J. W. Oakley Elementary School
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	J. W. Oakley Elementary School
Street	1401 "B" Street
City, State, Zip	Brawley, CA 92227
Phone Number	(760) 344-4620
Principal	Hidali Garcia
Email Address	hgarcia@besd.org
Website	www.besd.org
County-District-School (CDS) Code	13630736008288

Entity	Contact Information
District Name	Brawley Elementary School District
Phone Number	(760) 344-2330
Superintendent	Dr. Richard Rundhaug
Email Address	rrundhaug@besd.org
Website	www.besd.org

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

The J.W. Oakley Staff recognizes the importance of a combined effort between students, parents, teachers, classified staff and administrators to help students achieve in school and develop to their fullest potential. Learning takes place only when effort, interest, motivation and self-discipline are apparent. The staff at J.W. Oakley Elementary School is committed to working collaboratively with parents and students in promoting excellence in education through high-quality research based instruction, coaching and outreach. We are dedicated to developing life-long learners. The following objectives will empower students to develop to their highest potential:

1) Promote positive communication with teachers, parents, and students.
2) Provide a safe and orderly learning environment.
3) Establish high expectations for academic work and set realistic goals.
4) Ensure well-prepared and motivating lessons that challenge students to learn.
5) Communicate with parents about instructional goals, grading, homework, discipline, and how they can help children at home.
6) Encourage parental participation and support.
7) Provide on-going research based professional development for teachers.
8) Provide supplemental services for academic assistance.

The J.W. Oakley School Community including administration, teachers, support staff, and parents are committed to improve the quality of teaching and learning.

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

Grade Level	Number of Students
Kindergarten	120
Grade 1	108
Grade 2	124
Grade 3	96
Grade 4	117
Grade 5	122
Grade 6	103
Total Enrollment	790

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
Hispanic or Latino	97
White	1.8
Socioeconomically Disadvantaged	97.6
English Learners	48.4
Students with Disabilities	11.3
Foster Youth	2.7
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	35.2	34.2	173
Without Full Credential	2	0	3	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	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	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.

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

Year and month in which data were collected: September 2019

The school district held a public hearing on September 24, 2019 and on December 10, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the school Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Houghton Mifflin-Harcourt- "Pre K Big Day" 2017 K-5 McGraw Hill- Wonders 2016 6-8 Houghton Mifflin-Harcourt "California Collections" 2016	Yes	0%
Mathematics	TK McGraw Hill School "My Math" 2017 K-5 Houghton Mifflin- Harcourt "California Go Math" 2015 6-8 McGraw Hill School "California Math, Courses 6-8" 2015	Yes	0%
Science	Pearson, 2008	No	0%
History-Social Science	Houghton Mifflin, 2007	No	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1950 and modernized in 1992, the school is situated on 10 acres. School buildings span more than 59,000 square feet, and consist of 30 permanent, 16 portable classrooms, a multipurpose room, a library, a playground, administrative offices, restrooms, and storage rooms.

Cleaning Process & Schedule

The District governing board has adopted cleaning standards for all schools in the district. A team of three custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe every day. Daily walk throughs of the campus ensures that issues of concern are addressed immediately.

A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Maintenance & Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance personnel are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure that the highest priority is given to emergency repairs and to those work orders that may potentially pose a safety concern to the students.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Projects - School Year 2019-20

J.W. Oakley Exterior Painting Project was completed in July 2019.

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: 8/9/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CAFETERIA/ KITCHEN: CEILING NEEDS PATCHING AND PAINTING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in 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)	37	43	38	43	50	50
Mathematics (grades 3-8 and 11)	31	38	29	32	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	442	422	95.48	4.52	43.13
Male	241	231	95.85	4.15	40.26
Female	201	191	95.02	4.98	46.60
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	429	412	96.04	3.96	43.45
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	424	405	95.52	4.48	43.21
English Learners	270	255	94.44	5.56	36.86
Students with Disabilities	58	56	96.55	3.45	17.86
Students Receiving Migrant Education Services	77	75	97.40	2.60	36.00
Foster Youth	20	20	100.00	0.00	40.00
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	443	433	97.74	2.26	38.34
Male	242	234	96.69	3.31	38.46
Female	201	199	99.00	1.00	38.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	429	420	97.90	2.10	38.33
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	425	417	98.12	1.88	38.85
English Learners	270	265	98.15	1.85	32.83
Students with Disabilities	58	56	96.55	3.45	17.86
Students Receiving Migrant Education Services	77	77	100.00	0.00	25.97
Foster Youth	19	19	100.00	0.00	42.11
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	16.9	15.3	6.5

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)

J.W. Oakley realizes the positive correlation between parent involvement and successful students. For this reason, J.W. Oakley Elementary School continually searches for avenues to involve parents and community to participate in the education of our students. J.W. Oakley's commitment to parent involvement helped to create the J. W. Oakley School's Parent Involvement Policy. The policy was a result of hard work and careful planning by students, parents, teachers, and administrators.

Our goal is to provide a positive learning environment that allows parents the opportunities to be involved in the planning and improvement of school programs. Our policy promotes meaningful communication between parents and school on a regular basis. In addition, the policy provides families with practical techniques and strategies that will enable them to work with their children at home to support academic efforts and social development.

The success of the school is attributed to parent volunteers take an active role in their children's education. These following programs were created to give parents and community members an opportunity to express their ideas and concerns:
• Parent Teacher Organization (PTO)
• School Site Council (SSC)
• Parent Volunteer Program
• English Language Advisory Council (ELAC)
• District Advisory Committee (DAC)
• District English Language Advisory Council (DELAC)
• District Parent Advisory Committee (DPAC)

The purpose of our School Site Council and the English Language Advisory Council is multifaceted. It includes the promotion of academic excellence while creating a spirit of cooperation between parents, staff and students.

Our Parent Teacher Organization (PTO) is charged with the responsibility of supporting the welfare of all students. It also enriches the schools base program by supporting the goals outlined in the SPSA. Lastly, through annual fundraisers, it provides additional financial support to various school functions.

Local businesses lend their support by providing incentives to support student achievement, attendance, and effort. Throughout the school year, students are rewarded for positive choices as well as positive citizenship. It is greatly appreciated that so many businesses continue to support education in our community.

The staff of J.W. Oakley School continues to support parent involvement and parent participation in their children's education. Grade level/staff collaborate to provide for the needs of parents to ensure their involvement and that their children's progress is on-going. For additional information about organized opportunities for parent involvement at J.W. Oakley, please contact Hidali Garcia - Principal or Patti Weeks - Vice Principal at (760) 344-4620.

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	3.2	3.4	2.3	5.8	4.7	6.6	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

J.W. Oakley School provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Parents and visitors are welcome; however, the school is a closed campus and all visitors must check in at the front office and receive a visitor's badge before entering school grounds. Visitors are required to return to the school office upon departure. School grounds are monitored before, during, and after school by assigned staff including administrators, campus security staff, teachers, and noon duty supervisors to ensure a safe and orderly environment.

Safety is one of the highest priorities at J.W. Oakley. The school's safety plan has been updated and approved by the School Site Council to address the school's readiness and response to emergencies of any kind. The plan uses the crises response model and clearly outlines roles, responsibilities, and procedures to ensure timely and effective emergency response. To further ensure the safety of our students, Brawley Elementary School District established a very detailed disaster plan for each of its schools in the event of a disaster. The plan clearly explains specific duties and responsibilities for all levels of staff and site personnel to ensure student and staff safety during a disaster. The Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. It is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher responsibilities and actions during lockdowns and other emergency situations, disaster response procedures, procedures for safe ingress and egress from school, the sexual harassment policy, the dress code, and procedures related to the compliance of existing laws as they affect school safety.

In order to prepare for possible emergency situations, fire drills are conducted monthly throughout the school year, earthquake drills conducted twice a year, and district-wide disaster drills are conducted annually . Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff at the start of each school year. An updated copy of the plan is available to the public at the district office. The plan was last updated and reviewed with school staff in the spring of 2019. New information is immediately updated in the School Safety Plan and distributed to all staff.

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	22	1	5		22		5		23	1	4	
1	24		5		22		5		21		5	
2	24		4		23		5		24		5	
3	25		4		24		4		24		4	
4	31		3		28		4		29		4	
5	25	1	3		30		3		28		4	
6	30		3		27		4		31		3	
Other**	18	3			14	4			17	2		

*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*	1580.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	1.0

*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.

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	11566	2649	8917	89889
District	N/A	N/A	11620	$94,900.00
Percent Difference - School Site and District	N/A	N/A	-26.3	-5.4
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	17.2	14.7

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)

Brawley Elementary School District spent an average of $13,296 to educate each student. The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page 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 Web page 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,345	$49,378
Mid-Range Teacher Salary	$91,028	$77,190
Highest Teacher Salary	$127,167	$96,607
Average Principal Salary (Elementary)	$145,161	$122,074
Average Principal Salary (Middle)	$139,496	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$189,000	$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	6%	6%

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			

During the 17-18 school year, the BESD plan for action was titled "Championing Student Learning". This plan included intensive work with WestEd to provide English Learners with language instruction coupled with CCSS. In addition, we have partnered with COEs to provide ELA Unit Development planning for our grade levels, as well as providing math support for the BESD Math Committee. We will continue to provide time for collaboration to support our endeavor to become a professional learning community. Our PD Plan for 18-19 included a strand for new teachers, as well as ongoing professional development in supporting our RtI supplemental programs. We had a large group of educators participate in a BeGLAD Pilot in 18-19; educators received 6 intensive days of professional development. In addition, we are now in our third year of PBIS training, with the goal of supporting students not only academically, but also behaviorally. Our focus for 19-20 is to create a sustainable model that includes ongoing training in the following areas: BeGLAD certification, PBIS, grade level math collaboration focused on content and mathematical practices, and new teacher instructional support. This year, we have also begun our journey with Professional Learning Communities. Finally, this is our first year to introduce Co-Teaching in two of our schools, with a goal of including all schools in the future. We continue to utilize the expertise of our Academic Coaches to provide differentiated teacher support at the site level. While our goal is to keep teachers in the classroom, we offer training scheduled during the school day, as well as after school. Our site Educational Technology Mentors continue to offer hands-on support to their site teachers, including training opportunities scheduled at the end of the school day.