

# Baldwin Stocker Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

School Contact Information	
<b>School Name</b>	Baldwin Stocker Elementary School
<b>Street</b>	422 West Lemon Ave.
<b>City, State, Zip</b>	Arcadia, CA 91007-6902
<b>Phone Number</b>	(626) 821-8351
<b>Principal</b>	Jayne Nickles
<b>E-mail Address</b>	<a href="mailto:jnickles@ausd.net">jnickles@ausd.net</a>
<b>Web Site</b>	<a href="http://www.bs.ausd.net">www.bs.ausd.net</a>
<b>CDS Code</b>	19 64261 6011134

<b>District Contact Information</b>	
<b>District Name</b>	Arcadia Unified School District
<b>Phone Number</b>	(626) 821-8300
<b>Superintendent</b>	Dr. David Vannasdall
<b>E-mail Address</b>	rforan@ausd.net
<b>Web Site</b>	www.ausd.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

Baldwin Stocker is recognized as a California Distinguished School and 2012 National Blue Ribbon School recipient. Our staff aims to create a positive environment for learning to ensure high student achievement, to enhance self-esteem, and to develop positive social behavior. As a school community, we are committed to excellence in all that we do, and we concentrate on people as the centerpiece of the educational process. We strive to create an environment that is safe for all, not only physically, but also emotionally and educationally. At Baldwin Stocker School, the focus is on the process of creating challenging and engaging work for all students. We constantly work toward improvement in the quality of the curriculum, and high-quality student work is a key element of the mission and vision of our school. Programs such as English Language Development (ELD) and Intervention have found high success in meeting students' needs. Instructional programs such as Thinking Maps and Write from the Beginning provide rich learning experiences for all students. An excellent teaching and classified staff, a very supportive community, a dedicated governing board, and district administrators all work together to help us achieve our goals.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	86
Grade 1	114
Grade 2	130
Grade 3	130
Grade 4	128
Grade 5	121
<b>Total Enrollment</b>	<b>709</b>

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.4
American Indian or Alaska Native	0
Asian	80.5
Filipino	2.5
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	0.1
White	6.6
Two or More Races	1.3
Socioeconomically Disadvantaged	17.1
English Learners	30.2
Students with Disabilities	3.2
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	30	30	413
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.2	0.8

Note: 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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	HM Reading: A Legacy of Literature 2003 / 2003	Yes	0
Mathematics	Pearson Education: enVision MATH California Common Core 2015 / 2015	Yes	0
Science	Pearson Scott Foresman, Inc: California Science 2008 / 2008	Yes	0
History-Social Science	Reflections (Grades K-5) 2007 / 2007	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Macmillan/McGraw-Hill: Health & Wellness 2005 / 2005	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Baldwin Stocker Elementary School was built in 1966 and provides a safe, clean environment for students, staff, and volunteers. The school employs two full-time custodians who are responsible for the upkeep of campus grounds, classrooms, and restrooms. The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained. The Baldwin Stocker Elementary School campus currently has 28 classrooms, one staff room, a library/media center, production center, multipurpose room, and two playgrounds. At the time of this publication, 100 percent of the school's restrooms were fully functioning. All facilities are in good repair. During June 2011-August 2012, Baldwin Stocker was completely modernized. The infrastructure (sewer, electrical, water lines) was replaced and all classrooms were renovated. Along with new flooring and paint, each classroom has been equipped with 'classroom of the future' technology. A new library/media center was built and the school parking lot and playground were resurfaced.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/21/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/21/16				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	79	77	76	76	44	48
Mathematics	81	82	75	77	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	131	125	95.4	74.4
	4	130	123	94.6	77.2
	5	129	120	93.0	79.2
Male	3	60	57	95.0	75.4
	4	73	68	93.2	77.9
	5	64	57	89.1	68.4
Female	3	71	68	95.8	73.5
	4	57	55	96.5	76.4
	5	65	63	96.9	88.9
Asian	3	107	101	94.4	76.2
	4	114	108	94.7	80.6
	5	95	87	91.6	87.4
Hispanic or Latino	5	15	15	100.0	46.7
Socioeconomically Disadvantaged	3	28	27	96.4	55.6
	4	24	21	87.5	57.1
	5	20	18	90.0	50.0
English Learners	3	28	23	82.1	26.1
	4	16	11	68.8	36.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	21	16	76.2	56.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	131	130	99.2	86.9
	4	130	128	98.5	89.1
	5	130	127	97.7	69.3
<b>Male</b>	3	60	59	98.3	91.5
	4	73	71	97.3	88.7
	5	64	62	96.9	69.3
<b>Female</b>	3	71	71	100.0	83.1
	4	57	57	100.0	89.5
	5	66	65	98.5	69.2
<b>Asian</b>	3	107	106	99.1	87.7
	4	114	113	99.1	90.3
	5	96	94	97.9	79.8
<b>Hispanic or Latino</b>	5	15	15	100.0	26.7
<b>Socioeconomically Disadvantaged</b>	3	28	28	100.0	78.6
	4	24	23	95.8	65.2
	5	20	19	95.0	52.6
<b>English Learners</b>	3	28	28	100.0	67.9
	4	16	16	100.0	87.5
	5	22	22	100.0	54.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	96	88	88	86	84	84	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	130	126	96.9	88.1
<b>Male</b>	64	61	95.3	85.3
<b>Female</b>	66	65	98.5	90.8
<b>Asian</b>	96	93	96.9	89.3
<b>Hispanic or Latino</b>	15	15	100.0	86.7
<b>Socioeconomically Disadvantaged</b>	20	19	95.0	84.2
<b>English Learners</b>	22	22	100.0	59.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	18.1	26	35.4

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 Parental Involvement State Priority (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 2016-17)

There is a high degree of parent involvement at Baldwin Stocker Elementary School. Parents and volunteers assist in classrooms, chaperone field trips, monitor traffic safety, and prepare materials for the teachers. Parents also serve on the School Site Council and English Language Advisory Committee, and they participate in the PTA. Baldwin Stocker parents are deeply interested, supportive, and involved in each child's education. Participation is often close to 100% in student-led conferences, Back-to-School Night, and Curriculum Showcase. The district PTA often recognizes Baldwin Stocker parents for the number of volunteer hours they contribute. For more information about getting involved at the school, please call our principal, Jayne Nickles, at (626) 821-8351.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.0	0.0	0.6	0.4	0.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the principal. The committee sets long-term goals for the school to continually improve safety and the condition of the school facilities. The Safety Plan is updated each spring and fall and addresses various safety issues, including creating procedures that detect and prevent bullying, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. We hold safety drills on a regular basis; fire drills are held monthly, earthquake drills are held four times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training on a regular basis.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. Baldwin Stocker Elementary School has a closed campus, and permission is always required for students to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

The Safety Plan is updated each year by March 1 for the following school year. Plans are discussed with faculty and students at the beginning of each 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	30		3		30		3		30		3	
1	26		4		25		5		25		5	
2	26		5		26		5		26		5	
3	26		4		25		5		25		5	
4	32		3		31		3		31		3	
5	32		4		32		4		32		4	
Other	26		1									

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	.45	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.75	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		N/A
Other		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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8469	2280	6189	\$87,581
District	N/A	N/A	6264	\$90,034
Percent Difference: School Site and District	N/A	N/A	-1.2	-2.7
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	9.0	22.5

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

### Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding (LCFF), Baldwin Stocker also receives Title II funds, which are provided through a federally funded program. These monies are used in a variety of ways, all of which enhance student learning and the quality of the instructional program. LCFF monies are used to fund librarian, to purchase supplemental materials, and supplies and for staff development activities. Title II funds pay for two part-time intervention teachers who work with children who need additional reading and writing assistance.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,097	\$43,821
Mid-Range Teacher Salary	\$84,339	\$69,131
Highest Teacher Salary	\$109,246	\$89,259
Average Principal Salary (Elementary)	\$124,923	\$108,566
Average Principal Salary (Middle)	\$146,623	\$115,375
Average Principal Salary (High)	\$157,768	\$125,650
Superintendent Salary	\$211,150	\$198,772
Percent of Budget for Teacher Salaries	44%	37%
Percent of Budget for Administrative Salaries	5%	6%

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)

In May of 2013, Governor Brown committed \$1 billion of the extra \$2.8 billion of revenue the state received in 2013 for Common Core State Standards implementation. Additional monies were made available to California school districts for Year 2 implementation in 2014-15; however, under the Local Control Funding Formula, districts like Arcadia Unified School District, with low numbers of unduplicated students will receive far less ongoing money to continue the implementation of California Academic Standards beyond 2014-15, while neighboring districts with greater numbers of targeted or “unduplicated” students (low income, English Learners, or foster youth) will have greater opportunities to purchase materials, hire consultants, and pay for hours of professional development for their instructional and student support staffs.

In the Fall of 2013, the Arcadia Unified School District negotiated an interest-based solution for California Academic Standards implementation with its bargaining units to add three days to the school calendar for two years starting in the 2014-15 school year. Negotiations also produced an agreement to spread the three days of additional paid time over seven early release days with development time of 2.5 hours per day built into the schedule.

In the Spring of 2014, a committee grew out of Arcadia’s Education 21 Task Force called the Collaboration Time Advisory Council (C-TAC) with the task of putting legs to the plan. C-TAC is a representative group made up of bargaining unit members and management team members who were charged with serving as an advisory committee to the District in the implementation of the district-wide California Academic Standards Collaboration Time supporting TK-12 instructional programs both vertically and horizontally, as they made dramatic instructional and curricular shifts.

The commitment from both our bargaining units and management was to build research-based professional development around small collaborative working groups. Each group would be designed intentionally to have a vertical alignment of teachers from TK-12 engaged in the work together.

In late Spring of 2014, the C-TAC committee reached out to all certificated staff to assist with generating ideas for the content of the Collaboration Days. The committee, after reviewing and discussing the many ideas that were submitted and looking at survey data, generated a list of themes which became the foundation of the Collaboration Days and assisted in guiding the development of a Course Group Catalogue. The planning of the Collaboration Days was research based, focused on meaningful work, teacher choice, flexibility, and ongoing commitment. The Professional Development was designed around teacher interests that included creating autonomous choice for teachers and support providers in relation to where they felt they could best contribute their training, talents, interests, and education, by participating in Small Working Groups (SWaG) and engaging with other professionals to continue the real work of implementing the California Academic Standards.

Each SWaG is led by a self-selected Facilitator from amongst the various stakeholder groups and has been charged with collaborating both with colleagues at their own site and with fellow professionals from other district sites. Mentor-leaders have self-selected several Facilitators to provide support throughout implementation of this professional development. The crystal-clear goals of the Collaboration Days include producing a comprehensive and fully articulated Arcadia California Academic Standards Core Curriculum in English-Language Arts and Mathematics; to research and make recommendations for curriculum and instructional shifts in the Social Sciences, Sciences, Foreign Languages, Physical Education, Electives, Visual and Performing Arts, Character Education, Technology implementation, English-Language Development, Next Generation Science Standards implementation, Project-Based Learning, Innovative Instruction, Google Classroom and various online and Open Educational Resources, and Special Education from a Transitional Kindergarten to Grade 12 perspective. Data continues to be collected from the SWaGs through group evaluations and is then disaggregated and shared through various modalities to each stakeholder group.

Over the past five years, additional professional development resources have been designated for Mathematics and English-Language curriculum development and 21st Century instructional skill development, including National Council of Teachers of Mathematics (NCTM) conferences, Thinking Maps, and Write From the Beginning, in support of California Academic Standards implementation, Illuminate data and assessment system, AVID, Advanced Placement, and Next Generation Science Standards. At the high school level, data indicated that a large segment of potentially college-bound students were not being provided access and opportunity to pursue honors and college-level courses, as their high-achieving classmates were. Leadership worked with teachers to engage in professional development around the themes of Advanced Placement (AP) open access and equity for all students over the past two years. Professional Development resources have been designated to send teachers, counselors and leadership to the local and regional College Board/A.P. Forums. Continued professional development will be pursued at the national level.

Similarly, both middle school and high school leadership mined data to identify a significant population of students who should be college-bound but who were not achieving or engaged in school due to a variety of social, economic, or familial factors. As a result, the full implementation of the Advancement Via Individual Determination (AVID) program has been a primary focus of professional development dollars over the past five years, especially at grades 7-12. In addition, two elementary schools, Holly Avenue and Longley Way, added AVID programs.

Individual school sites have been tasked with working with the Instructional Coaches to conduct professional development around the themes of the California Academic Standards, including rigor, focus, coherence, instructional strategies, shifts in curriculum, pacing and instructional materials, writing instruction and problem-solving.

Staff development topics from 2012 – 2016 school years have included effective instruction and critical thinking, implementation of the electronic grade book, the California Academic Standards, identification, development and curation of online resources, pedagogical shifts, and brain research.