

Summerdale Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Summerdale Elementary
Street	1100 Summerdale Dr.
City, State, Zip	San Jose, CA 95132-2934
Phone Number	408-923-1960
Principal	Patty McDonald
Email Address	pmcdonald@busd.net
Website	http://summerdale.berryessa.k12.ca.us/
County-District-School (CDS) Code	43693776095350

Entity	Contact Information
District Name	Berryessa Union Elementary School District
Phone Number	408.923.1880
Superintendent	Roxane Fuentes, Ed.D
Email Address	rfuentes@busd.net
Website	www.berryessa.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Berryessa Union School District provides all students the skills to become lifelong learners and successful 21st century global citizens.

Summerdale School serves a culturally and linguistically diverse student population in grades K-5. Summerdale boasts a proud tradition of serving students and families in the Berryessa neighborhood for the past 40+ years. School staff collaborate to prepare our student population for their current and future roles as global citizens. Teachers in grades K-3 have been trained in SEAL (Sobrato Early Academic Language) - research based strategies that are shown to be effective in developing students' proficiency and increase their participation in academic discourse.

With the rapid changes in the world brought by the continuous evolution of technology, the Summerdale staff recognize that in preparing our students for role that might not yet exist, we need to help students develop their skills not only in academics but in areas that cross all career pathways: communication, critical thinking, creativity, and collaboration. It is for that reason that the school staff's vision is that Summerdale School will provide a safe, welcoming environment where students learn to become successful, caring citizens of the world

School staff have worked within the PBIS (Positive Behavior Intervention and Support) Framework to create a positive and supportive school climate. School wide agreed upon expectations include:

- Stay Safe
- Treat Everyone with Kindness
- Act Responsibly
- Respect Others

We use these expectations and the STAR acronym to provide a common expectation and understanding of how we work, learn, and play together.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	65
Grade 2	60
Grade 3	76
Grade 4	64
Grade 5	79
Total Enrollment	403

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	46.7
Filipino	16.4
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.7
White	3
Two or More Races	4.7
Socioeconomically Disadvantaged	35
English Learners	41.2
Students with Disabilities	6
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	16	16	291
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: February 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK - 5 Benchmark Education ©2017 Benchmark Advance (BUSD 5/8/17)	Yes	0
Mathematics	K - 2 Houghton Mifflin Harcourt © 2015 GO Math! (BUSD 04-11-15) 3 - 5 Scott Foresman-Addison Wesley © 2015 enVisionMath (BUSD 04-11-15)	Yes	0
Science	K-5: Houghton Mifflin: California Science - 5/15/07	Yes	0
History-Social Science	K-5: Pearson Scott Foresman - 6/13/06	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Summerdale was opened in 1975. This school has 22 regular classrooms, a multipurpose room, a library, and an administration building. In addition to the main buildings, there are seven portable classrooms that have been added to accommodate class size reduction, and after school community programs.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the maintenance supervisor works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: All scheduled Modernization projects were completed as a part of (Measure L) during the 2016/17 school year.

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

Year and month of the most recent FIT report: 7/9/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	All Deficiencies have been put in our work order system and have been completed or are work in progress.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	All Deficiencies have been put in our work order system and have been completed or are work in progress.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	All Deficiencies have been put in our work order system and have been completed or are work in progress.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	57	63	65	50	50
Mathematics (grades 3-8 and 11)	58	60	57	58	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	214	98.17	1.83	57.01
Male	114	113	99.12	0.88	53.98
Female	104	101	97.12	2.88	60.40
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	99	97	97.98	2.02	71.13
Filipino	36	35	97.22	2.78	54.29
Hispanic or Latino	56	55	98.21	1.79	32.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	58.82
Socioeconomically Disadvantaged	89	86	96.63	3.37	45.35
English Learners	117	113	96.58	3.42	57.52
Students with Disabilities	13	13	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	216	99.08	0.92	59.72
Male	114	113	99.12	0.88	64.60
Female	104	103	99.04	0.96	54.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	99	98	98.99	1.01	78.57
Filipino	36	36	100.00	0.00	47.22
Hispanic or Latino	56	55	98.21	1.79	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	89	88	98.88	1.12	47.73
English Learners	117	115	98.29	1.71	61.74
Students with Disabilities	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.4	26.9	25.6

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Summerdale staff members believe parent involvement is an important component of school success for their students and recognize the importance of families as mentors in the lives of their children. Teachers collaborate with parents, guardians, and other significant family caregivers in providing appropriate homework assignments, special enrichment projects, guest speakers, strategies for academic and social progress, field trips, special cultural events and/or holiday celebrations for the students. Parents have the opportunity to serve a two year term in any office on parent committees, such as the School Site Council, the English Language Advisory Council, the Parent Teacher Association, and the School Safety Committee and participate as advisors to the staff and administrator. The allocation of state and federal funds annually determines the level of resources for special student programs, and must be written and approved by the school staff, the School Site Council, and the Berryessa School Board for adoption. Parents also represent the school at district meetings to help guide planning for the improvement of academic programs and services to English learners, Title I students and students needing additional academic support. They share updated federal, state, and district information presented at the district meetings to other parents at site parent meetings and in the monthly newsletters. Meetings and events are publicized to parents in the monthly school newsletter, on the school's marquee, and by voicemail calls to all families. The principal, classroom teachers, and support-staff members join parents at monthly PTA meetings to plan fund-raising activities, decide on events to sponsor, and develop volunteer schedules.

Each year, teachers present the grade level standards and classroom expectations to the families of their students at Back to School Night. Teachers invite parents to assist them in the preparation of classroom materials, chaperoning of students on field trips, and the presentation of special enrichment activities or events. In the primary grades, teachers demonstrate literacy and numeracy skills to parents for their use at home to help their children gain academic confidence while completing their homework. At several grade levels, special programs are prepared and presented to the parents to highlight student performance skills in reciting poems, instrumental music concerts, singing songs, performing dances, reciting speeches and making announcements. These performances also showcase student adherence to following social skills and procedures during a performance.

During Open House each spring, students present special projects to families visiting their classroom. Writing samples from each class showcasing student skills in language arts are on display in the main hallway. The teachers who have been trained in Sobrato Early Academic Language (SEAL) invite parents into their classrooms for Gallery Walks- where students showcase what they have learned in the current unit of study. In January parents have the opportunity to see what their children are learning "live" when they attend our school wide Learning Showcase. At this event students serve as classroom and learning tour guides for parents and other visitors. Students have the opportunity to contribute to the production of a class book or produce their own each year, as part of the Student Treasures program. Selected samples of student art annually become part of the district-wide art exposition at the district office and parents are invited to attend a reception to view their child's work. Families attend music concerts showcasing student talent twice a year and may support the district's music program by volunteering at the annual Art and Wine Festival.

Parents assist students with special community service events such as the annual Santa Clara County Second Harvest food collection drive. For events requiring additional parent support, such as picture day, vision, hearing, or dental screening days, or book fairs, volunteers give generously of their time to supervise students during the event. ELAC meetings for parents of students who are English learners allow for school updates on student achievement and sharing of school news.

In addition to a monthly school newsletter, many teachers provide weekly newsletters or use the Remind App to highlight special student accomplishments, high interest activities, special assessments, and other information about their classroom activities. The exchange of information with families through the telephone or the internet and parent surveys also helps guide the planning process for an effective program for the students. Each fall and again in March, teachers have a conference with the parents or guardians of every student in their class to review the academic progress presented on their report card. Teachers plan additional conferences with parents of students still needing additional academic support to meet standards. All parents may request a teacher or principal conference during the year, and all parents are encouraged to join the school committees through reminders in English, Vietnamese, Spanish, and Chinese in the monthly newsletter.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	2.1	2.3	2.1	1.9	1.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Summerdale School makes student safety a top priority. Monthly safety drills prepare staff and students for emergencies, including fires and earthquakes. In addition, police officers annually review the School Safety Plan which includes procedures on school- wide lockdowns, fire drills, and evacuation in the event of an emergency. The district and site principal monitor the implementation of these procedures for student safety. The school safety team meets regularly to discuss safety issues and to update our school safety plan to meet district, city, county, and state emergency guidelines. Teachers store supplies for use in an emergency.

Students learn and practice rules in their classrooms for citizenship and basic safety as part of the school safety plan. At the beginning of each school year, students and parents sign a contract agreeing to abide by the rules established for the safety of all students, and district and school rules are distributed to all families as part of the school safety plan. All recess periods and lunch periods have teachers or paid adults supervise students, in order to monitor the use of safe practices by students on the playgrounds.

Annually, a member of the San Jose Police Department also trains fourth and fifth grade students and their teacher coordinator to follow Safety Patrol procedures while assisting families to cross in crosswalks during the daily arrival and dismissal of students. Teachers also supervise the safety patrol students daily during their patrol time, in order to monitor and enhance safe procedures for participating students.

Summerdale School adheres to the Berryessa Union School District written Board Policy in regard to bullying. Bullying is addressed with students in school wide assemblies, classroom meetings/discussions, and in small groups or on an individual basis with the principal and/or social worker. An additional safety component of the school is the referral of students to their teacher or principal for the violation of school rules. A plan of action is included in the school and family compact signed by both student and parents and reviewed with students by the principal when disciplinary actions are taken. Parent involvement includes a note written by the student to parents and teacher explaining the student's actions and consequences, and where necessary, a call to parents in addition to the note. Copies of all communications are kept in a binder for the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		23		3		20	3		
1	24		2		26		2		26		2	
2	24		3		24		3		25		3	
3	24		4		22		3		25		3	
4	29		2		31		2		27		2	
5	29		3		30		3		30		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12045	3725	8320	81768
District	N/A	N/A	8218	\$85,386.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	1.2	-4.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	10.3	-1.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Individual school sites offer Supplemental Instruction (SI) to students who are below grade level. It is up to each individual school site to identify the students who need extra support based upon district benchmarks or teacher recommendations. Each school site selects certificated and classified staff to teach these SI classes, usually after school (1 – 3 days a week). Each school also identifies the curriculum that will be used. The majority of the school sites select computer-based programs where students can work independently at their current academic level. Some schools provide this time to receive help on their homework.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,780	\$45,741
Mid-Range Teacher Salary	\$82,047	\$81,840
Highest Teacher Salary	\$107,330	\$102,065
Average Principal Salary (Elementary)	\$153,095	\$129,221
Average Principal Salary (Middle)	\$151,468	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$205,000	\$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	8%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	61	51	54

Professional Development this school year occurred on many different levels – before school started (summer of 2019) and ongoing throughout the 2019 – 2020 school year. The district office working with our site principals and curriculum leadership teams developed the scope/sequence of the professional development. Leadership teams reviewed student data produced from benchmark tests, ELPAC, and SBAC data, as well as staff feedback when developing the scope and sequence.

At the beginning of the school year, all certificated and classified staff participated in two days of professional development aligned to their instructional role and needs. TK-5 teachers received training on providing effective Tier 1 instruction in math and ELA. Special education staff, social workers and psychologists received training on topics pertinent to their needs such as All Learning is Social Emotional, TCI De-Escalation, Instructional Scaffolding to Assist and Support Student, and Data Collection and Behavior Management. Middle school staff received specialized training related to the content they teach, that focused on the social emotional element of learning as well as recently adopted curriculum. All middle school teachers participated in a workshop on understanding gender. Training for new teachers focused on introducing the district's curriculum and assessment programs. Classified staff participated in some sessions with their certificated colleagues in order to have the opportunity to collaborate while learning. They also attended other sessions designed to meet their specific professional needs.

During the school year middle school, science teachers were released up to three days to collaborate on implementation of the new science program. Middle school math and writing teachers scored and/or analyze student benchmarks during release days for each grade. 7th grade science teachers were released for 1-2 days for training on the district's comprehensive sexuality program. Additional training was offered on release day for special education teachers to support implementation of our dyslexia curriculum as well as special education components of our ELA programs.

Throughout the school year, we offered monthly professional development sessions in which all teachers participated (1.5 hours on 10 early release Thursday afternoons). Principals and district office administrators chose the topics for the 2019-2020 school year in alignment with the District focus on developing a multi-tiered system of support.

The Sobrato Early Academic Language (SEAL) program was implemented at six of our ten elementary schools in grades TK-3. The schools included were Cherrywood, Laneview, Summerdale, Brooktree, Toyon and Vinci Park. Teachers in the first two years of implementation received three two-day training modules each followed by a day of unit planning. Teachers in the third and fourth year of implementation participated in three days of unit planning. Contracted SEAL experts provided the module training sessions and three district instructional coaches facilitated the follow up planning PD sessions. Teachers were released from their classrooms for all of these PD days.

Four instructional coaches provided BTSA induction training for all teachers who qualified to receive BTSA training and support. Additionally, BUSD teachers provide PAR assistance to teachers who are in need of additional assistance. All teachers have access to an instructional coach so that they can receive follow up support on implementing new learning attended through professional development.

An MTSS committee and Differentiated Assistance Team received 3-5 days of training on change management facilitated by WestEd and the Santa Clara County Office of Education. Some members also participated in 3 training sessions of equity. Team members then trained principals during monthly professional development meetings. The focus of both teams aligned with the district goal of developing multi-tiered systems of support at each site.