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- SLIBG
- Special Ed
- Migrant Ed
- EIA/SCE
- EIA/LEP
- TITLE I
- After School Program
- State Pre-K

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,433	\$41,246
Mid-Range Teacher Salary	\$60,955	\$67,400
Highest Teacher Salary	\$78,592	\$85,481
Average Principal Salary (Elementary)	\$110,207	\$107,739
Average Principal Salary (Middle)	\$111,716	\$111,540
Average Principal Salary (High)		\$110,146
Superintendent Salary	\$181,619	\$180,572
Percent of Budget for Teacher Salaries	37%	42%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	44	47	40	37	40	41	52	54	56
Mathematics	53	51	46	46	47	51	48	50	51
Science	31	24	22	30	34	38	54	57	60
History-Social Science				23	28	27	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41	51	38	27
All Student at the School	40	46	22	
Male	36	47	20	
Female	44	45	24	
Black or African American	40	34		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	38	46	19	
Native Hawaiian/Pacific Islander				
White	56	51		
Two or More Races				
Socioeconomically Disadvantaged	41	47	23	
English Learners	17	35		
Students with Disabilities	36	29		
Students Receiving Migrant Education Services	40	67		

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3		

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	3	3
Similar Schools	6	7	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	11	-1	-42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	-13	-45
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	13	2	-36
English Learners	10	10	-52
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	340	715	19,644	731	4,664,264	788
Black or African American	28	683	1,664	673	313,201	710
American Indian or Alaska Native	1		142	712	31,606	742
Asian	0		161	786	404,670	905
Filipino	3		108	873	124,824	869
Hispanic or Latino	269	711	15,365	725	2,425,230	740
Native Hawaiian/Pacific Islander	1		34	776	26,563	775
White	35	762	1,981	808	1,221,860	853
Two or More Races	3		188	789	88,428	849
Socioeconomically Disadvantaged	313	720	17,433	715	2,779,680	737
English Learners	104	702	8,022	687	1,530,297	716
Students with Disabilities	47	594	2,058	566	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	35
Percent of Schools Currently in Program Improvement	---	87.5

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 wellbeing 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 for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the California Frameworks, 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 and provided instructional modules 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 and Text Complexity/Academic Vocabulary. Training for Learning Village, a web based digital curriculum portal that contains best practices, instructional strategies and ideas, lesson plans for core curriculum, professional development and classroom technology resources, has also been offered to all classroom teachers. On-site coaching and support is provided by academic coaches for reading/language arts and mathematics. Additionally, the district provides time and resources for collaboration, planning, and professional development for all staff.

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, 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.