

# Madison Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Madison Elementary School
<b>Street</b>	2324 Cherry Street
<b>City, State, Zip</b>	Sanger, CA 93657
<b>Phone Number</b>	(559) 524-7430
<b>Principal</b>	Stephanie Rodriguez
<b>E-mail Address</b>	stephanie_rodriguez@sanger.k12.ca.us
<b>Web Site</b>	<a href="http://madison.sanger.k12.ca.us/">http://madison.sanger.k12.ca.us/</a>
<b>CDS Code</b>	10-62414-6007181

<b>District Contact Information</b>	
<b>District Name</b>	Sanger Unified School District
<b>Phone Number</b>	(559) 524-6521
<b>Superintendent</b>	Matthew Navo
<b>E-mail Address</b>	matthew_nav@Sanger.k12.ca.us
<b>Web Site</b>	<a href="http://www.sanger.k12.ca.us/">http://www.sanger.k12.ca.us/</a>

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

#### **Madison Vision Statement**

We will utilize our passion to instill a love of learning across all subject areas. We will accomplish this through a continuous collective commitment built on instruction, reflection, and accountability.

Each member of the Madison staff shares in the primary goal of providing our students with a learning environment that is rewarding and challenging. It is our belief that each child should develop in mind, body, and spirit. This goal is achieved through the adoption of a three-pronged approach to learning which includes; rigorous standards based curriculum, character development program, and a focused physical fitness/ nutrition program. As a learning community, we work towards a model of continuous improvement, recognizing the importance of regular program assessment, the power of staff collaboration and the efforts needed to impact the educational success of each child.

Madison Elementary was established in 1959, and is one of 14 elementary schools within the Sanger Unified School District (SUSD). We are exceptionally proud of the fact that many of our students are second and third generation Mustangs. The district maintains an enrollment of approx.11,000 students.

Madison benefits from a wide variety of ethnicities within our student population, coming together to create a diverse and rich learning environment which consists of 80% Hispanic, 8% White, 10% Asian, and 2% African American students. The Madison community strives daily to promote the academic growth of our students. Using a balanced approach of student centered learning, inquiry, and direct instruction, designed to meet the needs of all identified sub groups, we push forward to reach all students. Assessment data is used in making instructional decisions in the classroom. The consistent use of Illuminate (web-based assessment tool), Accelerated Reader, Lexia, state assessments, and district summative assessments enable teachers to thoughtfully monitor student progress and focus instruction where it is most needed. Programs such as Reading Development, Resources Specialist, and Speech therapist provide instructional interventions for students with special needs. Our pyramid of interventions was developed to provide focused instruction to students of ALL ability levels in homogeneous classroom settings. The goal of our deployment model is to move ALL students to and beyond academic proficiency in all curricular areas. A behavior pyramid has also been developed to support positive student behavior.

Professional development is a priority to all staff members, as is evidenced by the high rate of participation training and on-site/off-site peer observations. A curriculum support provider is also available to assist teachers on a daily basis. The CSP regularly provides coaching to classroom teachers. Professional Learning Communities (PLCs) are the cornerstone to our ongoing effort to provide professional collaboration opportunities with the goal of improving instruction in the classroom. A literacy specialist is newly available to provide coaching in our early literacy initiatives, including guided reading and writing.

Creating a learning environment that develops the whole child, academically, physically, and socially is the ongoing mission of Madison Elementary. We are committed to the goal of making a difference for ALL students, EVERY day!

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	68
Grade 2	68
Grade 3	75
Grade 4	85
Grade 5	89
<b>Total Enrollment</b>	<b>480</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.6
Asian	5.6
Filipino	0.2
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	0
White	7.1
Two or More Races	1.3
Socioeconomically Disadvantaged	81
English Learners	27.5
Students with Disabilities	4.2
Foster Youth	1.5

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	19	21	560
Without Full Credential	0	0	1	30
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

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

**Year and month in which data were collected:** October 2017

Sanger Unified School District policy is to provide only standards aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of one per student. Teachers and administrators are trained in instructional methodology (s) in each new curriculum, text or standards adoption at the beginning of the school year. Additional training in support of new curriculum and additional training in existing curriculum is continuous throughout each school year. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesday's of the school year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK Zaner-Bloser, Superkids Reading Curriculum, Text, and Instructional Materials 2013/2014  K-5 Houghton Mifflin Harcourt, -English Language Arts/Reading Curriculum Journeys, Text, and Instructional Materials 2017/2018	Yes	0%
<b>Mathematics</b>	K-5 Houghton Mifflin Harcourt Go Math Curriculum, Texts, and Instructional Materials 2014/2015	Yes	0%
<b>Science</b>	K-5 Pearson Science Curriculum and Instructional Materials 2006/2007	Yes	0%
<b>History-Social Science</b>	K-5 Pearson History-Social Science Curriculum, Texts, and Instructional Materials 2005/2006	Yes	0%
<b>Health</b>	Health Curriculum, Texts, and Materials are integrated into the Science Curriculum 2005/2006	Yes	0%
<b>Visual and Performing Arts</b>	K-8th Visual & Performing Arts Curriculum Description: Sanger Unified K-8 school sites do not offer Curriculum, Textbooks or Instructional Materials for Visual and Performing Arts instruction at these grade levels. Instruction in this curriculum may be integrated as class projects or activities.		N/A

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

Sanger Unified retains an independent contractor to provide comprehensive facilities inspection of every school site. This inspection meets or exceeds the criteria of the State of California Williams inspection requirement. The Williams compliance inspections are done by Fresno County Office of Education (FCOE). Only one SUSD site is inspected by Fresno County Office of Education annually for Williams compliance. This site is not a FCOE inspected site. The most recent inspection, either district or Williams, available when this SARC is prepared is utilized for this report. Inspection reports are maintained at the SUSD District Office.

The rating scale used for this inspection is as follows:

- 99% - 100% = Exemplary: School meets most/all standards of good repair. Noted deficiencies, if any, are not significant.
- 90% - 98.99% = Good: School maintained in good repair with some isolated deficiencies from wear/tear or are being mitigated.
- 75% - 89.99% = Fair: School is not in good repair with some critical or widespread deficiencies and repairs are necessary.
- 00% - 74.99% = Poor: School facilities are in poor condition with deficiencies of various degrees throughout and major repairs are necessary.

The results of the most recent report available for this campus are disaggregated below.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 2017, October</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<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)**

<b>Year and month of the most recent FIT report: 2017, October</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	40	46	47	48	48	48
Mathematics (grades 3-8 and 11)	32	40	37	39	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	252	98.82	45.63
Male	127	126	99.21	41.27
Female	128	126	98.44	50
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	53.33
Hispanic or Latino	217	214	98.62	44.86
White	16	16	100	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	212	210	99.06	45.24
English Learners	91	91	100	38.46
Students with Disabilities	12	12	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	252	98.82	39.68
Male	127	126	99.21	38.89
Female	128	126	98.44	40.48
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	53.33
Hispanic or Latino	217	214	98.62	37.85
White	16	16	100	62.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	212	210	99.06	39.05
English Learners	91	91	100	31.87
Students with Disabilities	12	12	100	16.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	36	28	54	45	60	56

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	13.5	14.6

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Our school strives to maintain an active Parent Teacher Association (PTA). The Madison PTA strives to support school wide and individual classroom activities. We welcome volunteers as general help in the office or for specific service in a classroom. Anyone wishing to become a member of our PTA may obtain an application at our Office. We also have parents serving in elective positions on our School Site Council (SSC), which directs our use of categorical funds. Please contact our office if you are interested in becoming more involved in your children's education.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.8	1.3	1.2	4.0	3.7	3.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Our school site has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staffs survey their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Sanger School Board sets on safety and appearance. Oversight of Sanger Unified Safe School Plans is through the Welfare and Attendance Officer. This site's Safe School Plan was reviewed with site staff on August, 2017.



## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	53.3

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		74		3	1	79		4	2
1	25		3		23		3		23		3	
2	25		3		25		3		23		3	
3	25		3		25		3		25		3	
4	28		3		30		3		28		3	
5	27		3		78		3	1	48		3	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9712.28	2259.25	7453.03	64021
District	N/A	N/A	8149.26	\$62,712
Percent Difference: School Site and District	N/A	N/A	-8.5	2.1
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	13.4	-17.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

Local Control Funding Formula (LCFF) from the state provides general funding for the base programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the SUSD board and developed by the district in conjunction with stakeholders including parents, students, school employees and other stakeholders.

Title I, Part A - The purpose of Title I, Part A federal funds help to meet the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards. All Sanger Unified Title I schools operate school-wide programs.

Title III Limited English Proficient - The purpose of the Title III Limited English Proficient (LEP) Student Program is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,398	\$48,522
Mid-Range Teacher Salary	\$62,495	\$75,065
Highest Teacher Salary	\$72,827	\$94,688
Average Principal Salary (Elementary)	\$93,903	\$119,876
Average Principal Salary (Middle)	\$98,599	\$126,749
Average Principal Salary (High)	\$108,705	\$135,830
Superintendent Salary	\$194,231	\$232,390
Percent of Budget for Teacher Salaries	33%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

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What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

All of our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of SBAC data, PBIS data and other assessment data. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

As a district, we are committed to offering teachers a variety of professional learning opportunities and options for personalized professional development. Sanger Unified provides professional learning in all subjects (Math, STEM, ELA, ELD, Art, assessments etc.) for TK-6th grade teachers throughout the school year. For single-subject teachers, Sanger Unified provides two to four full days of training dedicated to specific initiatives, strategies and frameworks (Guided Reading, Effective Instruction, ELD, Argumentative Writing, Speaking and Listening, Close Reading, Project Based Learning, Universal Design for Learning, etc.) Sanger Unified also offers after-school workshops on various math instructional strategies and routines, after-school technology trainings and Universal Design for Learning trainings. Each year, we offer a district conference where teachers share their best practices with one another. Other professional learning opportunities include optional online professional learning on a variety of topics, like the SAMR model and training on the 4 Cs. Teacher leaders at all sites are given a variety of opportunities to attend national and state conferences and seminars, as to further the collective knowledge of all members of their grade level teams and learning communities. Teachers also have the opportunity to engage in personalized professional development through instructional coaching.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA) and New Teacher Support. A teacher that is teaching under a PIP or STSP, or is an Intern is assigned a mentor that provides the new teacher with a minimum of 4 hours per week of direct or indirect support for his/her individualized professional growth. In addition, the teachers attend required professional development provided by the district and school site. New teachers that have a preliminary credential participate in our formal BTSA Induction Program. Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA Induction program uses the "just-in-time" concept of mentoring and the Formative Assessment for California Teachers (FACT) formative assessment to guide new teachers in their individualized professional growth plans. New teachers, along with their mentors (support providers) attend 4 Network meetings together over the 2 years. In addition, the program may offer additional professional development offerings based on participant request and through surveys that include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students. The mentors, called support providers, are trained in cognitive coaching, working with adult learners, and FACT. Support Providers attend a two-day training their first year and a one day Refresher every year after. In addition SPs are required to attend an orientation, and 2 after school trainings each year to work on their mentoring skills.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

With so many district initiatives, it is essential to have support for all teachers and administrators during implementation. Through many of our contracted trainings (Guided Reading, Project Based Learning), our expert trainers provide on-site support and follow up personalized coaching. There are varied levels of support, both at the site and district level. At school sites, teachers are supported during implementation by their grade-level or content colleagues through Professional Learning Communities. In addition, Curriculum Support Providers, Literacy Specialist Teachers, (Teachers on Special Assignment) and administrators provide on site support. District support is provided at the PLC level through collaborative unit/lesson planning and facilitated curriculum curating experiences.

All of our professional development is based on our students and teachers needs. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

Sanger Unified uses Staff Development Days and support from site level Curriculum Support Providers and district level District Instructional Specialists to assist teachers in classroom instructional strategies. The district provided a strong base for Common Core English Language Arts Implementation over the last few years through professional development focused on academic vocabulary, content reading and writing, as well as thinking maps. This year the district will provide an extensive Math training on the mathematical strategies and Common Core Math standards. Further English Language Arts professional development will focus on Close Reading, Text dependent questions, and collaborative conversations.

New to the profession Teachers are also supported through the Sanger Unified School District Beginning Teacher Support and Assessment Induction Program (BTSA). Teachers participating in BTSA receive support from a trained support provider for two years. The Sanger BTSA program uses the Formative Assessment for California Teachers (FACT) formative assessment to guide "new" teachers in their professional growth. The Sanger BTSA program also provides a menu of professional development opportunities for BTSA Participating Teachers, Support Providers, and invites all teachers in the district to participate, if the topic meets their need. The menu of professional development offerings include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students.

In addition to staff development days, teachers participate in workshops and conferences on the following: Literacy Strategies, Writing, Reading and Literacy Training, and ongoing SBE textbook adoption in-services are provided throughout the first 2-years of a curriculum, text implementation period. In-services in Effective Instructional Strategies, Professional Learning Communities, and strategies for English Learners are also provided.