

Yuba City Unified School District Equitable Distribution Plan

District: Yuba City Unified School District

Equitable Distribution Team Members

| Name | Title |
|--------------------------|---|
| Nancy Aaberg | Superintendent |
| Craig Guensler | Assistant Superintendent, Human Resources |
| Elizabeth Engelken | Director, Student Support |
| Karen Hackett-Villelobos | Tri-County BTSA Director |
| Mi Elliott | Coordinator of Instructional Programs |
| Kelle Nelson | Coordinator of Assessment and Accountability; CALPADS Coordinator |
| Louise McKray | Principal, Bridge Street (PI 5 School) |
| Martin Ramirez | Principal, YCHS (PI 3 School) |
| Brian Gault | Principal, Gray Avenue Middle School (PI 5 School) |
| Angela Huerta | K-5 Principal, April Lane |
| Sara Artist | K-8 Assistant Principal, Andros Karperos |
| Tom Walters | K-5 Principal, King Avenue |
| Hallie Funk | Ed Svcs / Information Systems |
| Tom Sharp | Information Systems |
| Dina Luetgens | YCTA President |

Team Contact: Doreen Osumi

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Email: dosumi@ycusd.k12.ca.us

Title: Assistant Superintendent

**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Yuba City Unified School District

County District Code: 51-71464

District Superintendent: Nancy Aaberg

Address: 750 Palora Avenue

City: Yuba City

95991

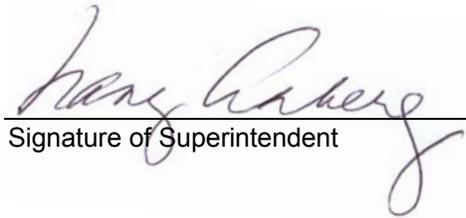
Phone: (530) 822-7600

FAX: (530) 671-2464

E-mail:

NAaberg@ycusd.k12.ca.us

Signature:



Nancy Aaberg

March 17, 2010

Signature of Superintendent

Printed Name of Superintendent

Date

By submission of the local board approved Title II Equitable Distribution of Teachers Plan (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this Title II Equitable Distribution of Teachers Plan are on file.

Please keep on file at the district.

District: Yuba City Unified School District

| Documentation Submission Checklist | CDE Form Required | Submitted |
|---|----------------------------------|--------------------------|
| 1. Requirement One Data Tables and Guidance Documents | Yes | <input type="checkbox"/> |
| 2. Non-Compliant Teacher Action Plan | Yes | <input type="checkbox"/> |
| 3. Professional Development Needs Assessment | No | <input type="checkbox"/> |
| 4. Professional Development Action Plan | Yes | <input type="checkbox"/> |
| 5. Requirement Two Data Table and Guidance Documents | Yes | <input type="checkbox"/> |
| 6. Local board-approved policy or contract language guiding STSP and PIP placement and the equitable distribution of interns. | No | <input type="checkbox"/> |
| 7. Documentation of new teacher support system | No | <input type="checkbox"/> |
| 8. Requirement Three Data Table and Guidance Documents | Yes | <input type="checkbox"/> |
| 9. Teacher Retention Plan | No | <input type="checkbox"/> |
| 10. Teacher Recruitment Plan | No | <input type="checkbox"/> |
| 11. Requirement Four Data Table and Guidance Documents | Yes | <input type="checkbox"/> |
| 12. Documentation of principal support system | No | <input type="checkbox"/> |

Equitable Distribution Plan Requirement 1: Data Table

| | Site Data | | Course Data | | | | Teacher Data | | | | | |
|--------------------|----------------------------|--------------------------|-----------------------------------|----------------------------------|--------------------------------------|-----------------------------------|--|--|---------------------------|---|------------------------|---|
| | Percent of Poverty at Site | Program Improvement Year | Total Number of NCLB Core Classes | Number that are taught by an HQT | Number that are not taught by an HQT | Percent that are taught by an HQT | Total number of teachers of core courses | Number of teachers with full certification in subject area | % With full certification | Number of secondary teachers HQT for subject via HOUSSE | Percent HQT via HOUSSE | Middle school core teachers with MS credentials |
| Elementary | | | | | | | | | | | | |
| April Lane | 76.2 | | 20 | 20 | 0 | 100% | 20 | 20 | 100% | | | |
| Bridge Street | 100 | 5 | 22 | 22 | 0 | 100% | 22 | 22 | 100% | | | |
| King Avenue | 87.5 | | 19 | 19 | 0 | 100% | 19 | 19 | 100% | | | |
| Lincoln | 55.4 | | 26 | 26 | 0 | 100% | 26 | 26 | 100% | | | |
| Lincrest | 54.4 | | 29 | 29 | 0 | 100% | 29 | 29 | 100% | | | |
| Park Avenue | 100 | | 27 | 27 | 0 | 100% | 27 | 27 | 100% | | | |
| Atypical | | | | | | | | | | | | |
| Andros Karperos | 62.5 | | 143 | 143 | 0 | 100% | 50 | 43 | 86% | 9 | 6% | 8 |
| Barry | 40.9 | | 46 | 46 | 0 | 100% | 20 | 19 | 95% | 3 | 7% | 0 |
| Butte Vista | 29.2 | | 75 | 75 | 0 | 100% | 33 | 31 | 94% | 1 | 1% | 4 |
| Central Gaither | 75.3 | | 28 | 28 | 0 | 100% | 10 | 10 | 100% | 1 | 4% | 1 |
| Riverbend | 42.9 | | 125 | 125 | 0 | 100% | 43 | 42 | 98% | 4 | 3% | 13 |
| Tierra Buena | 41.7 | | 66 | 66 | 0 | 100% | 29 | 27 | 93% | 2 | 3% | 4 |
| Middle | | | | | | | | | | | | |
| Gray Avenue | 79.4 | 5 | 135 | 135 | 0 | 100% | 30 | 25 | 83% | 7 | 5% | 12 |
| High School | | | | | | | | | | | | |
| Albert Powell | 54.4 | | 185 | 161 | 24 | 87% | 11 | 11 | 100% | 3 | 2% | |
| River Valley | 45.5 | | 347 | 342 | 5 | 99% | 75 | 72 | 96% | 3 | 1% | |
| Yuba City | 48.9 | 3 | 265 | 248 | 17 | 94% | 64 | 62 | 97% | 5 | 2% | |

508

| Automatic Calculations | | | |
|------------------------|-----|--------------------|----|
| HQT Percentages | | Out of Field | |
| District Average | 99% | District Average | 3% |
| High Poverty Sites | 99% | High Poverty Sites | 4% |
| PI Sites | 98% | PI Sites | 4% |

| | Full Certification | Supplemental Authorizations | | Supplemental Authorizations | | Supplemental Authorizations | |
|----------------------|--------------------|-----------------------------|----------|-----------------------------|-------------|-----------------------------|----|
| | | Middle School | Atypical | High School | High School | | |
| Elementary | | | | | | | |
| District Average | 100% | Math | 0% | Math | 0% | Math | 0% |
| High Poverty Sites | 100% | High Poverty Sites | 0% | High Poverty Sites | 0% | High Poverty Sites | 0% |
| PI Sites | 100% | PI Sites | 0% | PI Sites | 0% | PI Sites | 0% |
| Middle School | | | | | | | |
| District Average | 83% | ELA | 0% | ELA | 0% | ELA | 0% |
| High Poverty Sites | 83% | High Poverty Sites | 0% | High Poverty Sites | 0% | High Poverty Sites | 0% |
| PI Sites | 83% | PI Sites | 0% | PI Sites | 0% | PI Sites | 0% |
| High School | | | | | | | |
| District Average | 98% | Science | 0% | Science | 0% | Science | 0% |
| High Poverty Sites | 98% | High Poverty Sites | 0% | High Poverty Sites | 0% | High Poverty Sites | 0% |
| PI Sites | 100% | PI Sites | 0% | PI Sites | 0% | PI Sites | 0% |
| Atypical | | | | | | | |
| District Average | 94% | Social Science | 0% | Social Science | 0% | Social Science | 0% |
| High Poverty Sites | 94% | High Poverty Sites | 0% | High Poverty Sites | 0% | High Poverty Sites | 0% |
| PI Sites | N/A | PI Sites | 0% | PI Sites | 0% | PI Sites | 0% |

Equitable Distribution Plan Requirement 1: Data Table

| Teacher Data | | | | | | | | | | | |
|-------------------------------|--------------------------------------|--|------------------------------|-------------------------------------|---|----------------------------------|---|---|---|--|--|
| Total number of math teachers | Number of math teachers out-of-field | Number of teachers with Math Supplemental Authorizations | Total number of ELA teachers | Number of ELA teachers out-of-field | Number of teachers with ELA Supplemental Authorizations | Total number of science teachers | Number of science teachers out-of-field | Number of teachers with science Supplemental Authorizations | Total number of social science teachers | Number of social science teachers out-of-field | Number of teachers with social science Supplemental Authorizations |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| 10 | 1 | 0 | 12 | | 0 | 6 | | 0 | 10 | 2 | 0 |
| 2 | | 0 | 2 | | 0 | 1 | | 0 | 1 | 1 | 0 |
| 2 | | 0 | 7 | | 0 | 2 | | 0 | 2 | | 0 |
| 2 | | 0 | 3 | | 0 | 1 | | 0 | 1 | | 0 |
| 6 | | 0 | 15 | | 0 | 5 | | 0 | 10 | | 0 |
| 2 | | 0 | 9 | | 0 | 2 | 1 | 0 | 2 | | 0 |
| | | | | | | | | | | | |
| 11 | 2 | 0 | 16 | 2 | 0 | 8 | 1 | 0 | 14 | 0 | 0 |
| | | | | | | | | | | | |
| 3 | | 0 | 3 | | 0 | 3 | | 0 | 2 | | 0 |
| 23 | | 0 | 15 | | 0 | 10 | | 0 | 9 | | 0 |
| 14 | 1 | 0 | 14 | | 0 | 10 | | 0 | 9 | | 0 |

Non-Compliant Teacher Action Plan

Instructions

1. **Complete one table for each site** that does not meet 100% highly qualified teacher (HQT) requirements.
2. List each non-highly qualified teacher by assigned NCLB core subject area and describe what activities will occur to make each teacher highly qualified.
3. Cluster by content area.

| | | | |
|----------|--------------------------|-----------------|------------------------------|
| District | Yuba City Unified | School Name | Yuba City Alternative |
| CDS Code | 51-71464 | Title I School? | No |

Insert rows as needed

| SEID | CALPADS Course Number and Course Name | NCLB Core Subject | Academic Level | Grade | HQT Compliance Plan | Final Completion Date | Parent notification letter sent (Title I only) | Date Letter Sent |
|------------|---------------------------------------|-------------------------------|----------------|-------|---------------------|-----------------------|--|------------------|
| 8767314266 | 1006 English 1B | English/Language Arts/Reading | S | 9 | | | | |
| 8767314266 | 1004 English 1A | English/Language Arts/Reading | S | 9 | | | | |
| 8767314266 | 2004 English 2A | English/Language Arts/Reading | S | 10 | | | | |
| 8767314266 | 2006 English 2B | English/Language Arts/Reading | S | 10 | HOUSSE | 6/30/11 | | |
| 8767314266 | 3004 English 3A | English/Language Arts/Reading | S | 11 | HOUSSE | 6/30/11 | | |
| 8767314266 | 3006 English 3B | English/Language Arts/Reading | S | 11 | HOUSSE | 6/30/11 | | |
| 8767314266 | 4004 English 4A | English/Language Arts/Reading | S | 12 | HOUSSE | 6/30/11 | | |
| 8767314266 | 4006 English 4B | English/Language Arts/Reading | S | 12 | HOUSSE | 6/30/11 | | |
| 8767314266 | 0014 Alg Readiness | Mathematics | S | | | 6/30/11 | | |
| 8767314266 | 1006 Algebra 1 | Mathematics | S | | | 6/30/11 | | |
| 8767314266 | 1006 Geometry | Mathematics | S | | | 6/30/11 | | |
| 8767314266 | 1006 IPS | Science | S | 9 | | 6/30/11 | | |
| 8767314266 | 2004 Life Science | Science | S | | | 6/30/11 | | |
| 8767314266 | 5105 3rd yr science | Science | S | | | 6/30/11 | | |
| 8767314266 | 8000 Science Grade 8 | Science | E | 8 | | 6/30/11 | | |
| 8767314266 | 5106 Beg. Art | Visual Arts | S | | | 6/30/11 | | |
| 7428288265 | 8002 Alg. Readiness | Mathematics | S | | | 6/30/11 | | |
| 4844603599 | 8002 Alg. Readiness | Mathematics | S | | | 6/30/11 | | |
| 4844603588 | 2004 Intro Life Science | Science | S | | | 6/30/11 | | |
| 4844603588 | 5106 Beg. Art | Visual Arts | S | | | 6/30/11 | | |
| 4814559136 | 1006 English 1B | English/Language Arts/Reading | S | 9 | HOUSSE | 40724 | | |
| 4814559136 | 2004 English 2A | English/Language Arts/Reading | S | 10 | HOUSSE | 6/30/11 | | |
| 4814559135 | 3004 English 3A | English/Language Arts/Reading | S | 11 | HOUSSE | 6/30/11 | | |
| 4814559135 | 4004 English 4A | English/Language Arts/Reading | S | 12 | HOUSSE | 6/1/11 | | |
| 4814559135 | 0014 Alg. Readiness | Mathematics | S | | | 6/30/11 | | |
| 4814559135 | 1006 Algebra 1 | Mathematics | S | | | 6/30/11 | | |
| 4814559135 | 2004 Intr. Life Science | Science | S | | | 6/30/11 | | |

| | | | | | | | | |
|------------|-------------------------|-------------------------------|---|----|--|-------------------------------|---------|--|
| 4814559135 | 5105 3rd Year Science | Science | S | | | 6/30/11 | | |
| 2507864524 | 2004 Intr. Life Science | Science | S | | | Advanced Certification - VPSS | 6/30/11 | |
| 2507864524 | 2004 Intr. Life Science | Science | S | | | Advanced Certification - VPSS | 6/30/11 | |
| 2507864524 | 1006 Algebra 1 | Mathematics | S | | | Advanced Certification - VPSS | 6/30/11 | |
| 2507864524 | 2004 World History | Social Science | S | | | Advanced Certification - VPSS | 6/30/11 | |
| 8901518491 | 1006 English 1B | English/Language Arts/Reading | S | 9 | | HOUSSE | 6/30/11 | |
| 8901518491 | 2004 English 2A | English/Language Arts/Reading | S | 10 | | HOUSSE | 6/30/11 | |
| 8901518491 | 3004 English 3A | English/Language Arts/Reading | S | 11 | | HOUSSE | 6/30/11 | |
| 8901518491 | 3006 English 3B | English/Language Arts/Reading | S | 11 | | HOUSSE | 6/30/11 | |
| 8901518491 | 2006 English 2B | Mathematics | S | 10 | | | 6/30/11 | |
| 8901518491 | 4004 English 4A | Mathematics | S | 12 | | | 6/30/11 | |
| 8901518491 | 2006 World History | Social Science | S | 10 | | | 6/30/11 | |
| 8901518491 | 3006 US History | Social Science | S | 11 | | | 6/30/11 | |
| 8901518491 | 4106 Economics | Economics | S | 12 | | | 6/30/11 | |
| 8901518491 | 4006 Am. Government | Government | S | 12 | | | 6/30/11 | |

YCUSD Professional Development Survey Process

- YCUSD developed the questions for the Teacher Professional Development Survey in Survey Monkey.
- The survey was opened to all YCUSD teachers for a period of two weeks.
- First, we downloaded and analyzed the district-wide results.
- Then we disaggregated the data by grade span: K-2, 3-5, 6-8 and 9-12.
- We looked at identified needs and trends within each grade span and across grade spans.
- We compared the survey results with the district's strategic plan and student achievement data to outline our professional development plan.

Attached you will find:

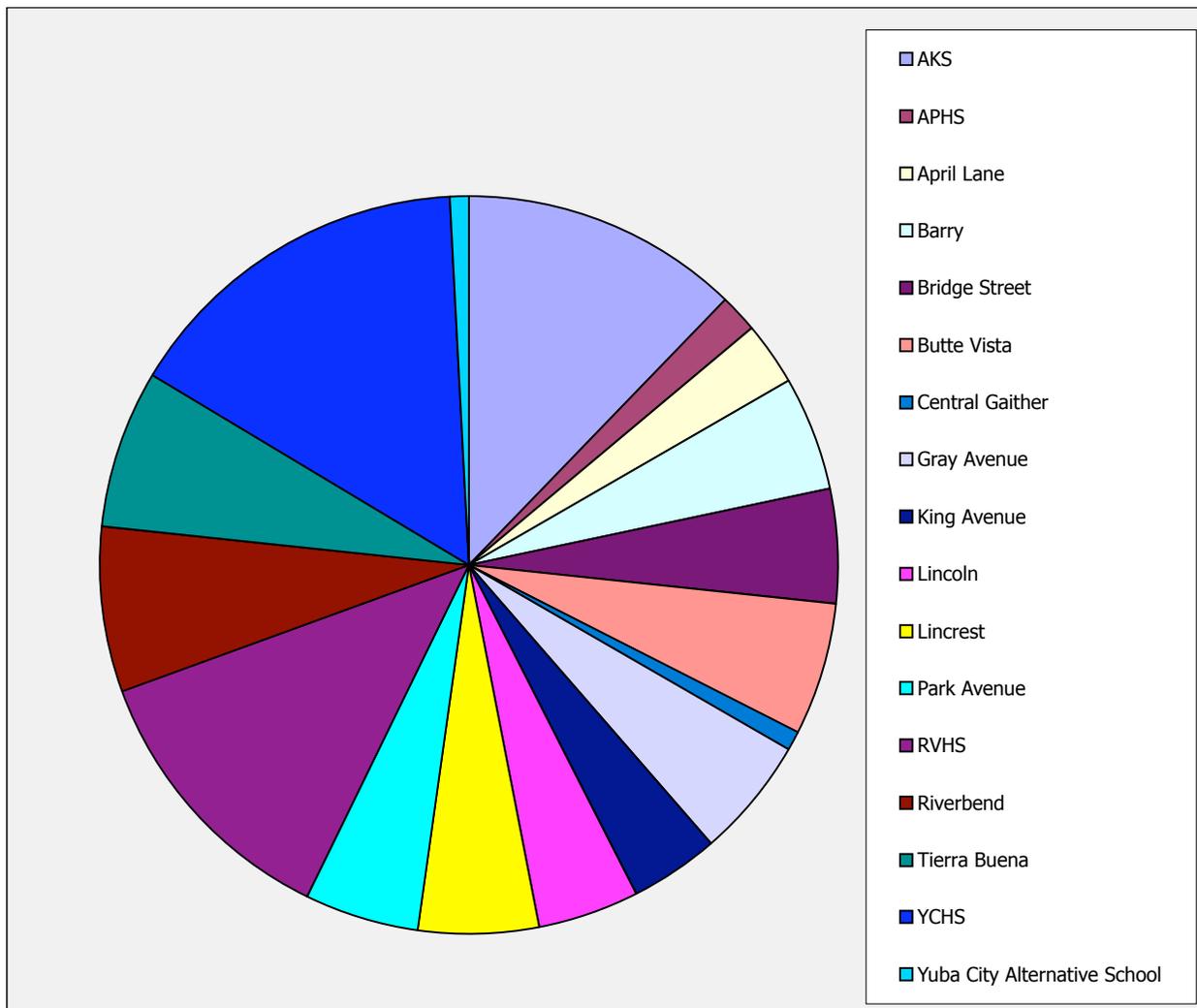
- The YCUSD Teacher Professional Development Survey District-wide Results
- Kinder - Grade 2 Teacher Results
- Grade 3-5 Teacher Results
- Grade 6-8 Teacher Results
- Grade 9-12 Teacher Results

YCUSD Teacher Professional Development Survey

1. Please select your school site from the drop down menu:

| Answer Options | Response Percent | Response Count |
|------------------------------|------------------|----------------|
| AKS | 12.2% | 36 |
| APHS | 1.7% | 5 |
| April Lane | 2.7% | 8 |
| Barry | 5.1% | 15 |
| Bridge Street | 4.8% | 14 |
| Butte Vista | 5.8% | 17 |
| Central Gaither | 1.0% | 3 |
| Gray Avenue | 5.1% | 15 |
| King Avenue | 4.1% | 12 |
| Lincoln | 4.4% | 13 |
| Lincrest | 5.1% | 15 |
| Park Avenue | 5.1% | 15 |
| RVHS | 12.2% | 36 |
| Riverbend | 7.1% | 21 |
| Tierra Buena | 7.1% | 21 |
| YCHS | 15.6% | 46 |
| Yuba City Alternative School | 0.7% | 2 |

answered question 294
skipped question 1

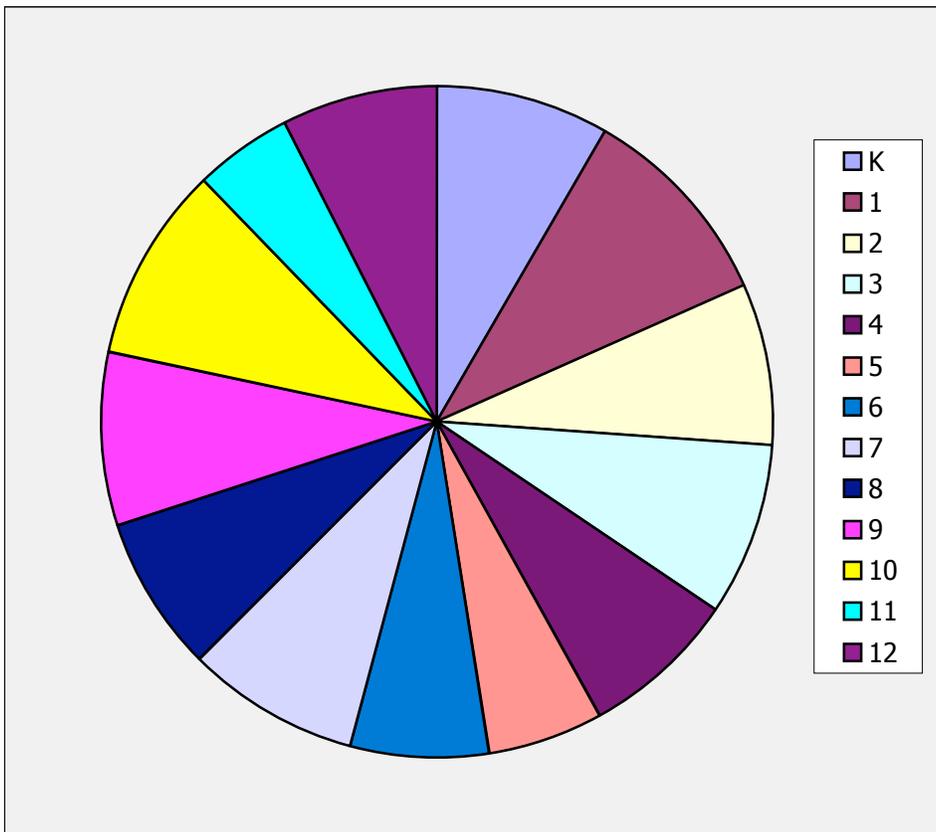


YCUSD Teacher Professional Development Survey

2. Please select your grade level from the drop down menu:

| Answer Options | Response Percent | Response Count |
|----------------|------------------|----------------|
| K | 8.3% | 23 |
| 1 | 10.1% | 28 |
| 2 | 7.9% | 22 |
| 3 | 8.3% | 23 |
| 4 | 7.6% | 21 |
| 5 | 5.4% | 15 |
| 6 | 6.8% | 19 |
| 7 | 8.3% | 23 |
| 8 | 7.6% | 21 |
| 9 | 8.3% | 23 |
| 10 | 9.4% | 26 |
| 11 | 4.7% | 13 |
| 12 | 7.6% | 21 |

answered question 278
skipped question 17

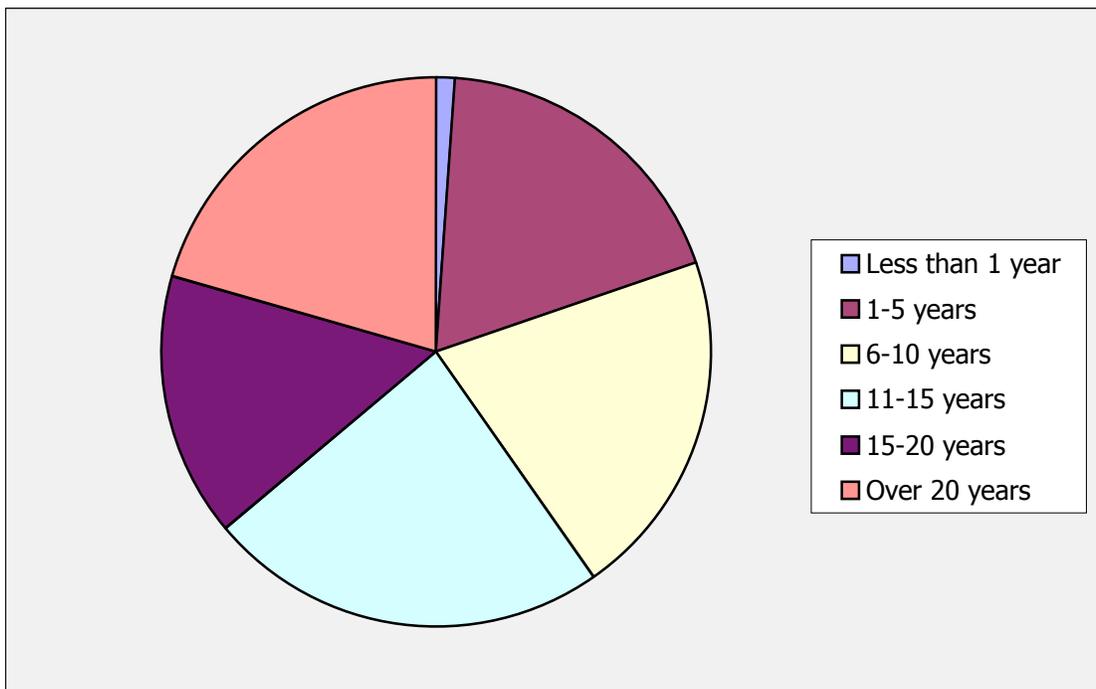


YCUSD Teacher Professional Development Survey

3. Please select your years of experience from the drop down menu:

| Answer Options | Response Percent | Response Count |
|------------------|------------------|----------------|
| Less than 1 year | 1.0% | 3 |
| 1-5 years | 18.8% | 54 |
| 6-10 years | 20.5% | 59 |
| 11-15 years | 23.6% | 68 |
| 15-20 years | 15.6% | 45 |
| Over 20 years | 20.5% | 59 |

answered question 288
skipped question 7



YCUSD Teacher Professional Development Survey

4. I would benefit from additional professional development:

| Answer Options | Response Percent | Response Count |
|---|------------------|----------------|
| Meeting the instructional needs of students who are gifted and talented | 36.8% | 105 |
| Teaching and addressing the needs of students with special needs and/or disabilities | 35.8% | 102 |
| Identifying early and appropriate interventions to help students with different learning styles | 46.7% | 133 |
| Addressing the needs of limited English Proficient student | 34.4% | 98 |
| Understanding and using data and assessments to improve classroom practice and student learning | 25.3% | 72 |
| Effective methods for improving student behavior in the classroom | 41.4% | 118 |
| Strategies for involving families in their child's education | 39.3% | 112 |
| Effective action research and its application to classroom instruction | 20.7% | 59 |
| Effective use of technological resources to improve teaching practice and student learning | 55.8% | 159 |
| Other (please list in comment box): | | 29 |

answered question **285**

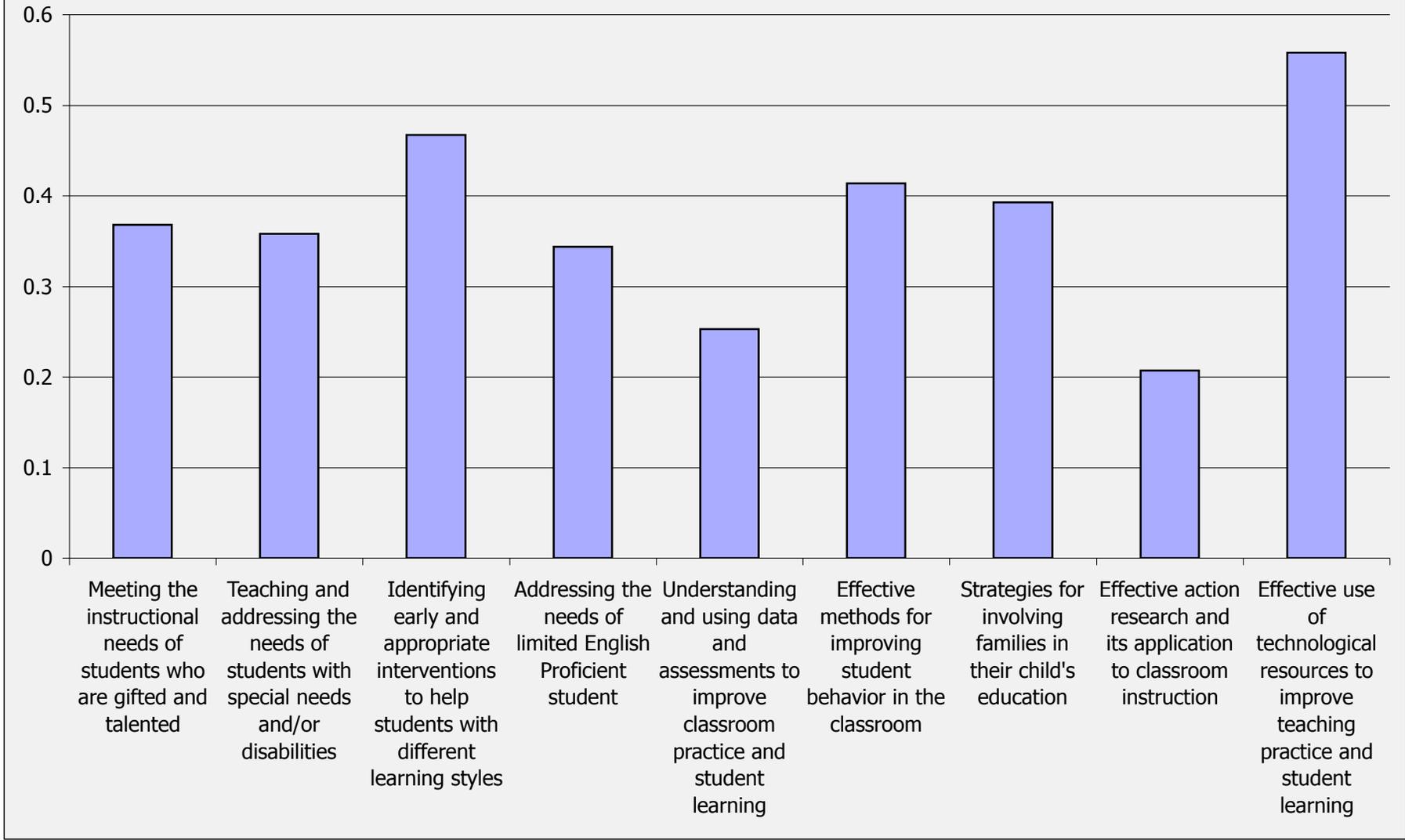
skipped question **10**

Comments:

| | |
|----|---|
| 1 | Meeting the mental health needs of a very diverse and needy population |
| 2 | How to accommodate ALL learning levels at the same time in lower grades where self drien learning is impossible |
| 3 | With 35 years experience in teaching many different grade levels, I have had many inservices or given them. I would like the technology so I can use what I know and use it to work with my |
| 4 | Creating effective portfolios for cumulative grading over time. |
| 5 | Collaboration within my department and teacher developed curriculum gives far more benefits than a prepared/canned program. |
| 6 | Follow up training involving the adopted textbooks and time to collaborate with teachers from other sites that teach the same curriculum. |
| 7 | How to help students become effective peer tutors. |
| 8 | effective methods for improving behavior of students with extreme behavioral or emotional needs |
| 9 | Physical Education |
| 10 | collaboration time with colleagues to share effective instructional strategies that have been used in our classrooms. |
| 11 | Effective use of technological resources to complement teaching and student learning; Understanding more of the latest brain research and adjust our teaching strategies accordingly. |
| 12 | writing instruction |
| 13 | I think that all the prof development in the world won't help if teachers are not allowed the time in the classroom to apply what they learned. The current assessment schedule does not allow time for |
| 14 | Effective scheduling working with multiple grade levels in a learning center model. |

| | |
|-----------|---|
| 15 | Math content professional development. Scientific-based research in reading instruction. |
| 16 | ELMO technology resources |
| 17 | I have a Smartboard in my classroom and I would like to get more trainings on how to better use all that the program offers. There is so much to learn. |
| 18 | More time on developing effective writing with a college-bound approach |
| 19 | Peer coaching with my ELD colleagues by working together to assist all English Learners. |
| 20 | RVHS is supposed to be a technology school, but we have limited comp lab access; LCD projectors are not mounted; student projects are infected with viruses and infect teacher's laptops. |
| 21 | Counselors need specific training in Edusoft. |
| 22 | The middle school level curriculum (ELA)- How to better use the materials. |
| 23 | Understanding how to cope with District Offices and administration that do not support teacher policies in the classroom or supply policies they would support. |
| 24 | Working with other teachers from different school sites that teach the same grade. Sharing ideas and teaching strategies. WORK TIME for actual teaching!! |
| 25 | training on new curriculum to come |
| 26 | many things could be useful to learn, but time after training needs to be given to implement those items gleaned. |
| 27 | using higher level questioning strategies Art |
| 28 | What is effective action research? |
| 29 | Web site work - I was sorry to lose what I had done this year. |

I would benefit from additional professional development opportunities that address (select all that apply):



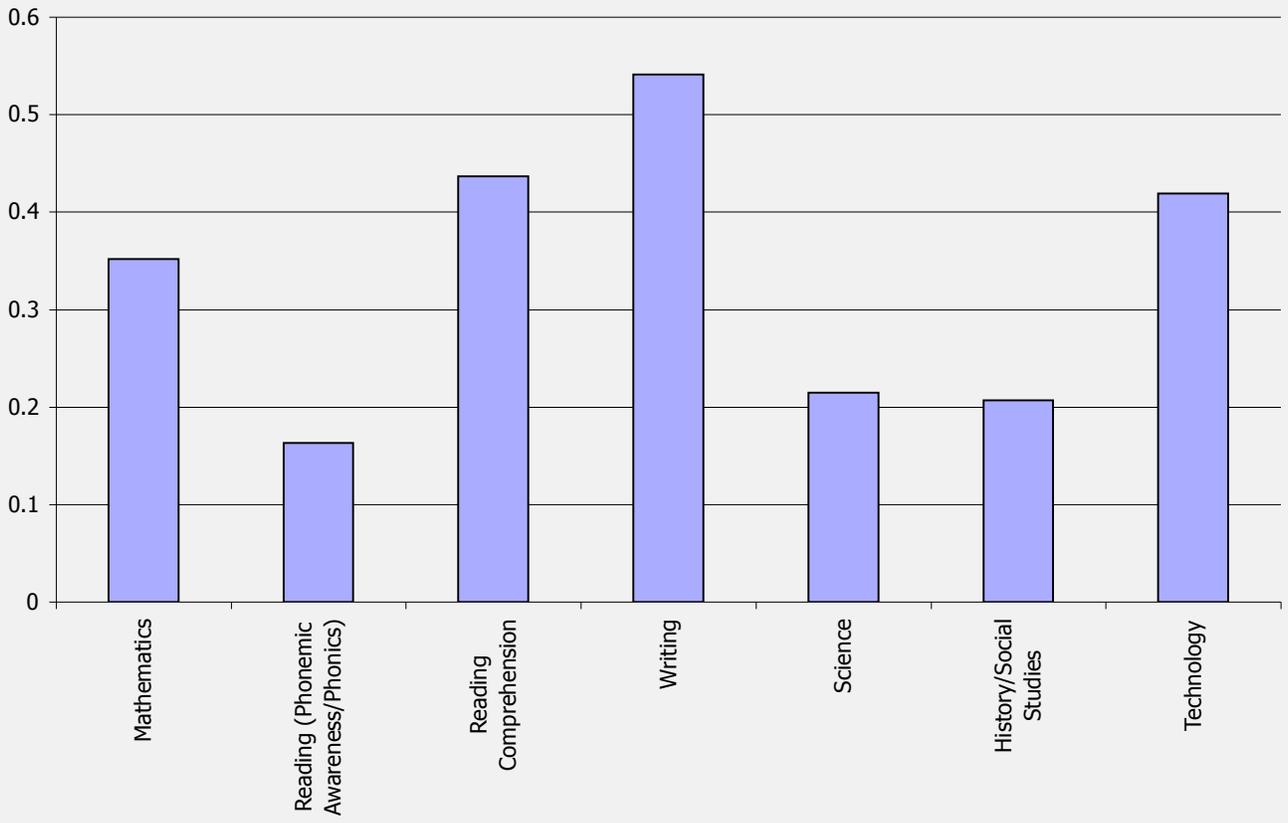
YCUSD Teacher Professional Development Survey

5. I would benefit from additional staff development opportunities addressing effective instructional strategies and teaching methods in the following areas (select all that apply):

| Answer Options | Response Percent | Response Count |
|-------------------------------------|------------------|----------------|
| Mathematics | 35.2% | 95 |
| Awareness/Phonics) | 16.3% | 44 |
| Reading Comprehension | 43.7% | 118 |
| Writing | 54.1% | 146 |
| Science | 21.5% | 58 |
| History/Social Studies | 20.7% | 56 |
| Technology | 41.9% | 113 |
| Other (please list in comment box): | | 17 |
| answered question | | 270 |
| skipped question | | 25 |

| Comments: | |
|------------------|---|
| 1 | teach PE to my first graders. I understand that we have a curriculum, but it is not teacher or time friendly. |
| 2 | physical education health |
| 3 | Physical Education |
| 4 | Physical Education |
| 5 | Physical Education |
| 6 | NOT after I've taught all day or if I have to make sub plans. That is just more work before and after. Ah, the good old days, when teachers had student nonattendance days to work on becoming better teachers! |
| 7 | music |
| 8 | Music |
| 9 | The new math program has so many components. I am trying to use all that the program has to offer, but I am finding it difficult to get in all the pieces. More trainings in the Math program would be helpful. One area of interest is an Envision Math Focus Wall. What a great way to introduce the objective and make better use of our wall space. |
| 10 | If we had a new reading program, I need this. |
| 11 | Music |
| 12 | Provide authentic strategies addressing writing as the main concept in the classroom. Retell stories in a writing class does not allow English Learners develop their writing skills. |
| 13 | Finding a way to increase rigor in the classroom while simultaneously decreasing D/Fs. |
| 14 | Physical Education |
| 15 | new fun graphic organizers and ideas for this |
| 16 | ART |
| 17 | Classroom discipline. I have always felt pretty good, but this year is a challenge. I the first time, I am teaching in a classroom of 35+ students. I do not see class sizes getting smaller too soon. Those few extra students make it so much more difficult to keep everyone involved and actively engaged. If class numbers continue to grow, help for instruction is needed. |

I would benefit from additional staff development opportunities addressing effective instructional strategies and teaching methods in the following areas (select all that apply):

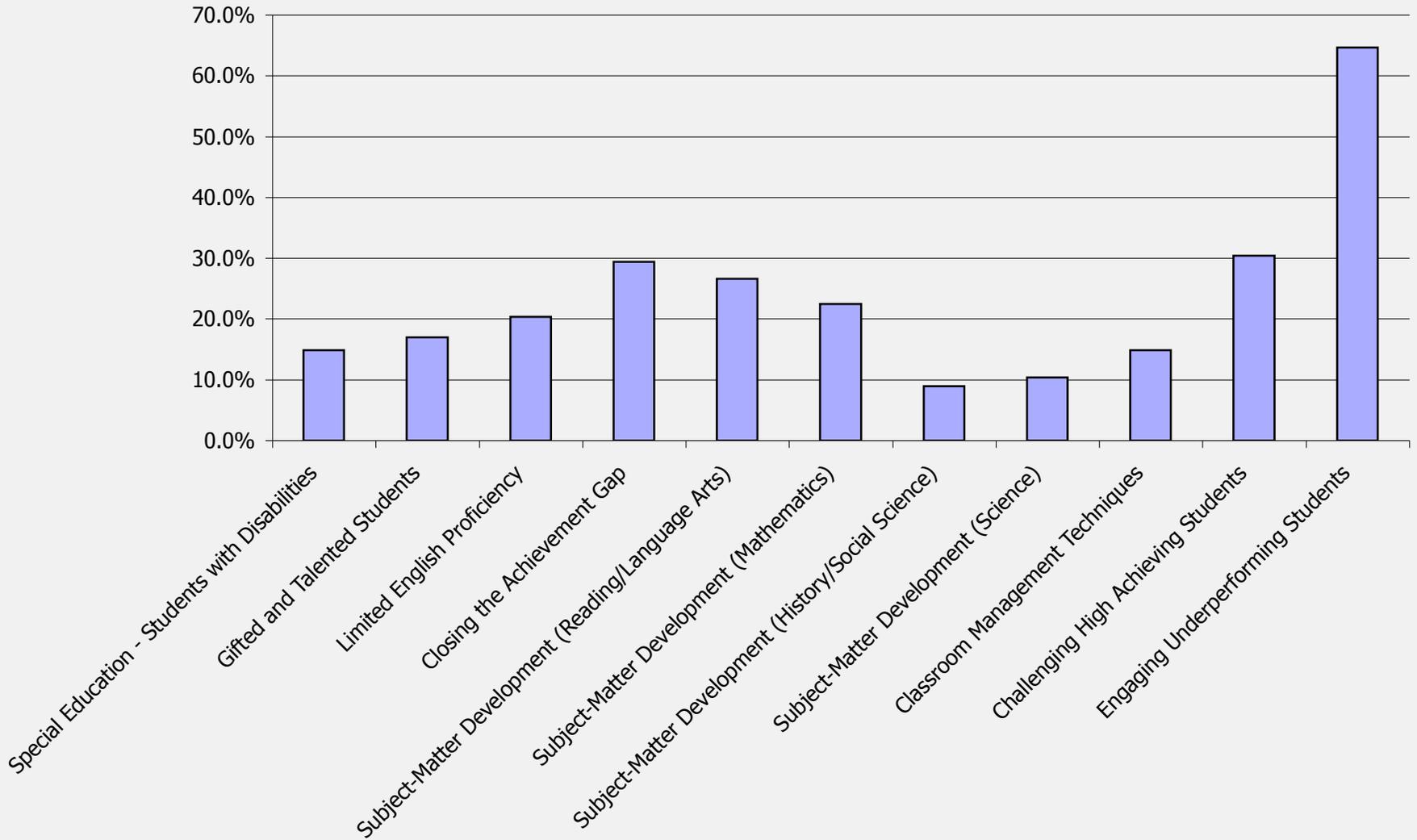


YCUSD Teacher Professional Development Survey

6. Of the following areas of professional development, which issue(s) is/are your top personal priority(ies) for improvement over the next year? (select all that apply)

| Answer Options | Response Percent | Response Count |
|---|-------------------------|-----------------------|
| Special Education - Students with Disabilities | 14.9% | 43 |
| Gifted and Talented Students | 17.0% | 49 |
| Limited English Proficiency | 20.4% | 59 |
| Closing the Achievement Gap | 29.4% | 85 |
| Subject-Matter Development (Reading/Language Arts) | 26.6% | 77 |
| Subject-Matter Development (Mathematics) | 22.5% | 65 |
| Subject-Matter Development (History/Social Science) | 9.0% | 26 |
| Subject-Matter Development (Science) | 10.4% | 30 |
| Classroom Management Techniques | 14.9% | 43 |
| Challenging High Achieving Students | 30.4% | 88 |
| Engaging Underperforming Students | 64.7% | 187 |
| answered question | | 289 |
| skipped question | | 6 |

Of the following areas of professional development, which issue(s) is/are your top personal priority(ies) for improvement over the next year? (select all that apply)



YCUSD Teacher Professional Development Survey

7. I am interested in pursuing a supplemental or subject-matter authorization in:

| | Response Count |
|---------------------------------|----------------|
| | 60 |
| <i>answered question</i> | 60 |
| <i>skipped question</i> | 235 |

| | Response Text |
|-----------|---|
| 1 | PE |
| 2 | I am currently completing my special education credential, and will be pursuing a ELA credential from UC Davis Extension. I am also looking into the certificate in Autism Spectrum Disorder. |
| 3 | English |
| 4 | Math, Technology, Science, ELA |
| 5 | Chemistry |
| 6 | ELA, Math, |
| 7 | math |
| 8 | I have one in Spanish. |
| 9 | Physical Education |
| 10 | math |
| 11 | Math, English |
| 12 | Math |
| 13 | I already have an elementary and secondary life credential with major/minor and an administrative credential. |
| 14 | reading or ELA |
| 15 | Social Studies |
| 16 | Art |
| 17 | P.E. |
| 18 | English |
| 19 | science |
| 20 | EIA and math |
| 21 | Math |
| 22 | Curriculum & Instruction Reading Specialist |
| 23 | reading |
| 24 | diversity and equality in curriculum development |
| 25 | ELA |
| 26 | Subject Matter authorization beyond my supplemental Math... ie beyond Geometry HS Math. |

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| 27 | History |
| 28 | Science |
| 29 | special education |
| 30 | technology |
| 31 | English |
| 32 | Special Education |
| 33 | n/a |
| 34 | None, I already have a supplemental in math, reading specialist certificate, single subject credential, and National Board Certification. |
| 35 | mathematics |
| 36 | English |
| 37 | Science, Social Studies, ESL |
| 38 | history or social studies |
| 39 | ELA |
| 40 | ROP |
| 41 | Reading Specialist |
| 42 | English |
| 43 | Social Science |
| 44 | math |
| 45 | I just received my Single Subject Credential in English to add to my multiple subject credential |
| 46 | History |
| 47 | Earth Science, Biology and Chemistry |
| 48 | vocational education |
| 49 | History/Social science |
| 50 | mathematics |
| 51 | Multiple Subject |
| 52 | Single Subject Credential |
| 53 | Science |
| 54 | special education |
| 55 | Math, Science |
| 56 | Mathematics |
| 57 | science |
| 58 | N/A |
| 59 | english |
| 60 | math |

YCUSD Teacher Professional Development Survey

8. The MOST effective professional development course/activity that I participated in was (be specific and list name of course/activity):

Response Count 189
answered question 189
skipped question 106

| | Response Text |
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| 1 | Kevin Clark training for work with students in the ELD program |
| 2 | How to teach braille skills and meeting the needs to Visually Impaired/Special Education students |
| 3 | I don't remember the name, but we had a guest speaker for buy back days a few years ago when we met at Marysville High. I believe she worked with Ruby Paine. |
| 4 | instruction in new curriculum. In depth training thru SCOE for \$500 stipend or the one at AKMS for a stipend as well. |
| 5 | CATA Road Show - a variety of ideas helpful in the Ag classroom |
| 6 | HIV/AIDS training |
| 7 | NSTA Conference (National Science Teachers Association) |
| 8 | The Reading Specialist Certificate from UC Davis Extension. |
| 9 | BTSA |
| 10 | 1-week AVID summer training, 2009 |
| 11 | Reading Recovery training - intensive weekly coursework, tied right to practice with feedback during tutoring sessions. SFA Professional Development - sessions geared right to classroom practice, followed by support as I applied. |
| 12 | CABE The Write Institute two day intensive training |
| 13 | developing and restructuring our math curriculum and a technology class targeted toward smartboards and their use with the curriculum |
| 14 | Slingerland Training, Making Math Real Training |
| 15 | CPI |
| 16 | Site based analysis of data with a corresponding plan to reteach/enrich |
| 17 | Seminar on Science education by Bill Tierney (sp?) |
| 18 | Comprehension strategies: Helen Gomez (a professional deveopment experience) |
| 19 | AVID Professional Development for tutorials. |
| 20 | Scoring Golden State Exams |
| 21 | None |
| 22 | Math Compendium at Davis |
| 23 | ABI Gradebook |
| 24 | How to read or interpret edusoft |
| 25 | constructive mathematics for elementary through Portland State University |
| 26 | SCOE math topic instruction |
| 27 | AVID trainings are by far the best I've been through. They workshop on critical reading and critical writing was awesome. |

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| 28 | na |
| 29 | CUE conference |
| 30 | College Board: Train the trainers--affective techniques for differentiation |
| 31 | Nothing stands out at this time. |
| 32 | Inservices with Marilyn Bates |
| 33 | Area 3 Writing Project through UC Davis. |
| 34 | Teaching Literacy through History Classroom Management Tom Jones series |
| 35 | Nothing specific comes to mind. |
| 36 | EduSoft |
| 37 | NAEA conference and Literacy |
| 38 | Most recently-GATE certification |
| 39 | I cannot remember the title. The topic was useful labs in a science classroom. |
| 40 | Discovery Streaming inservice at Barry School |
| 41 | computer lab to use smart board |
| 42 | Ruby Payne: Understanding The Mind Set of Poverty |
| 43 | Every First Grade conference I have ever attended (both National and California conferences). |
| 44 | GATE training |
| 45 | envision math at the beginning of the year |
| 46 | Lori Ozskus - reading comprehension |
| 47 | BTSA activities |
| 48 | GATE conference |
| 49 | envision math passports |
| 50 | Reading Recovery Training |
| 51 | writing conference in Placer County |
| 52 | Verb tenses for ELD students |
| 53 | envision math training |
| 54 | subject. |
| 55 | I don't remember the course but there were 4th grade teachers only and we were doing thing with ELA. It was a couple of years ago. |
| 56 | A Harry Wong Seminar at William Jessup University |
| 57 | shurley english - |
| 58 | Love and Logic |
| 59 | Education and the Brain Seminar |
| 60 | GLAD Guided Language Acquisition Development |
| 61 | Step up to writing |

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| 62 | Igniting a Passion for Reading - Steven Layne Differentiated Instruction - Carol Ann Tomlinson Formative Assessment - Douglas Fisher Effective Practices for Developing Reading Comprehension - P.David Pearson & Nell Duke |
| 63 | opportunities to engage in dialog with colleagues regarding the implementation of research based strategies |
| 64 | CSU Chico Mathematics Project |
| 65 | CUE conference |
| 66 | IB Summer Training - Level 3 |
| 67 | Expository Reading and Writing Course through CSU |
| 68 | Betsy Geddes |
| 69 | ELD Training with Kevin Clark |
| 70 | Instructional Excellence PD with M. Bates |
| 71 | California State Math Project |
| 72 | In my credential program there was a content specific portion with an experienced math teacher who went over a variety of topics with a content focus. We learned about behavior management, using technology, etc... with someone who had experience in our content area. |
| 73 | many years ago mentor teachers offered subject specific strategies in small pieces and after school over a period of several months. For example we looked at spelling for 2 or 3 meetings. |
| 74 | Keven Clark's 08-09 program on how to help language learners. |
| 75 | The Central Coast Mathematics and Science Conference, in SLO County. |
| 76 | differentiated instruction |
| 77 | NCTM conferences. |
| 78 | Gayle Elkins training Rigor and Relevance Training Kevin Clark Training |
| 79 | attending the California Band Director's Association yearly conference. |
| 80 | teaching reading strategies and skills from It was a passport offered recently. |
| 81 | asilomar, kevin clark |
| 82 | Scott Foresman math training that involved the technology piece. |
| 83 | Bitsa SP |
| 84 | Bureau of Education Second Grade Conference |
| 85 | MDTP Training in Davis, CA |
| 86 | Kevin Clark's ELD/Template strategies |
| 87 | Reading recovery |
| 88 | Love and Logic . . .Betsy Geddes. Both in our district and abroad. |
| 89 | Univ. of SanDiego 2 week course in Chico |
| 90 | Language development |
| 91 | Love and Logic Step Up to Writing |
| 92 | A writing workshop that did not teach a program however taught strategies for teaching various genres of writing in the classroom. |
| 93 | HOLT Literature 9-12 @ SCOE. |

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| 94 | Reading Recovery training |
| 95 | Attending several Love and Logic trainings in Colorado over the last ten years through the BTSA program to become a Love and Logic trainer. |
| 96 | Northern California Language Project, Chico State University |
| 97 | RESULTS training through CRLP at CSU-Sacramento and CSU-Chico. |
| 98 | An all-day ELD training that I sat in on at Riverbend Elem. |
| 99 | It's a toss-up between Dr. Kate Kinsella (Academic vocab development) & Science in the River City's summer institute at UCD. |
| 100 | CSU, Sacramento Math project. It is a course/professional development offered on Saturdays during the last months of every year through the first months of the year. |
| 101 | On-site Math w/ Scott Foresman curriculum. Presented by our own staff members during a minimum day. Another great one was whole district a few years back about understanding the mindset of the low socioeconomic families. |
| 102 | any math instruction involving Fran Gibson from SCOE; the followup participating in math cadre at SCOE |
| 103 | pearson success training done at our site that was hands on presented by teachers at the site |
| 104 | ELD verb tense study is one that I'm getting the biggest bang for my buck |
| 105 | Mil Elliot presented our EL teachers with the newly-developed ELD binder. |
| 106 | NSTIR mathematics summer seminar |
| 107 | Holt training |
| 108 | NCECA: National Council On The Education Of Ceramic Arts |
| 109 | AB 466 ELA Training |
| 110 | Phonemic awareness and comprehension strategies by Tammie Wilson. |
| 111 | A passport on Engaging Students through different activities in the class. |
| 112 | recent years. |
| 113 | cada leadership conferences and newspaper conferences offering a plethora of ideas and strategies to address student needs immediately |
| 114 | Teaching for Transfer with Marilyn Bates. |
| 115 | Art Ed Methods; (Lessons, techniques, modifications, history) |
| 116 | ELD Verb Tense |
| 117 | Love and Logic |
| 118 | CARS |
| 119 | Marcy Cook math conference |
| 120 | NA |
| 121 | ELL learners passport and a combo class passport |
| 122 | AVID trainings through the years |
| 123 | SB472 Math Training to be a Trainer in Southern California |
| 124 | Teacher's Curriculum Institute (TCI) History Alive Program |
| 125 | CLAD |
| 126 | Marcy Cook Math |

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| 127 | CAG Conference |
| 128 | teaching on the block |
| 129 | Meeting with ELD colleagues at YCHS and RVHS before school starts to develop and implement English Learners assessments. |
| 130 | Reading Recovery |
| 131 | smartboard training |
| 132 | Holt SB 472 9/10 ELA |
| 133 | SB 472 HOLT 9-12 ELA |
| 134 | Step Up to Writing |
| 135 | Peer interaction with grade level team |
| 136 | AP World Hist through Collegeboard |
| 137 | Gale Elkins training |
| 138 | Envisions Math with Lincrest teacher |
| 139 | ELD new template passports at River Bend - verb tense study and warm up |
| 140 | Betsey Geddes |
| 141 | Reading Recovery Training |
| 142 | by classroom teachers on an ongoing basis. For example, some of the math passports have been excellent. |
| 143 | Smart Board Training |
| 144 | Eighth grade ELA collaboration with Mary Reinhart where we looked at CST Blueprints and found sample standards-based questions through Edusoft. |
| 145 | Gail Elkins |
| 146 | New Professionals for Ag Teachers |
| 147 | Going to the California Kindergarten Conference |
| 148 | All of them are effective for improving our capacity to teach |
| 149 | Math Passport Sessions |
| 150 | Ruby Payne, Teaching students who come from Poverty. |
| 151 | Kindergarten conference |
| 152 | A class through CSU Chico on Teaching the Big Ideas in Science (I do not recall the course #) |
| 153 | Autism Institute-non district provided |
| 154 | developing power points |
| 155 | Gate training |
| 156 | Gale ELkins training for block scheduling |
| 157 | Department members sharing best practices and lessons. |
| 158 | Training by Gail Elkins |
| 159 | Officer Ernst's Presentation on Gangs & Gang Activity |
| 160 | Reading Recovery |
| 161 | AB 476 (Math training) ? |

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| 162 | kevin clark |
| 163 | Envision passports@lincrest |
| 164 | UCDMP Summer Seminar |
| 165 | Summer school class to add a second credential. |
| 166 | Marcy Cook Math Conference in Sacramento, it was AWESOME! |
| 167 | Northern California History Project |
| 168 | Math training for the new program |
| 169 | peer evaluations, cpr, first-aide |
| 170 | SB 472 Mathematics |
| 171 | math Asilomar - this is held every year and it allows math teachers from all over the U.S. to meet and go to different things |
| 172 | technology related to my classroom and the computer lab |
| 173 | CTE Online training |
| 174 | SB 472 trainings have been very helpful. |
| 175 | kinder conference in Santa Clara - covers all areas of class managment and curriculum |
| 176 | BTSA-I loved being able to go out and observe other teachers. I feel there is no better way to learn than to observe and learn from our peers! |
| 177 | AB466 for math |
| 178 | AP training, Technogy based training to learn content better, such as PASCO training |
| 179 | Frontloading English Language Instruction for Houghton Mifflin Reading by California Reading & Literature Project |
| 180 | I have always learned "something" at all professional development courses. |
| 181 | Asilomar |
| 182 | I don't remember the name of it it. It was a Motivational speaker who came to Gray Ave for their teachers about five years ago. |
| 183 | The AP US History Training offered by Matt Tassarrini |
| 184 | SmartBoard Training |
| 185 | The gifted and talented conference, also small group training in reading and writing, |
| 186 | This year. None. No time out of the classroom was provided to learn and be exposed to all new curriculum. |
| 187 | Gang Awareness |
| 188 | Observing other teachers teaching ELD classes. |
| 189 | Edusoft training |

YCUSD Teacher Professional Development Survey

9. Why was the course/activity you identified the most effective professional development in which you participated? (please be specific)

Response Count

| | |
|--------------------------|------------|
| | 183 |
| answered question | 183 |
| skipped question | 112 |

| | Response Text |
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| 1 | It was the only one that gave specific methods and activities that could be integrated into a teaching style. |
| 2 | Activities and Training opportunities related to what I do-- |
| 3 | I found her presentation highly motivational and gained valuable insight to various populations of students. |
| 4 | It was not at the site. It was something that lasted one week. And it was during the summer |
| 5 | it was speicific to my content area - not general!!! |
| 6 | Instruction was specifically targeted to what teachers would need to do in the classroom. |
| 7 | Variety of workshops to choose from; immediate applicability to classroom; opportunity to interact with colleagues |
| 8 | It really helped me to be a more effective reading teacher. |
| 9 | Paired me with a mentor teacher |
| 10 | The AVID program is designed to reach kids who are stuck in the middle. I was one of them so I have a soft spot in my heart for them. |
| 11 | Tied to practice, received feedback as to implementation, focused on data related to student progress to evaluate my teaching |
| 12 | Because it had many strategies to effectively teach writing to English Learners |
| 13 | both were hands on and specific to what I teach. I could use the info. I learned the next day in the classroom. |
| 14 | Over time both have proven effective in helping students with learning disabilities develop strategies to help them read |
| 15 | It gave me a refresher on deescalating students |
| 16 | We looked at data, but most importantly we left with real ideas/lessons to implement in the classroom. |
| 17 | Time saving tips |
| 18 | I feel now that we have had HM for 5 years, we should take the opporunity to dive deeper into the curriculum, and she offered this experience. I learned the difference between comprehension strategy and skill, which has made me a more effective teacher of comprehension; it is even shown in my students' test scores. |
| 19 | The effective strategies of inquiry and collaboration can be carried over to any course with any age group. |
| 20 | Had student work from HighSchools throughout CA that allowed me to see where students lack understanding. |
| 21 | n/a |
| 22 | hands on thorough, multiple day session. |
| 23 | Hands on teaching that directly applied what I needed to know. |

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| 24 | showed more and better techniques in using student data to drive my instruction |
| 25 | It made sense. kids could learn! I had 3rd graders learning and understanding base 5. |
| 26 | It gave specific, usable activities to engage and support struggling students on specific topics identified as required for algebra readiness |
| 27 | It had very specific strategies which were modeled explicitly so that I could do it in my own classroom the next day. |
| 28 | na |
| 29 | new ideas and activities |
| 30 | Current professional articles written by practicing teachers...peer insights (teachers from all over the U.S.) |
| 31 | Marilyn Bates professional development is 100% applicable to classroom learning and student achievement. |
| 32 | It was a variety of teachers getting together and sharing curriculum ideas that were tried and found successful, as well as discussion of the rationale behind its uses. |
| 33 | Practical application of subject matter |
| 34 | It was applicable |
| 35 | NAEA adressed teaching gifted students and Literacy taught me how to teach comprehension while reading. |
| 36 | Experts from different schools with different experiences with HIGH expectations. |
| 37 | I left with activities which were useful. |
| 38 | It involved something I was currently using and I was able to access more of the program. |
| 39 | It helped me to use tools to introduce the activities for students' understanding . |
| 40 | Active engagement and relative informatio. |
| 41 | It directly related to what I am teaching, and I was able to choose the seminars that interested me. |
| 42 | The knowledge received could be applied in the classroom. |
| 43 | hands on for teachers, Lori worked with actual kids in classrooms to model. |
| 44 | A course meant for new teachers...but a great refresher for seasoned teachers... |
| 45 | new ideas, research based, time to reflect, choice of topics; enthusiastic, engaged presenters; topic is usually neglected by typical professional development. |
| 46 | needed for newly adopted program |
| 47 | A full year of observation on how students learn to read, combined with coursework |
| 48 | our current ELA program lacks instuction in this area |
| 49 | I learned how to effectively teach verb tenses using a verb chart with my EL students. |
| 50 | It helped me apply what I learned to the students in my classroom. |
| 51 | I get more ideas and strategies. |
| 52 | I enjoyed it the most because it gave me more ideas on how to teach something a little different in hopes it will be more effective. It also helped me to find a few new ways to push students. |
| 53 | It was the information I needed that year to help me more effectively manage a very challenging class of students |
| 54 | It was designed to teach grammar to ELL, but it worked for all |

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| 55 | it gave me specific strategies that I could use immediately and see change |
| 56 | All learning takes place in the brain and therefore all teachers need to have an understanding of current brain research and how that research can be used to make lessons more effective |
| 57 | This program utilizes different modalities of instruction that engages students across the curriculum-the strategies enhance the selected curriculum |
| 58 | The format helped my first graders write excellent paragraphs |
| 59 | The courses I've chosen are research based and presented by people who are passionate about learning. Also, each of these educational leaders are experts in their chosen fields and share something in common, they know and respect teachers and are positive in their approach. |
| 60 | we engaged in practical discussions that were immediately applicable to our students- we were able to develop the means to implement |
| 61 | The experience allowed teacher professionals to interact with their peers as well as with college mathematics professors in a relaxed, but collegial atmosphere. In addition, teacher professionals were not told what conclusions we should reach, were allowed to do their own research, and build lasting working friendships with others. |
| 62 | Lots of hands-on opportunities and education in technology |
| 63 | It challenged me with the mathematics presented. |
| 64 | The content, organization, presentation, and relevancy to students was superb. |
| 65 | Because it applied to my daily teaching life. Discipline has become so much more difficult with larger classes and more academic demands. Students have become scores instead of people with personal issues that affect learning. |
| 66 | This was most effective because I learned the entire curriculum which I would be teaching. |
| 67 | Relevant information provided for immediate implementation along with constructive feedback. |
| 68 | Intensive, in-depth, participatory training involving all aspects of teaching & learning presented in a wide variety of instructional modalities. |
| 69 | While many classroom procedures transfere over to many fields, some skills are content specific. I didn't feel like my time was wasted at any point. |
| 70 | This allowed me to try them, then ask questions and get clarification, return to class and "tweak" the strategy. |
| 71 | It gave me new tools and new ideas to help a group of students that really was quite different from my teaching program prepared me for. |
| 72 | The teachers were informed and sympathetic to CA elementary teachers. They taught us a lot of the math behind the lessons which we teach, therefore extending our understanding of math and science. It was collarborative and we came back with activities we could actually use in the classroom. We also continued to meet with teachers from the conference througout the year to further develop our lessons. |
| 73 | The course help provide me with instructional strategies to implement in my instructional delivery that included multiple intelligences with an emphasis on classroom management and addressing the needs of my low performing students as well as challenging my gift/talented learners. |
| 74 | Efficient in presenting several different areas of development in one place and time. |
| 75 | Classroom strategies for instruction Connecting to real life experiences Cross content instruction Developing critical thinking skills |

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| 76 | There was music content, which music teachers do NOT get in this district. The other subject areas have many local opportunities, but we have nothing offered by the district. |
| 77 | I used what I learned the next day and it was a simple implementation that made a large impact for student learning. |
| 78 | wide range of workshops to select and kevin clark deals with vocabulary. |
| 79 | I was unaware that I could assign activities for my students to complete and I also could create quizzes. |
| 80 | I was able to observe ideas from a variety of fields and interact with colleges to gather ideas and perspectives that fit into my classroom teaching. |
| 81 | We had subs for 2 days and were sent to a conference out of area. This allowed my focus to be solely on the conference without worrying about preparing for the next day's lessons or worrying about taking time out of my evening for school-related work. |
| 82 | Trainings gave specific and varied activities to address CAHSEE prep and classroom presentations |
| 83 | The strategies I learned from this course are good for "all" students and you can incorporate them into all areas of the curriculum. There were practical ways to teach to the different ability levels too. |
| 84 | it taught research based way of helping children who are struggling with reading obtain skills and stragagies to succeed! |
| 85 | It was something I found to be common sense and easy to implement. |
| 86 | Lots of teacher input and ideas from teachers in different districts and from all levels and subjects |
| 87 | It addresses the subject I teach. |
| 88 | Both could be applied immediately in the classroom. The writing provided excellent structure that students could easily identify with. |
| 89 | Relevant to what I was teaching in the classroom and gave strategies that can be used with students to teach writing |
| 90 | The class provided suggestions for delivery of material that could easily be implemented. A thorough training of the wrap around info was given. |
| 91 | It works and is practical in that it is a program that can be implemented and shows improvement in student achievement |
| 92 | These trainings have enhanced and advanced my abilities as a BTSA facilitator and a trainer for Love and Logic for BTSA for the last seven years. These trainings have also changed my own classroom mgmt. which supports the trainings I give at schools in and outside of my school district. |
| 93 | I was one of the leaders, in which there were very structured 5 step lesson plans incorporated into the teaching of effective lessons. |
| 94 | This covered a three year period, including a week in the summer and several Saturdays during the school year. It was based on scientific research in reading, including the results of the National Reading Panel 2000 report. |
| 95 | It gave concrete ideas that I could use the very next day, and it provided time and materials for planning lessons, making posters I would need, etc. |
| 96 | Dr. Kinsella is an amazing resource for ideas on how to develop academic language with all students & to help them become more successful in the classroom. The week-long science institute (& subsequent monthly follow-up over the course of a year) I attended at UCD empowered me to become an extremely confident teacher of all branches of science at the elementary level. As a result, I've also become an advocate for the need of equally enthusiastic teachers of science in K-5. |
| 97 | This course is designed specifically to assist math teachers and to share and compare new teaching methods. It is facilitated by some of the most effective college professors I have ever encountered, Professor Farrand, Professor West, and Profesor Kasimatis. |

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| 98 | We spent our time working directly w/ our own grade level materials, created some helpful tools, and walked out with resources that we could use right away. The second one had a fantastic speaker and presented a new perspective and insight about many of the families we deal with in our school. |
| 99 | Instructor had total mastery of subject matter and years of classroom experience rather than a product that reflected a personal teaching/learning style/system. She could adapt her experience to the curriculum/publisher she was presenting. She made the material accessible and the experience enjoyable. Math is not my area of expertise but I came away equipped, encouraged and empowered. |
| 100 | Teachers delivered it and it was interactive |
| 101 | It is hands on and practical. I was able to implement it directly into my classroom almost immediately. |
| 102 | A very thorough overview, and well-developed materials. Mill's presentation demeanor is also very supportive and down-to-earth. |
| 103 | subject area development |
| 104 | We were able to look at grade level materials and ask questions as to how we could use them effectively, as well as maximize the use of all ancillary pieces. |
| 105 | Engrossed in my specific field |
| 106 | It was a week long course. I was able to dive into the teacher's manuals and actually lesson plan. |
| 107 | Immediately applicable next day, had certain students in mind as training was happening |
| 108 | Because I use it every day and it is highly effective in reducing classroom disruptions. |
| 109 | It fired me up to teach music of a wider variety, imbuing the students with more abilities and therefore more interest. |
| 110 | ideas and strategies are practical and easily put into action immediately |
| 111 | It was a great model for teaching as well as usable info for my students. |
| 112 | They covered all aspects of the lesson, from in- depth history, to classroom demonstrations. |
| 113 | Showed me how it was done |
| 114 | I use it to manage my class every day. If I can manage my class I can teach. |
| 115 | taught by experts |
| 116 | There was a lot of hands-on learning for workshop participants, everything related directly to what I was doing in the classroom at the time, and I came away with materials that I could use the very next day. |
| 117 | The information was something I could take directly back and try in my class. As well as I had the opportunity to speak to other teachers in the same combo class situation when I might not otherwise have had the opportunity to do. |
| 118 | Well-planned and available curriculum - opportunities to follow up and discuss |
| 119 | It was well run and full of many meaningful activities |
| 120 | Various activities for students with different learning styles |
| 121 | I learned something |
| 122 | hands on activities to make the learning come alive activities could be taught the next day in class supplements curriculum |
| 123 | Lots of choices to meet my needs, always active participation. |
| 124 | specific to our school site |

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| 125 | All teachers were working for the same purpose. |
| 126 | Practice, observation, effective feedback |
| 127 | I learned how to bring the use of technology into the classroom. |
| 128 | The course was interactive and provided tools for engaging students in learning. |
| 129 | 100% of the suggestions and activities were easily implemented and enhanced student learning. |
| 130 | Ability to be directly applied in the classroom |
| 131 | It gives a chance to compare, modify and exchange experiences |
| 132 | Curriculum |
| 133 | It helped me in managing class better. |
| 134 | Added new components of the program to my lessons. |
| 135 | It was specific and detailed. |
| 136 | We had follow through with the program |
| 137 | Lenthy course; having to apply my knowledge and learn from my mistakes as well as observing my peers using the technique. Although Reading Recovery is intended for one student at a time, the skills I learned have been invaluable in small group instruction. |
| 138 | They were taught by actual teachers who work with the material on a daily basis. |
| 139 | I was able to apply the training immediately |
| 140 | The group was small and hands-on. We learned real-life application that we could immediately and indefinitely implement into our own classrooms. It was very informative and it allowed our ELA team to collaborate together and come up with a universal game plan to better prepare our students to the upcoming STAR testing. |
| 141 | Helped me fine tune my curriculum to match objectives. |
| 142 | Very specific and real ideas that you could use the next day in class. Not theories that are outdated and useless. |
| 143 | There were lots of choices of classes I could take to focus on different areas and strategies |
| 144 | I could go back to the classroom the next day and use everything that was taught or suggested by others in the class including games, shortcuts, assessments. |
| 145 | This was helpful because it directly applied to April Lane's students. There are many families at here who are in need. |
| 146 | It was very visual and you could "see" what other teachers are really doing. Most PD situations are very verbal and hard to connect to real-life teaching. |
| 147 | New way of organizing units around a couple big ideas (ties all units together) |
| 148 | Gave specific techniques, background information of the disorder |
| 149 | Created district wide consistency |
| 150 | It gave me an understanding of why these student need the differentiated help as well as giving specific lessons |
| 151 | It provided easy to use lessons that engaged all the students. |
| 152 | It gave our department time to collaborate in subjects where there is more than one teacher. |
| 153 | Targeted specific behaviors to keep students engaged |
| 154 | It helped me to be aware and attuned to gang activity and squelch it before it becomes a problem. |

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| 155 | It actually taught me how to teach a child to read. |
| 156 | Because it gave me the opportunity to hear about the program in depth and to sit and speak with several other teachers about the program for a number of days. |
| 157 | specific |
| 158 | Hands on ideas I could use the next day. |
| 159 | it was hands-on, active participation with intensive practice of good teaching methods/activities for math |
| 160 | It was designed for teachers who have already been in the classroom, so it was more pertinent. |
| 161 | Because I was able to apply 99% of what was learned in the classroom. |
| 162 | It target my subject matter and grade level without repeating the same tactics from BTSA/Gale Elkins/Credential program that seem to be the only focus. |
| 163 | very specific as to the things that I needed to know to get off to a good start |
| 164 | they allow me to understand how others relay the same or similar information to various groups of students |
| 165 | The material was presented in a pleasant and effective manner. The course content was directly related to teaching strategies, and the use of the materials. |
| 166 | I was able to talk to other teachers in different districts and states to see how they teach information and how they handle different types of students. It was also nice to get to know my department better. |
| 167 | it helped me to address and meet the individual needs of my students in language arts and math in a more efficient and intensive way |
| 168 | This training is allowing us the time needed to identify the standards we address in our curriculum. Edusoft does not have the CTE standards identified for our content area. |
| 169 | It was immediate for the teaching I was involved in at the time the training was conducted. |
| 170 | the data was relevent to my grade level and full of new transition and classroom managment activities as well as ways to keep student's engaged. It was fun! |
| 171 | Observing peers gives us something to take back to the classroom immediately. I have never walked into a class and not thought about trying something new. |
| 172 | Helped organize subject matter |
| 173 | Related to topics that I teach |
| 174 | provided strategies to make accessible to all of my students the academic vocabulary and comprehension skills needed to be successful readers. |
| 175 | Grade level courses are wonderful, but should be taught by an expereinced teacher, not taught by a sales person. |
| 176 | addressed multiple topics, you could choose what you wanted to attend, you got to meet with teachers from other schools. |
| 177 | Motivation of teachers and students is critical! |
| 178 | He provided specific lessons and ideas for working through the content. He also created contacts among the participants for networking. |
| 179 | I have one of only 3 SmartBoards at my site and, even though I am a very fast learner, I appreciated receiving some basics on this amazing piece of technology. |
| 180 | the presenters were great, interesting, and relevent |
| 181 | It made me see the signs of troubled students and allowed me to be wiser about the specifics of gang activity. |
| 182 | I saw how the program was executed with a class. |
| 183 | I use the program often. |

YCUSD Teacher Professional Development Survey

10. The LEAST effective professional development course/activity that you participated in was (be specific and list the name of the course/activity):

| | Response Count |
|---------------------------------|--|
| | 156 |
| <i>answered question</i> | 156 |
| <i>skipped question</i> | 139 |
| | |
| | Response Text |
| 1 | Marilyn Bates training on congruency. |
| 2 | Curriculum in-service |
| 3 | The guest speaker we had the year after the one I mentioned above. |
| 4 | Back to School training as a district/grade level just days before we go back to school. |
| 5 | edjoin - this is how you login - |
| 6 | Nurtured Heart |
| 7 | Rigor and Relevance grid |
| 8 | Passports for EnVision math and for the new ELD Template |
| 9 | Marilyn Bates/ Gale Elkins |
| 10 | Beginning smartboard training. I would love to use my smartboard more, however it seems there hasn't been a large demand for furthering the use of it in the classroom past powerpoint presentations. |
| 11 | Many - the one session of something at the beginning of the year |
| 12 | Some Kevin Clark strategies such as Story Retell, Oral Active Participation for everything... |
| 13 | a tech. class where there were too many people and not enough computers and the info. was not really relevant to what I was teaching. Also, we couldnt access the info. right then because we didnt have a computer to look at |
| 14 | The Karoke presenter at Walnut ave |
| 15 | can't say |
| 16 | training that Barry and TB had together based on some book an author wrote (ELA strategies). Cant even remember the title! It was at St. Andrews |
| 17 | Clad training |
| 18 | Text adoption book pages overview-no tecnology was reviewed |
| 19 | Can not think of one in particular, but many of the trainings are not effective. I have gained ideas which here and there have been helpful. |
| 20 | Reviewing data |
| 21 | Gale Elkins/Madeline Bates |
| 22 | Edusoft |
| 23 | sb 65 through YCUSD about 10 years ago. Instructor was poor |
| 24 | smart board presentation by smart board company |
| 25 | The En-vision math training 2 years ago. |
| 26 | AB 466 Holt trainings--not effective because the presenters never modeled differentiation strategies--they only talked about them in theory. |
| 27 | na |
| 28 | classroom management |
| 29 | Kevin Clark template |
| 30 | Pretty much any of the guest speakers or videos from our Buy-Back days. |
| 31 | Learning a person's personality colors and other 'team' building exercises |
| 32 | Holt textbook uses |
| 33 | buy back day with karaoke guy |
| 34 | Most of the pre-service days/activities before school starts. |
| 35 | Class taught by the State of California on analyzing data. |
| 36 | old eld program |
| 37 | That music thing we had at that Sikh building on Stewart. |

| | |
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| 38 | ????? |
| 39 | Can't remember specific "duds." |
| 40 | The science workshop. |
| 41 | Bill Baker - reflection |
| 42 | any staff meeting used for inservices |
| 43 | BTSA: Equity workshop |
| 44 | K-12 inservices |
| 45 | ELL training (offered two summers ago) |
| 46 | Pretty much everything offered as a passport with the exception of the technology (smartboards, airliners, etc...) |
| 47 | I went to one about stations and ELA |
| 48 | A half-day training at the DO on Step-Up-To-Writing. |
| 49 | scott foresman science |
| 50 | ELD template |
| 51 | Envision training |
| 52 | SB472-Approved English Learner Professional Development Institute |
| 53 | Marilyn Bates |
| 54 | stand and deliver staff development by outside consultants- inparticular Marilyn Bates for YCHS at the hangar near Ruthys. Objectives and congruence- did anyone assess to determine that I might benefit from this. The training was intro teaching training and my basic reaction was duh. If I am not already doing this you better get in my classroom and tell me. |
| 55 | There have been several over the years, but I cannot narrow one down at present. |
| 56 | The guy with the rubber microphones at buy back day a couple of years ago. A TOTAL waste of time and money. I don't even know what he was doing. |
| 57 | Training at my last site on using data to drive the curriculum. |
| 58 | Maralyn Bates training |
| 59 | Math inservice at adoption. It was multi grade level. It assumed we all have technology and tech knowledge. |
| 60 | None |
| 61 | Data Analysis training that SCOE conducted a few years ago. |
| 62 | too many to remember... |
| 63 | The hundreds of multiple subject oriented lessons that had only a few applications to my area or level. |
| 64 | The math inservice presented before the school year began for the newest adoption. |
| 65 | The "jigsaw" lessons we attended at the high school a few years back that focused on HM strategies. |
| 66 | Gale Elkins training at RVHS. |
| 67 | I don't know of any |
| 68 | The sessions that deal with test scores. My subject area is not tested, and even the administrators have said that it is a waste of my time to be there, but that they couldn't let me go. |
| 69 | ? |
| 70 | buyback day at AK |
| 71 | None |
| 72 | I could always find something to use from any trainings that I have attended |
| 73 | Envisions Math, it was the presenter that wasn't effective, not the material. |
| 74 | Any that I've attended from publishers of newly adopted curriculum. |
| 75 | I need professional development in the area of using the technology portion of the enVision Math as a beginner. |
| 76 | The original EnVision and Science sessions a few years back. |
| 77 | I can't think of one |

| | |
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| 78 | I'm pleased to say, I have never attended a course or activity that I didn't benefit from. Some better than others, but I always gain something. The only "negative" I can mention is when an instructor or presenter READS power point slides to the class and considers that the "curriculum"! |
| 79 | enVision training last August |
| 80 | Credential program, methods course at San Francisco State University |
| 81 | 99% of what the school district has offered. |
| 82 | Envision Math - Technology - Passport Class |
| 83 | It was a training in using ABI. |
| 84 | Any one of the multitude of half-day preservice speakers the district has hosted without any follow-up. |
| 85 | Most of the professional development activities provided by the district in years before have been highly ineffective. |
| 86 | How to motivate the unmotivated student was the focus. Believe it was out of district. |
| 87 | CTAP instruction with Vickie Miller due to technical difficulties, lack of preparedness by other participants and the time spent getting everyone online. The course did accomplish the introduction to CTAP but did not have time for supported exploration. |
| 88 | Pearson success initial training |
| 89 | The ELD training from the summer of 2009 that was held at Riverbend school. |
| 90 | Kindergarten enVision presentation at buy-back days August 2009. VERY poor presenter from the publisher (?). |
| 91 | BTSA |
| 92 | Scott Foresman/Math |
| 93 | Publishers trainings on Envision math and Scott Foresman science |
| 94 | na |
| 95 | Anything on English or Math. |
| 96 | large room/group where personal stories and situations(usually student behavior issues) are regurgitated and discussed at length while the rest of the group waits |
| 97 | BTSA |
| 98 | The reading class was extremely boring. It needed more visual aids and more exciting reading passages. |
| 99 | The drug and alcohol training we got 2 years ago. |
| 100 | beginning of the school conference - a couple of years ago (not at a district site) |
| 101 | NA |
| 102 | Mandatory Marilyn Bates work |
| 103 | How to use Edusoft |
| 104 | buy-back day math |
| 105 | Lady who did the reading strategies with the microphone, glasses, etc. |
| 106 | ELA-writing |
| 107 | Kevin Clark-- story retell in an ELD-4 class. |
| 108 | I always tend to learn at least one new thing, that I can take back to the classroom the next day. |
| 109 | ABI Gradebook |
| 110 | ABI Gradebook |
| 111 | The one for ELD/Enrichment two summers ago - AB 466(?) |
| 112 | Reading Coaches Mini inservices |
| 113 | Buy Back presentations are hit and miss |
| 114 | I try to take something away from everything I attend. |
| 115 | United Streaming. It was at Barry in the computer lab. We were there to learn how to access usable video on line. |
| 116 | Too many to mention over the years |
| 117 | Nothing specific; I do not find k-12 workshops very useful. |
| 118 | Some of the technology inservices were ineffective. Also, Passports taught by individuals who do not teach in an actual classroom setting are not as effective as teaching is refined through ongoing trial and error. |

| | |
|------------|--|
| 119 | n/a |
| 120 | The math adopted curriculum initial meeting for the Envision Math curriculum. |
| 121 | Rigor and Relevance |
| 122 | The math envision, technology with assessment. I've found the record keeping online too cumbersome and time-consuming to actively use. |
| 123 | BTSA |
| 124 | intro to our math program |
| 125 | Last years beg. of the year training for the new math program during the district's Buy Back days. |
| 126 | I'm not sure |
| 127 | ??? |
| 128 | Because I teach special eduction, specifically SDC, the majority of prof. development courses do not give me information or teaching strategies that are applicable to my audience. |
| 129 | teacher trainings |
| 130 | Step Up to Writing |
| 131 | Kevin Clark |
| 132 | Listening to keynote speakers during buy-back days. |
| 133 | Mathematics Conference in Monterey,Ca in Dec |
| 134 | Most guest speakers during buy-back days. |
| 135 | Kevin Clark |
| 136 | The half day Buy Back we had introducing the new Math curriculum was a joke!!! |
| 137 | uti |
| 138 | I don't remember the actual name (blocked it from my memory it was so bad!) |
| 139 | All the buy back days at the beginning of the last four years and the HM AB466 training in Chico. |
| 140 | Gale Elkins |
| 141 | two years ago school buy back days on Bogue Rd |
| 142 | consistent and habitual training in a district ELD template that changes every year, is not state adopted, and has no corresponding curriculum |
| 143 | Technology Training on Smartboard when I did not have a Smartboard to use and practice on. |
| 144 | Our last math inservice from Scott Foresman. The presenter was not well informed about the curriculum and it's use in our grade level. |
| 145 | The trainings that usually go with new adopted programs. |
| 146 | The one where we had the guy who worked with parents students to help get them in colleges. |
| 147 | almost any inspirational speaker you could think of |
| 148 | Scott Foresman Math Training in Aug. 08. |
| 149 | The courses when the instructor is unorganized. |
| 150 | Data analysis |
| 151 | ELD |
| 152 | I don't even remember the man's name, but it was held at the Walnut Avenue facility here in Yuba City a couple of years ago by the District for all staff and consisted of a powerpoint lecture. |
| 153 | I do not feel that there was a specific training that was ineffective. |
| 154 | The strategies that focus on elementary school topics when I teach high school are not effective. One-size-fits-all teaching strategies don't work in all environments. |
| 155 | I appreciate the Passports, but I have to say seeing the actual teaching was much more powerful. |
| 156 | Nurtured Heart |

YCUSD Teacher Professional Development Survey

11. Why was the course/activity you identified the least effective professional development in which you participated? (please be specific)

| | Response Count |
|---------------------------------|--|
| | 144 |
| <i>answered question</i> | 144 |
| <i>skipped question</i> | 151 |
| | |
| | Response Text |
| 1 | Most of what she taught seemed like common sense and her style of teaching was in stark contrast to what she was professing as all important. I could not follow many of her lectures and not one set of her notes. |
| 2 | repetitive and non-related |
| 3 | I don't even remember the topic, so I obviously didn't get much from the presentation. |
| 4 | Too large of a group, too stressed before school starts. |
| 5 | done this many times never get pass that point of logging in. and my standards are not in the system. |
| 6 | No specific strategies provided for middle school populations |
| 7 | Too narrow a view of education; too abstract / not immediately applicable to the classroom |
| 8 | The instruction is/was great, but it is/was too chopped up to be effective. It is much more beneficial to have the one-week, all-day trainings in the summer when our legislature can afford it. Also, due to other obligations, such as after-school interventions and personal obligations, passports are not always available within our personal schedules. |
| 9 | Repeat of what was learned in credential program and BTSA |
| 10 | I had figured out all that was taught on my own. I had signed up for the class in hopes of finding out something new. |
| 11 | no ongoing support, no additional feedback, no structure to evaluate my progress in using the method - if there even was one presented! |
| 12 | Because there are many things that we have to teach in a writing class, and oral active participation in this case is not appropriate. I would think that if is a writing class, writing strategies, learning how to write would be most appropriate. |
| 13 | not interesting and not relevant |
| 14 | I'm not sure, I couldn't hear and worked on a lighting design for an ice show. |
| 15 | can't say |
| 16 | Teachers didnt have the book she was referring to, too crowded, no working microphone, all theory. It was not practical. |
| 17 | Total waste of my time. Unusable nonsense |
| 18 | It was not an effective use of time and it did not meet the needs of the teacher. |
| 19 | The trainings are not effective because we are never given the time to develop the ideas into practice. We do not have time to collaborate with colleagues to develop consisten lessons for our subject matter. |
| 20 | Does not pertain to anything relevant with my student population |
| 21 | not practical for every class and student |
| 22 | Teachers had questions about how to do particular tasks on Edusoft, but instructor had a presentation prepared and would not deviate from prepared presentation. Several teachers explained that they did not need to know why or how Edusoft worked, but needed to leave the course with knowledge about how to do what they needed to do. Instructor did not provide what they were looking for. |
| 23 | the presenter was more experienced with elementary applications and was unable to give some subject matter specific ideas or techniques |
| 24 | It did nothing but point out component pieces, leaving it's new algebra and problem solving stratigies out of the discussion completely. |
| 25 | See above. |
| 26 | na |

| | |
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| 27 | same methods as 20 years ago |
| 28 | Unengaging and unrealistic. |
| 29 | It had no practical application and was a serious waste of time and resources |
| 30 | cookie-cutter, robot-like instruction |
| 31 | i didn't learn anything, and it wasn't entertaining |
| 32 | They were "ONE SIZE FITS ALL." |
| 33 | It was incredibly boring and there was very little to "take away" and use. |
| 34 | repetitive and gave resources not instuction on how to teach |
| 35 | Venue was bad, info was bad. |
| 36 | ????? |
| 37 | I have gotten the least out of courses that attempted to teach the same thing to all teachers, grades K-12. They simply cannot be specific enough when you are speaking to such a wide variety of grade level teachers. |
| 38 | It didn't pertain just to my class level. It included several levels. |
| 39 | Redundant information |
| 40 | repetitive info... |
| 41 | The topic and material was stating the obvious, and insulting to anyone with common sense or good manners. |
| 42 | too wide of a spectrum |
| 43 | The trainer read from a book and did not provide any helpful material to support my students. |
| 44 | Most of the passports are geared toward the more novice teachers in the district which is a good thing, but some more experienced teachers just need different strategies that work practically in the classroom. |
| 45 | I didn't see how I could apply it in my class. |
| 46 | This program is just too complex to comprehend in less than three training days. |
| 47 | HUGE group to present to. |
| 48 | poorly organized information |
| 49 | I learned nothing I could apply directly to my classroom and a poor chioce of materials |
| 50 | Although I felt the workshop was insightful and very informative, I do not feel the district allowed me the opportunity to utilize any methods/strategies taught to inform and guide my instructional practices in the classroom. I felt there should have been a follow up with the teachers who attended to discuss and help formulate/guide our ELD instructional practices in our classrooms. I feel that if a district invests in professional development it is with the intention that staff will be utilizing the information shared. |
| 51 | Negative approach and with no research to prove her ideas. |
| 52 | Not at all diagnositc nor prescriptive of any of my needs to better serve my students - a one size fits all simplistic solution |
| 53 | Probably because of the way it was presented. |
| 54 | Got absolutely NOTHING from it. |
| 55 | I found the presentation to be poorly planned and very disorganized. |
| 56 | The training was broken into segments presented over too long of a time span. |
| 57 | Also because it is paced by our district, not by how children learn and no mastery is achieved due to the pace. I believe all children can learn but not at the same pace. As I talk to other teachers I find they are working on the same concepts 4 grade levels below! What ever happened to developmentally appropriate or Piaget's ideas? |
| 58 | The title of the training was misleading. I believe the training was an attempt at providing information on effective collaboration. The role playing was silly and not meaningful. |
| 59 | Too much direct instruction, presenter not well educated/informed/prepared, incorrect or incomplete information presented, too narrow of focus, presenter not willing to consider any other viewpoints. |
| 60 | I had to filter out the important information. Most of the time was spent on something I would never use. |
| 61 | The presenter was not prepared, the information was scattered, material weren't available before hand to look over. |

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| 62 | They did not address our REAL needs in the classroom, they were just mini lessons we might or might not have time to try. |
| 63 | Little or no relationship to upper level mathematics. |
| 64 | na |
| 65 | Had NOTHING to do with my subject area. |
| 66 | we did not collaborate on materials. just sat back listened to a lecturer. |
| 67 | Most trainings that occur right before school begins (August) and after the end of the school day (passports) I have found to have little effect on my teaching. The week before school begins my mind is going in so many directions that sitting through trainings often seems a waste. As for the afternoon/evening ones, I have other priorities after the work day is through. I have experienced district that save staff development for non-student days that occur throughout the year. This allows teachers to be focused on the task at hand, without the distraction of other obligations. |
| 68 | It was in the presentation, the materials and other Envision math passports I've heard were better. |
| 69 | The presenters often didn't teach it . . . I'm an educated adult. I can read the TE myself . . . I don't need it read to me. |
| 70 | I was not at the same technology ability level as the others |
| 71 | The presenters didn't have practical information on how to apply the programs in our classrooms. |
| 72 | N/A |
| 73 | I like to receive copies of power point slides because I can write notes while the presenter is speaking, but just to be read to from the slides is insulting--I can do that on my own. |
| 74 | It did not provide any training on the program. It simply went over the materials that came with the program |
| 75 | Philosophy was "ivory tower" with no real foundation nor classroom reality |
| 76 | One-time shot; taught by unqualified people; no follow up throughout the school year; not based on scientific-based research; emphasis on curriculum procedures rather than broader-based content knowledge that works with any curriculum. |
| 77 | I don't have the equipment (still) to apply the things I learned from the class so now I would have to take it again!! |
| 78 | Maybe too many participants. I just figured the system out on my own, because there was not enough teacher to go around. |
| 79 | Again, lack of meaningful follow-up and no buy-in. |
| 80 | These activities tent to be primarily a keynote speaker who provides no detail, no real answers, and simply attempts to inspire and pump up teachers for the beginning of the school year. |
| 81 | Walked out w/ no more knowledge than I walked in with. Laziness is a HUGE issue at our school and we've tried so much that I was hoping someone would bring new insight and ideas, but didn't. |
| 82 | Answered above |
| 83 | not enough information about the program |
| 84 | What we learned was great however, it did not fit into the template. This is where we found out several schools had different time frames for ELD. further what we learned was not practical or applicable in our classroom. It was more theory. |
| 85 | Very little content covered. Presenter talked constantly about herself, her ailments, her family, and did not have answers for many questions. |
| 86 | not applicable to my subject area or grade level |
| 87 | I had already recieved a Proffesional Clear Credential and it was a Waste of Resources |
| 88 | It was a buy back day and the person who trained our group was awful. |
| 89 | No depth, survey of materials basically |
| 90 | na |
| 91 | They simply don't apply to my area. |
| 92 | I felt it was a waste of my time to listen to someone's management issues that are rare and very individualized to the one teacher. |

| | |
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| 93 | It is a huge time commitment that is aimed at a large group of people instead of individual needs and so it ends up being only helpful to a few people at any given time. |
| 94 | It was slow and boring. They could have made it more enjoyable, more multi-media. |
| 95 | The guy gave very specific information about what drugs do to the body. I have no use for that information. |
| 96 | too broad ranging and not useful info |
| 97 | content was good; presentation was frustrating |
| 98 | Computers weren't working well on that day |
| 99 | didn't learn anything |
| 100 | wasn't useful with my grade level |
| 101 | Didn't give me any ideas specific towards working with special needs students...didn't find anything new...I generally find them disappointing. |
| 102 | I used story retell when Kevin was in the classroom to get feedback from the author and he was not able to elaborate about it while teaching. |
| 103 | The time was insufficient for my learning. |
| 104 | Each class is only an hour in length and I have attended 3 times and I STILL am not proficient! I appreciate the idea, but I need a mentor to help me get started. Each time I attend I think I can solo, and each time I try I crash and burn! HELP!!! |
| 105 | We went to a great training, but were not allowed to use what we learned in to the classroom and with all the budget cuts a waist of money. |
| 106 | There is no time to do more |
| 107 | Presenters lack awareness of their audience in some cases. |
| 108 | The instruction was scattered and confusing. I have not been able to use the technology in my classroom. |
| 109 | There was no follow through. You can't have a one day workshop and expect to implement. |
| 110 | For the technology Passports, there seemed to be no focus. People were at different levels and thus the instructor became bogged down explaining basics to beginners. Perhaps a focus with a specific objective. |
| 111 | n/a |
| 112 | It was too short and too much information for it to be worthwhile. The crowd was very large and we just "walked" through the pages instead of taking an in-depth look for deeper meaning. |
| 113 | I learned this several times before. |
| 114 | They teach you everything you already know from the credential program |
| 115 | the presenter did not know enough about the program |
| 116 | It was not geared toward kindergarten teachers. The presenter focused on higher grade levels. It was not helpful. |
| 117 | N/A |
| 118 | see above |
| 119 | they activities were applicable to classroom teachers, not counselors |
| 120 | It was difficult to integrate that with Holt ELA. |
| 121 | There was no follow through. |
| 122 | I felt it was a waste of time. I was mostly wanting to get into my classroom to prepare. Other than it being a motivational speech, there was nothing I could take back to the classroom. |
| 123 | Difficult to predict which session would be beneficial |
| 124 | Hard to maintain focus when getting ready for the first days of school are paramount in one's mind. |
| 125 | At the grade level I work with all those skills are what we do anyway. |
| 126 | Too little time and vague presentation was provided. |
| 127 | non specific |
| 128 | very dry, boring, lecture format with little/no relevance to actual classroom practice |
| 129 | The buy back days are about quantity not quality and the subject matter is too broad or irrelevant. (Not everyone needs to learn about Kevin Clark) Teachers are concerned with getting their classrooms ready for the beginning of the year and that's all. The AB466 training was too much sitting for too long. The trainer couldn't answer the majority of the questions. |
| 130 | because it was extremely redundant to BTSA & Credential program. |

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| 131 | designed for teachers with young students |
| 132 | the ELD template for years that the district implemented for K-5, changed yearly and was vague, hard to follow, frustrating, and labor intensive since it had no state adopted curriculum to accompany the theory |
| 133 | The development was not at an appropriate time. |
| 134 | see above |
| 135 | Usually because the presenter has never taught the program. Or the program in itself is weak. |
| 136 | I teach remedial math and he was speaking about students I never see. I am just working on helping students meet graduation requirements. |
| 137 | They make you feel good for the moment but applications often not realistic under diverse conditions/situations. Often just common sense things. |
| 138 | The overview of materials and how to implement these in classroom were not clear. I had to spend much time learning on my own. |
| 139 | boring, nonengaging, nonrelevant, repetative |
| 140 | Not able to do it as we see fit. We know what the students need. |
| 141 | It was repetitive, non-interactive, and irrelevant to most of the audience. For beginning teachers it would have been good information; for veterans it was a waste of time. |
| 142 | It is not appropriate to use the same stratagies for all grade levels, no matter who says it does. |
| 143 | It didn't take place in the classroom. Watching a video might be close, but being in the room was much more powerful. |
| 144 | I use Love and Logic. |

YCUSD Teacher Professional Development Survey

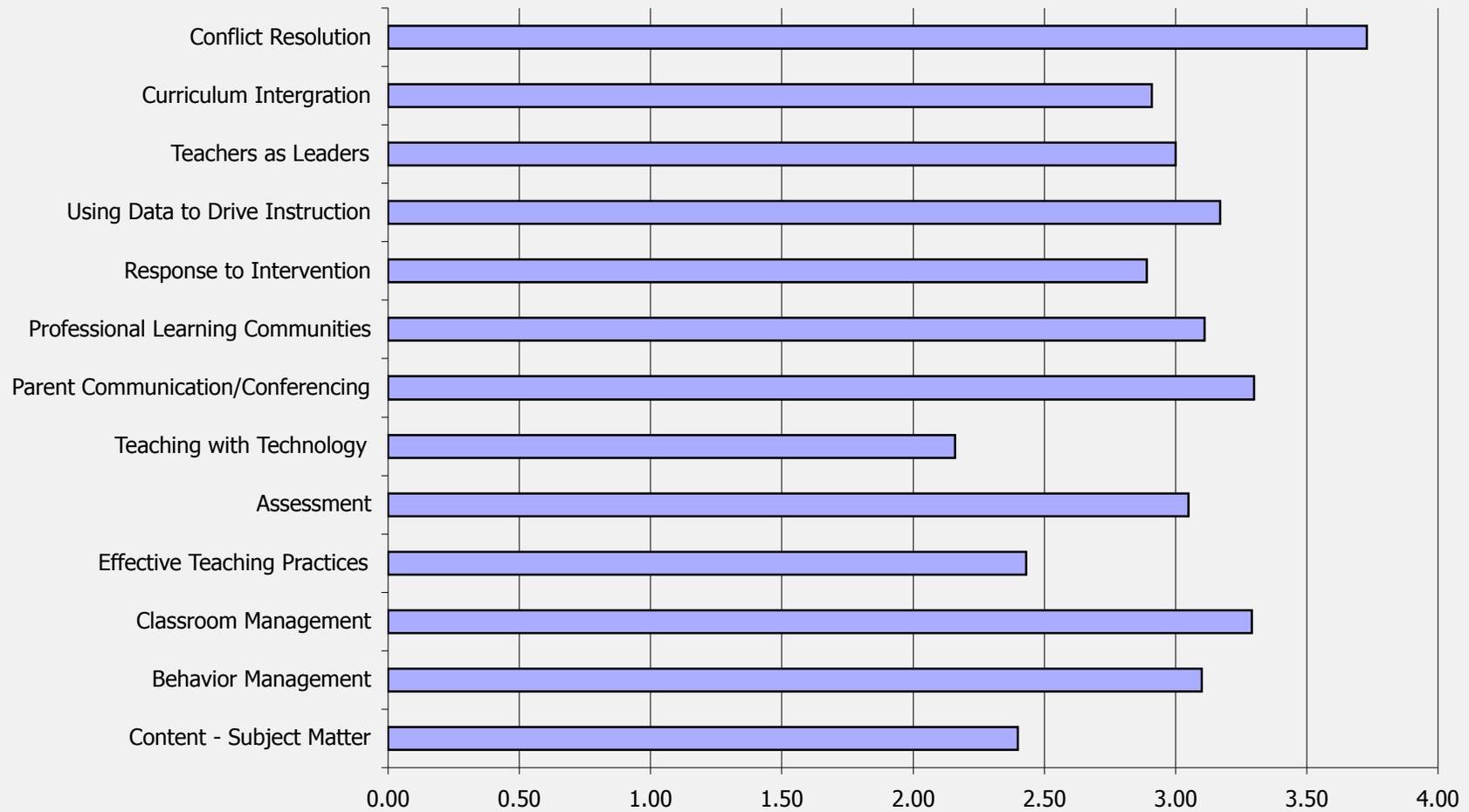
12. Please rank the following topics identifying those that will most benefit you in your current teaching assignment (with 5 being the most needed):

| | 5 | 4 | 3 | 2 | 1 | N/A | Rating Average | Response Count |
|---------------------------------|----------|----------|----------|----------|----------|------------|-----------------------|-----------------------|
| Content - Subject Matter | 84 | 45 | 59 | 20 | 26 | 3 | 2.40 | 237 |
| Behavior Management | 39 | 40 | 58 | 40 | 50 | 6 | 3.10 | 233 |
| Classroom Management | 31 | 30 | 62 | 38 | 59 | 9 | 3.29 | 229 |
| Effective Teaching Practices | 66 | 64 | 65 | 26 | 17 | 1 | 2.43 | 239 |
| Assessment | 27 | 52 | 65 | 37 | 40 | 4 | 3.05 | 225 |
| Teaching with Technology | 101 | 51 | 41 | 22 | 18 | 1 | 2.16 | 234 |
| Communication/Conferencing | 20 | 35 | 73 | 51 | 46 | 2 | 3.30 | 227 |
| Communities | 35 | 38 | 55 | 51 | 41 | 1 | 3.11 | 221 |
| Response to Intervention | 38 | 42 | 81 | 39 | 27 | 3 | 2.89 | 230 |
| Using Data to Drive Instruction | 31 | 40 | 66 | 41 | 50 | 3 | 3.17 | 231 |
| Teachers as Leaders | 37 | 42 | 62 | 38 | 39 | 8 | 3.00 | 226 |
| Curriculum Intergration | 47 | 39 | 59 | 40 | 37 | 3 | 2.91 | 225 |
| Conflict Resolution | 5 | 23 | 63 | 56 | 66 | 11 | 3.73 | 224 |

answered question 253

skipped question 42

Please rank the following topics identifying those that will most benefit you in your current teaching assignment (with 5 being the most needed):



YCUSD Teacher Professional Development Survey

13. Thank you for completing this survey. Your feedback will be used in the development of Passports and other district-wide or site-based professional development offerings. Please use the box below for any additional comments or questions:

| Response Count | |
|---------------------------------|---|
| | 24 |
| <i>answered question</i> | <i>24</i> |
| <i>skipped question</i> | <i>271</i> |
| Response Text | |
| 1 | It seems to me MOST math related Passports are for the K-5 crowd. I would LOVE to participate in more Pre-Alg/Alg Readiness/Algebra Passport classes. Tech integration w/in these courses. |
| 2 | I would like some of our under performing schools to look at some of the strategies that other schools are using. We cant keep doing the same thing each year and expect different results. :) |
| 3 | Again, I have particiated in such activities for years. |
| 4 | Programs that are collaborative and provide time and resourses for teachers to work together for program improvement in their curricular areas. |
| 5 | Sometimes the same teacher presenters get to be extremely boring, some even enjoy hearing themslves talk! and talk! and talk! |
| 6 | I strongly feel that if we are going to assess our students at the level we do in this district that the information obtained should be utilized by teachers to drive instruction (not just a data collection tool). I also want to share that this years Math and Template workshops were very meaningful and helpful. Strategies were provided that could be immediately taken back to the classroom and implemented. |
| 7 | We need less data analysis and more time to plan to address the students needs we identify in our assessments |
| 8 | I have had quite a bit of training in classroom management, differentiation, reading data, interventions, etc. We need trainings that go along with the changing climate of education specific to CA and the Federal Govt. We need TIME to collaborate with each other, not after school when we are tired and busy, but during the school year. We need TIME in our classrooms to clean, prepare, grade, reflect and plan with our fellow teachers. |
| 9 | I miss the "good old days" when we were able to choose from an assortment of seminar offerings. I fondly remember meeting Gary Soto, and Trey's "Shame Based" presentation. Those were enriching days! I hope those will again be possible offerings once the economy rebounds. All in all, I'm delighted that MY district is interested in professional development. Good teachers must be life long learners. |
| 10 | Why doesn't our district offer teachers five days of SCOE-based training at the specific grade level for math? Marysville teachers got this. Why didn't we? |
| 11 | I would be interested in professional development in many areas. However, each year my job takes up more and more of my personal time--I am unwilling to do MORE of anything right now--By the way I just spent 2 hours bubbling tests and now I've completed this survey on a Saturday morning!! |
| 12 | I believe that many schools would benefit from sessions on raising students' interest in their education and their futures. Kids need to develop more self motivation and awareness of life's realities. Just my opinion from my own experiences. |
| 13 | Thank you for efforts made to meet our needs. |
| 14 | There is a need for better writing strategies. Maybe 6th grade teachers from high performing schools to come and share their strategies? |
| 15 | My grade level is actually 4-8th. |
| 16 | We should not implement any new curriculum without proper teacher training. We need the training before we begin a new curriculum (not a two hour quicky). Passports are nice but cannot provide indepth training. Passports only provide snapshots of different parts. Plus, when a teacher has not participated in any training, they don't know what they need. Often times, teachers look at the passport offered and don't realize it is something that they might find helpful. |
| 17 | What are professional learning communities and curriculum intergration? |

| | |
|-----------|---|
| 18 | I remember the "good old days" when we had seminar style professional development days. I met Gary Soto then, and loved to be able to choose areas that I chose to meet specific needs I had. Those were great experiences! Coworkers and I went to different ones and then shared inf.! What a great model. I also enjoyed the training on Marzano. A particular area that is long overdue, is grading special ed. students in general ed. classes in accordance with the law. Too often, students receive failing grades when accommodations have not been followed or changed as necessary. IEPs are not being followed and some gen. ed. teachers are failing to advise spec. ed. case carriers of students' difficulties in their classes. |
| 19 | There is no time for passports. I am currently bubbling three different assessments |
| 20 | The Passports have greatly improved over the last year. Unfortunately, teacher work load has also greatly increased. Attending Passports after a long day of planning, teaching and reflecting is often not possible. |
| 21 | I did miss some of the trainings at the beginning of the year due to the lack of connections made with teachers from other sites. I think if we are going to cut them again for next year we should have a motivational speaker when we come back from winter break to reenergize us. I like when we have a speaker that is motivating like the man we had a few years ago that was from Woodleaf. He kept me positive and with all the cuts that are happening we still need to stick together and the job we are doing is the best we can and to remind us we are in it for the kids. |
| 22 | Marcy Cook is a wonderful presenter and her material is so relevant to every K-5 classroom. Her materials are cheap and easy to use. They are a great resource and a wonderful supplement. |
| 23 | I have appreciated the guidance and support of the literacy coach at my site in helping me provide more effective instruction. |
| 24 | Thank you and have a great day! |

YCUSD Teacher Professional Development Survey

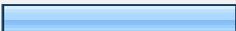
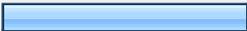
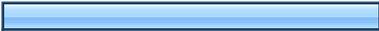
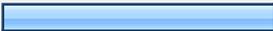
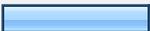
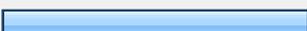
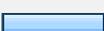
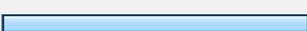
| 1. Please select your school site from the drop down menu: | | | Response Percent | Response Count |
|--|--------------------------|--|---------------------------------|----------------|
| AKS | <input type="checkbox"/> | | 13.5% | 10 |
| APHS | | | 0.0% | 0 |
| April Lane | <input type="checkbox"/> | | 5.4% | 4 |
| Barry | <input type="checkbox"/> | | 5.4% | 4 |
| Bridge Street | <input type="checkbox"/> | | 9.5% | 7 |
| Butte Vista | <input type="checkbox"/> | | 10.8% | 8 |
| Central Gaither | <input type="checkbox"/> | | 1.4% | 1 |
| Gray Avenue | | | 0.0% | 0 |
| King Avenue | <input type="checkbox"/> | | 6.8% | 5 |
| Lincoln | <input type="checkbox"/> | | 9.5% | 7 |
| Lincrest | <input type="checkbox"/> | | 9.5% | 7 |
| Park Avenue | <input type="checkbox"/> | | 13.5% | 10 |
| RVHS | | | 0.0% | 0 |
| Riverbend | <input type="checkbox"/> | | 5.4% | 4 |
| Tierra Buena | <input type="checkbox"/> | | 9.5% | 7 |
| YCHS | | | 0.0% | 0 |
| Yuba City Alternative School | | | 0.0% | 0 |
| | | | <i>answered question</i> | 74 |
| | | | <i>skipped question</i> | 0 |

2. Please select your grade level from the drop down menu:

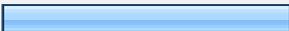
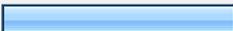
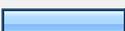
| | | Response Percent | Response Count |
|----|--------------------------|------------------|----------------|
| K | <input type="text"/> | 31.1% | 23 |
| 1 | <input type="text"/> | 39.2% | 29 |
| 2 | <input type="text"/> | 29.7% | 22 |
| 3 | | 0.0% | 0 |
| 4 | | 0.0% | 0 |
| 5 | | 0.0% | 0 |
| 6 | | 0.0% | 0 |
| 7 | | 0.0% | 0 |
| 8 | | 0.0% | 0 |
| 9 | | 0.0% | 0 |
| 10 | | 0.0% | 0 |
| 11 | | 0.0% | 0 |
| 12 | | 0.0% | 0 |
| | answered question | | 74 |
| | skipped question | | 0 |

3. Please select your years of experience from the drop down menu:

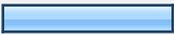
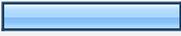
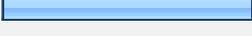
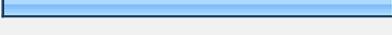
| | | Response Percent | Response Count |
|--------------------|--|--------------------------|----------------|
| Less than 1 year | | 1.4% | 1 |
| 1-5 years | | 12.2% | 9 |
| 6-10 years | | 17.6% | 13 |
| 11-15 years | | 25.7% | 19 |
| 15-20 years | | 20.3% | 15 |
| Over 20 years | | 23.0% | 17 |
| | | <i>answered question</i> | 74 |
| | | <i>skipped question</i> | 0 |

| 4. I would benefit from additional professional development opportunities that address (select all that apply): | | | |
|---|---|------------------|----------------|
| | | Response Percent | Response Count |
| Meeting the instructional needs of students who are gifted and talented |  | 36.1% | 26 |
| Teaching and addressing the needs of students with special needs and/or disabilities |  | 37.5% | 27 |
| Identifying early and appropriate interventions to help students with different learning styles |  | 58.3% | 42 |
| Addressing the needs of limited English Proficient student |  | 41.7% | 30 |
| Understanding and using data and assessments to improve classroom practice and student learning |  | 22.2% | 16 |
| Effective methods for improving student behavior in the classroom |  | 37.5% | 27 |
| Strategies for involving families in their child's education |  | 47.2% | 34 |
| Effective action research and its application to classroom instruction |  | 15.3% | 11 |
| Effective use of technological resources to improve teaching practice and student learning |  | 47.2% | 34 |
| | Other (please list in comment box): | | 8 |
| | answered question | | 72 |
| | skipped question | | 2 |

5. I would benefit from additional staff development opportunities addressing effective instructional strategies and teaching methods in the following areas (select all that apply):

| | | Response Percent | Response Count |
|--------------------------------------|---|---------------------------------|-----------------------|
| Mathematics |  | 44.3% | 31 |
| Reading (Phonemic Awareness/Phonics) |  | 35.7% | 25 |
| Reading Comprehension |  | 50.0% | 35 |
| Writing |  | 67.1% | 47 |
| Science |  | 18.6% | 13 |
| History/Social Studies |  | 10.0% | 7 |
| Technology |  | 34.3% | 24 |
| Other (please list in comment box): | | | 4 |
| | | <i>answered question</i> | 70 |
| | | <i>skipped question</i> | 4 |

6. Of the following areas of professional development, which issue(s) is/are your top personal priority(ies) for improvement over the next year? (select all that apply)

| | | Response Percent | Response Count |
|---|---|--------------------------|----------------|
| Special Education - Students with Disabilities |  | 12.3% | 9 |
| Gifted and Talented Students |  | 9.6% | 7 |
| Limited English Proficiency |  | 26.0% | 19 |
| Closing the Achievement Gap |  | 26.0% | 19 |
| Subject-Matter Development (Reading/Language Arts) |  | 26.0% | 19 |
| Subject-Matter Development (Mathematics) |  | 27.4% | 20 |
| Subject-Matter Development (History/Social Science) |  | 6.8% | 5 |
| Subject-Matter Development (Science) |  | 8.2% | 6 |
| Classroom Management Techniques |  | 9.6% | 7 |
| Challenging High Achieving Students |  | 38.4% | 28 |
| Engaging Underperforming Students |  | 60.3% | 44 |
| | | <i>answered question</i> | 73 |
| | | <i>skipped question</i> | 1 |

7. I am interested in pursuing a supplemental or subject-matter authorization in:

| | | Response Count |
|--|--|--------------------------|
| | | 11 |
| | | <i>answered question</i> |
| | | 11 |
| | | <i>skipped question</i> |
| | | 63 |

8. The MOST effective professional development course/activity that I participated in was (be specific and list name of course/activity):

| | | Response Count |
|--|--------------------------|----------------|
| | | 51 |
| | <i>answered question</i> | 51 |
| | <i>skipped question</i> | 23 |

9. Why was the course/activity you identified the most effective professional development in which you participated? (please be specific)

| | | Response Count |
|--|--------------------------|----------------|
| | | 48 |
| | <i>answered question</i> | 48 |
| | <i>skipped question</i> | 26 |

10. The LEAST effective professional development course/activity that you participated in was (be specific and list the name of the course/activity):

| | | Response Count |
|--|--------------------------|----------------|
| | | 36 |
| | <i>answered question</i> | 36 |
| | <i>skipped question</i> | 38 |

11. Why was the course/activity you identified the least effective professional development in which you participated? (please be specific)

| | | Response Count |
|--|--------------------------|----------------|
| | | 32 |
| | <i>answered question</i> | 32 |
| | <i>skipped question</i> | 42 |

12. Please rank the following topics identifying those that will most benefit you in your current teaching assignment (with 5 being the most needed):

| | 5 | 4 | 3 | 2 | 1 | N/A | Rating Average | Response Count |
|-----------------------------------|--------------------------|----------------------|----------------------|----------------------|----------------------|-------------|----------------|----------------|
| Content - Subject Matter | 32.3% (20) | 24.2% (15) | 19.4% (12) | 11.3% (7) | 11.3% (7) | 1.6% (1) | 2.44 | 62 |
| Behavior Management | 11.7% (7) | 16.7% (10) | 35.0% (21) | 10.0% (6) | 25.0% (15) | 1.7% (1) | 3.20 | 60 |
| Classroom Management | 11.7% (7) | 15.0% (9) | 26.7% (16) | 13.3% (8) | 31.7% (19) | 1.7% (1) | 3.39 | 60 |
| Effective Teaching Practices | 27.4% (17) | 32.3% (20) | 21.0% (13) | 9.7% (6) | 9.7% (6) | 0.0% (0) | 2.42 | 62 |
| Assessment | 10.0% (6) | 21.7% (13) | 31.7% (19) | 18.3% (11) | 16.7% (10) | 1.7% (1) | 3.10 | 60 |
| Teaching with Technology | 40.3% (25) | 21.0% (13) | 21.0% (13) | 8.1% (5) | 9.7% (6) | 0.0% (0) | 2.26 | 62 |
| Parent Communication/Conferencing | 8.3% (5) | 18.3% (11) | 33.3% (20) | 20.0% (12) | 18.3% (11) | 1.7% (1) | 3.22 | 60 |
| Professional Learning Communities | 7.3% (4) | 14.5% (8) | 29.1% (16) | 32.7% (18) | 16.4% (9) | 0.0% (0) | 3.36 | 55 |
| Response to Intervention | 11.7% (7) | 21.7% (13) | 45.0% (27) | 15.0% (9) | 6.7% (4) | 0.0% (0) | 2.83 | 60 |
| Using Data to Drive Instruction | 16.4% (10) | 14.8% (9) | 27.9% (17) | 19.7% (12) | 21.3% (13) | 0.0% (0) | 3.15 | 61 |
| Teachers as Leaders | 13.3% (8) | 21.7% (13) | 26.7% (16) | 16.7% (10) | 20.0% (12) | 1.7% (1) | 3.08 | 60 |
| Curriculum Intergration | 23.0% (14) | 21.3% (13) | 23.0% (14) | 16.4% (10) | 14.8% (9) | 1.6% (1) | 2.78 | 61 |
| Conflict Resolution | 0.0% (0) | 8.5% (5) | 25.4% (15) | 28.8% (17) | 32.2% (19) | 5.1% (3) | 3.89 | 59 |
| | answered question | | | | | | | 68 |
| | skipped question | | | | | | | 6 |

13. Thank you for completing this survey. Your feedback will be used in the development of Passports and other district-wide or site-based professional development offerings. Please use the box below for any additional comments or questions:

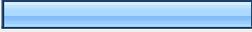
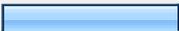
| | | Response Count |
|--|--------------------------|----------------|
| | | 9 |
| | <i>answered question</i> | 9 |
| | <i>skipped question</i> | 65 |

YCUSD Teacher Professional Development Survey

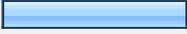
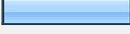
1. Please select your school site from the drop down menu:

| | | Response Percent | Response Count |
|------------------------------|--------------------------|---------------------------------|----------------|
| AKS | <input type="checkbox"/> | 11.7% | 7 |
| APHS | | 0.0% | 0 |
| April Lane | <input type="checkbox"/> | 6.7% | 4 |
| Barry | <input type="checkbox"/> | 10.0% | 6 |
| Bridge Street | <input type="checkbox"/> | 8.3% | 5 |
| Butte Vista | <input type="checkbox"/> | 5.0% | 3 |
| Central Gaither | <input type="checkbox"/> | 1.7% | 1 |
| Gray Avenue | | 0.0% | 0 |
| King Avenue | <input type="checkbox"/> | 10.0% | 6 |
| Lincoln | <input type="checkbox"/> | 11.7% | 7 |
| Lincrest | <input type="checkbox"/> | 10.0% | 6 |
| Park Avenue | <input type="checkbox"/> | 8.3% | 5 |
| RVHS | | 0.0% | 0 |
| Riverbend | <input type="checkbox"/> | 6.7% | 4 |
| Tierra Buena | <input type="checkbox"/> | 10.0% | 6 |
| YCHS | | 0.0% | 0 |
| Yuba City Alternative School | | 0.0% | 0 |
| | | <i>answered question</i> | 60 |
| | | <i>skipped question</i> | 0 |

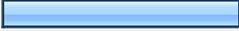
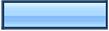
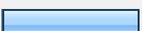
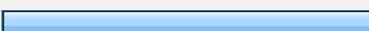
2. Please select your grade level from the drop down menu:

| | | Response Percent | Response Count |
|----|---|------------------|----------------|
| K | | 0.0% | 0 |
| 1 | | 0.0% | 0 |
| 2 | | 0.0% | 0 |
| 3 |  | 38.3% | 23 |
| 4 |  | 35.0% | 21 |
| 5 |  | 26.7% | 16 |
| 6 | | 0.0% | 0 |
| 7 | | 0.0% | 0 |
| 8 | | 0.0% | 0 |
| 9 | | 0.0% | 0 |
| 10 | | 0.0% | 0 |
| 11 | | 0.0% | 0 |
| 12 | | 0.0% | 0 |
| | answered question | | 60 |
| | skipped question | | 0 |

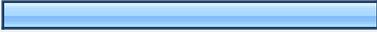
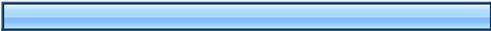
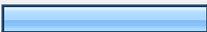
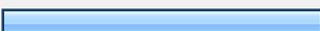
3. Please select your years of experience from the drop down menu:

| | | Response Percent | Response Count |
|--------------------|---|--------------------------|----------------|
| Less than 1 year | | 0.0% | 0 |
| 1-5 years |  | 12.3% | 7 |
| 6-10 years |  | 24.6% | 14 |
| 11-15 years |  | 28.1% | 16 |
| 15-20 years |  | 15.8% | 9 |
| Over 20 years |  | 19.3% | 11 |
| | | <i>answered question</i> | 57 |
| | | <i>skipped question</i> | 3 |

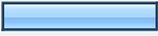
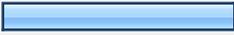
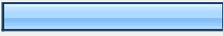
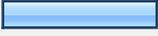
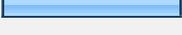
4. I would benefit from additional professional development opportunities that address (select all that apply):

| | | Response Percent | Response Count |
|---|---|---------------------------------|-----------------------|
| Meeting the instructional needs of students who are gifted and talented |  | 41.4% | 24 |
| Teaching and addressing the needs of students with special needs and/or disabilities |  | 25.9% | 15 |
| Identifying early and appropriate interventions to help students with different learning styles |  | 46.6% | 27 |
| Addressing the needs of limited English Proficient student |  | 36.2% | 21 |
| Understanding and using data and assessments to improve classroom practice and student learning |  | 15.5% | 9 |
| Effective methods for improving student behavior in the classroom |  | 37.9% | 22 |
| Strategies for involving families in their child's education |  | 43.1% | 25 |
| Effective action research and its application to classroom instruction |  | 20.7% | 12 |
| Effective use of technological resources to improve teaching practice and student learning |  | 56.9% | 33 |
| Other (please list in comment box): | | | 3 |
| | | <i>answered question</i> | 58 |
| | | <i>skipped question</i> | 2 |

5. I would benefit from additional staff development opportunities addressing effective instructional strategies and teaching methods in the following areas (select all that apply):

| | | Response Percent | Response Count |
|--------------------------------------|--|---------------------------------|-----------------------|
| Mathematics |  | 31.6% | 18 |
| Reading (Phonemic Awareness/Phonics) |  | 10.5% | 6 |
| Reading Comprehension |  | 57.9% | 33 |
| Writing |  | 75.4% | 43 |
| Science |  | 31.6% | 18 |
| History/Social Studies |  | 28.1% | 16 |
| Technology |  | 49.1% | 28 |
| Other (please list in comment box): | | | 1 |
| | | <i>answered question</i> | 57 |
| | | <i>skipped question</i> | 3 |

6. Of the following areas of professional development, which issue(s) is/are your top personal priority(ies) for improvement over the next year? (select all that apply)

| | | Response Percent | Response Count |
|---|--|--------------------------|----------------|
| Special Education - Students with Disabilities |  | 5.1% | 3 |
| Gifted and Talented Students |  | 23.7% | 14 |
| Limited English Proficiency |  | 22.0% | 13 |
| Closing the Achievement Gap |  | 35.6% | 21 |
| Subject-Matter Development (Reading/Language Arts) |  | 33.9% | 20 |
| Subject-Matter Development (Mathematics) |  | 23.7% | 14 |
| Subject-Matter Development (History/Social Science) |  | 10.2% | 6 |
| Subject-Matter Development (Science) |  | 11.9% | 7 |
| Classroom Management Techniques |  | 13.6% | 8 |
| Challenging High Achieving Students |  | 27.1% | 16 |
| Engaging Underperforming Students |  | 71.2% | 42 |
| | | <i>answered question</i> | 59 |
| | | <i>skipped question</i> | 1 |

7. I am interested in pursuing a supplemental or subject-matter authorization in:

| | | Response Count |
|--|--|--------------------------|
| | | 12 |
| | | <i>answered question</i> |
| | | 12 |
| | | <i>skipped question</i> |
| | | 48 |

| 8. The MOST effective professional development course/activity that I participated in was (be specific and list name of course/activity): | | Response Count |
|---|--------------------------|----------------|
| | | 37 |
| | <i>answered question</i> | 37 |
| | <i>skipped question</i> | 23 |

| 9. Why was the course/activity you identified the most effective professional development in which you participated? (please be specific) | | Response Count |
|---|--------------------------|----------------|
| | | 35 |
| | <i>answered question</i> | 35 |
| | <i>skipped question</i> | 25 |

| 10. The LEAST effective professional development course/activity that you participated in was (be specific and list the name of the course/activity): | | Response Count |
|---|--------------------------|----------------|
| | | 32 |
| | <i>answered question</i> | 32 |
| | <i>skipped question</i> | 28 |

11. Why was the course/activity you identified the least effective professional development in which you participated? (please be specific)

| | | Response Count |
|--|--------------------------|----------------|
| | | 28 |
| | <i>answered question</i> | 28 |
| | <i>skipped question</i> | 32 |

12. Please rank the following topics identifying those that will most benefit you in your current teaching assignment (with 5 being the most needed):

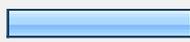
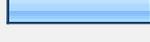
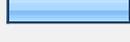
| | 5 | 4 | 3 | 2 | 1 | N/A | Rating Average | Response Count |
|-----------------------------------|-----------------------------|---------------|-----------------------------|---------------|-----------------------------|--------------|----------------|----------------|
| Content - Subject Matter | 26.5% (13) | 14.3% (7) | 32.7% (16) | 14.3% (7) | 10.2% (5) | 2.0% (1) | 2.67 | 49 |
| Behavior Management | 12.0% (6) | 14.0% (7) | 20.0% (10) | 18.0% (9) | 32.0% (16) | 4.0% (2) | 3.46 | 50 |
| Classroom Management | 8.2% (4) | 14.3% (7) | 22.4% (11) | 18.4% (9) | 28.6% (14) | 8.2% (4) | 3.49 | 49 |
| Effective Teaching Practices | 26.0% (13) | 22.0% (11) | 32.0% (16) | 10.0% (5) | 8.0% (4) | 2.0% (1) | 2.51 | 50 |
| Assessment | 14.6% (7) | 12.5% (6) | 27.1% (13) | 16.7% (8) | 22.9% (11) | 6.3% (3) | 3.22 | 48 |
| Teaching with Technology | 49.0% (24) | 24.5% (12) | 16.3% (8) | 4.1% (2) | 4.1% (2) | 2.0% (1) | 1.88 | 49 |
| Parent Communication/Conferencing | 4.1% (2) | 6.1% (3) | 42.9% (21) | 22.4% (11) | 20.4% (10) | 4.1% (2) | 3.51 | 49 |
| Professional Learning Communities | 16.3% (8) | 20.4% (10) | 22.4% (11) | 16.3% (8) | 20.4% (10) | 4.1% (2) | 3.04 | 49 |
| Response to Intervention | 26.0% (13) | 22.0% (11) | 26.0% (13) | 10.0% (5) | 10.0% (5) | 6.0% (3) | 2.53 | 50 |
| Using Data to Drive Instruction | 12.2% (6) | 14.3% (7) | 24.5% (12) | 18.4% (9) | 24.5% (12) | 6.1% (3) | 3.30 | 49 |
| Teachers as Leaders | 18.4% (9) | 18.4% (9) | 20.4% (10) | 18.4% (9) | 16.3% (8) | 8.2% (4) | 2.96 | 49 |
| Curriculum Intergration | 18.4% (9) | 20.4% (10) | 22.4% (11) | 16.3% (8) | 18.4% (9) | 4.1% (2) | 2.96 | 49 |
| Conflict Resolution | 2.0% (1) | 10.2% (5) | 26.5% (13) | 22.4% (11) | 28.6% (14) | 10.2% (5) | 3.73 | 49 |
| | answered question | | | | | | | 50 |
| | skipped question | | | | | | | 10 |

13. Thank you for completing this survey. Your feedback will be used in the development of Passports and other district-wide or site-based professional development offerings. Please use the box below for any additional comments or questions:

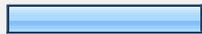
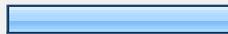
| | | Response Count |
|--|--------------------------|----------------|
| | | 7 |
| | <i>answered question</i> | 7 |
| | <i>skipped question</i> | 53 |

YCUSD Teacher Professional Development Survey

1. Please select your school site from the drop down menu:

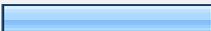
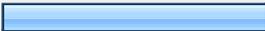
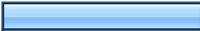
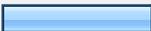
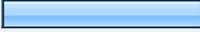
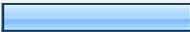
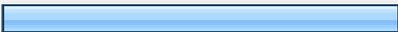
| | | Response Percent | Response Count |
|------------------------------|---|---------------------------------|----------------|
| AKS |  | 28.1% | 18 |
| APHS | | 0.0% | 0 |
| April Lane | | 0.0% | 0 |
| Barry |  | 7.8% | 5 |
| Bridge Street | | 0.0% | 0 |
| Butte Vista |  | 9.4% | 6 |
| Central Gaither |  | 1.6% | 1 |
| Gray Avenue |  | 21.9% | 14 |
| King Avenue | | 0.0% | 0 |
| Lincoln | | 0.0% | 0 |
| Lincest | | 0.0% | 0 |
| Park Avenue | | 0.0% | 0 |
| RVHS | | 0.0% | 0 |
| Riverbend |  | 18.8% | 12 |
| Tierra Buena |  | 10.9% | 7 |
| YCHS | | 0.0% | 0 |
| Yuba City Alternative School |  | 1.6% | 1 |
| | | <i>answered question</i> | 64 |
| | | <i>skipped question</i> | 0 |

2. Please select your grade level from the drop down menu:

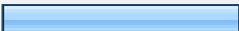
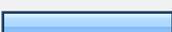
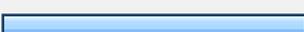
| | | Response Percent | Response Count |
|----|---|---------------------------------|----------------|
| K | | 0.0% | 0 |
| 1 | | 0.0% | 0 |
| 2 | | 0.0% | 0 |
| 3 | | 0.0% | 0 |
| 4 | | 0.0% | 0 |
| 5 | | 0.0% | 0 |
| 6 |  | 29.7% | 19 |
| 7 |  | 35.9% | 23 |
| 8 |  | 34.4% | 22 |
| 9 | | 0.0% | 0 |
| 10 | | 0.0% | 0 |
| 11 | | 0.0% | 0 |
| 12 | | 0.0% | 0 |
| | | <i>answered question</i> | 64 |
| | | <i>skipped question</i> | 0 |

3. Please select your years of experience from the drop down menu:

| | | Response Percent | Response Count |
|------------------|--|---------------------------------|----------------|
| Less than 1 year | | 1.6% | 1 |
| 1-5 years | | 23.8% | 15 |
| 6-10 years | | 19.0% | 12 |
| 11-15 years | | 19.0% | 12 |
| 15-20 years | | 17.5% | 11 |
| Over 20 years | | 19.0% | 12 |
| | | <i>answered question</i> | 63 |
| | | <i>skipped question</i> | 1 |

| 4. I would benefit from additional professional development opportunities that address (select all that apply): | | | |
|---|---|------------------|----------------|
| | | Response Percent | Response Count |
| Meeting the instructional needs of students who are gifted and talented |  | 32.3% | 20 |
| Teaching and addressing the needs of students with special needs and/or disabilities |  | 40.3% | 25 |
| Identifying early and appropriate interventions to help students with different learning styles |  | 30.6% | 19 |
| Addressing the needs of limited English Proficient student |  | 30.6% | 19 |
| Understanding and using data and assessments to improve classroom practice and student learning |  | 22.6% | 14 |
| Effective methods for improving student behavior in the classroom |  | 40.3% | 25 |
| Strategies for involving families in their child's education |  | 30.6% | 19 |
| Effective action research and its application to classroom instruction |  | 29.0% | 18 |
| Effective use of technological resources to improve teaching practice and student learning |  | 61.3% | 38 |
| | Other (please list in comment box): | | 3 |
| | answered question | | 62 |
| | skipped question | | 2 |

5. I would benefit from additional staff development opportunities addressing effective instructional strategies and teaching methods in the following areas (select all that apply):

| | | Response Percent | Response Count |
|--------------------------------------|---|---------------------------------|-----------------------|
| Mathematics |  | 36.2% | 21 |
| Reading (Phonemic Awareness/Phonics) |  | 6.9% | 4 |
| Reading Comprehension |  | 34.5% | 20 |
| Writing |  | 46.6% | 27 |
| Science |  | 13.8% | 8 |
| History/Social Studies |  | 25.9% | 15 |
| Technology |  | 46.6% | 27 |
| Other (please list in comment box): | | | 4 |
| | | <i>answered question</i> | 58 |
| | | <i>skipped question</i> | 6 |

| 6. Of the following areas of professional development, which issue(s) is/are your top personal priority(ies) for improvement over the next year? (select all that apply) | | | |
|--|--|--------------------------|----------------|
| | | Response Percent | Response Count |
| Special Education - Students with Disabilities | | 19.7% | 12 |
| Gifted and Talented Students | | 16.4% | 10 |
| Limited English Proficiency | | 11.5% | 7 |
| Closing the Achievement Gap | | 32.8% | 20 |
| Subject-Matter Development (Reading/Language Arts) | | 29.5% | 18 |
| Subject-Matter Development (Mathematics) | | 23.0% | 14 |
| Subject-Matter Development (History/Social Science) | | 11.5% | 7 |
| Subject-Matter Development (Science) | | 16.4% | 10 |
| Classroom Management Techniques | | 14.8% | 9 |
| Challenging High Achieving Students | | 24.6% | 15 |
| Engaging Underperforming Students | | 67.2% | 41 |
| | | <i>answered question</i> | 61 |
| | | <i>skipped question</i> | 3 |

| 7. I am interested in pursuing a supplemental or subject-matter authorization in: | | |
|---|--|--------------------------|
| | | Response Count |
| | | 17 |
| | | <i>answered question</i> |
| | | 17 |
| | | <i>skipped question</i> |
| | | 47 |

| 8. The MOST effective professional development course/activity that I participated in was (be specific and list name of course/activity): | | Response Count |
|---|--------------------------|----------------|
| | | 35 |
| | <i>answered question</i> | 35 |
| | <i>skipped question</i> | 29 |

| 9. Why was the course/activity you identified the most effective professional development in which you participated? (please be specific) | | Response Count |
|---|--------------------------|----------------|
| | | 35 |
| | <i>answered question</i> | 35 |
| | <i>skipped question</i> | 29 |

| 10. The LEAST effective professional development course/activity that you participated in was (be specific and list the name of the course/activity): | | Response Count |
|---|--------------------------|----------------|
| | | 30 |
| | <i>answered question</i> | 30 |
| | <i>skipped question</i> | 34 |

11. Why was the course/activity you identified the least effective professional development in which you participated? (please be specific)

| | | Response Count |
|--|--------------------------|----------------|
| | | 29 |
| | <i>answered question</i> | 29 |
| | <i>skipped question</i> | 35 |

12. Please rank the following topics identifying those that will most benefit you in your current teaching assignment (with 5 being the most needed):

| | 5 | 4 | 3 | 2 | 1 | N/A | Rating Average | Response Count |
|-----------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------|----------------|----------------|
| Content - Subject Matter | 26.1% (12) | 19.6% (9) | 32.6% (15) | 4.3% (2) | 15.2% (7) | 2.2% (1) | 2.62 | 46 |
| Behavior Management | 27.7% (13) | 12.8% (6) | 23.4% (11) | 14.9% (7) | 19.1% (9) | 2.1% (1) | 2.85 | 47 |
| Classroom Management | 23.9% (11) | 4.3% (2) | 26.1% (12) | 17.4% (8) | 26.1% (12) | 2.2% (1) | 3.18 | 46 |
| Effective Teaching Practices | 31.9% (15) | 23.4% (11) | 21.3% (10) | 19.1% (9) | 4.3% (2) | 0.0% (0) | 2.40 | 47 |
| Assessment | 6.8% (3) | 34.1% (15) | 20.5% (9) | 9.1% (4) | 27.3% (12) | 2.3% (1) | 3.16 | 44 |
| Teaching with Technology | 36.2% (17) | 27.7% (13) | 14.9% (7) | 12.8% (6) | 8.5% (4) | 0.0% (0) | 2.30 | 47 |
| Parent Communication/Conferencing | 9.1% (4) | 22.7% (10) | 22.7% (10) | 18.2% (8) | 27.3% (12) | 0.0% (0) | 3.32 | 44 |
| Professional Learning Communities | 17.4% (8) | 10.9% (5) | 23.9% (11) | 28.3% (13) | 19.6% (9) | 0.0% (0) | 3.22 | 46 |
| Response to Intervention | 11.1% (5) | 17.8% (8) | 35.6% (16) | 24.4% (11) | 8.9% (4) | 2.2% (1) | 3.02 | 45 |
| Using Data to Drive Instruction | 9.1% (4) | 25.0% (11) | 25.0% (11) | 22.7% (10) | 18.2% (8) | 0.0% (0) | 3.16 | 44 |
| Teachers as Leaders | 11.1% (5) | 20.0% (9) | 24.4% (11) | 22.2% (10) | 17.8% (8) | 4.4% (2) | 3.16 | 45 |
| Curriculum Intergration | 13.3% (6) | 11.1% (5) | 26.7% (12) | 24.4% (11) | 24.4% (11) | 0.0% (0) | 3.36 | 45 |
| Conflict Resolution | 4.4% (2) | 11.1% (5) | 22.2% (10) | 28.9% (13) | 31.1% (14) | 2.2% (1) | 3.73 | 45 |
| | answered question | | | | | | | 49 |
| | skipped question | | | | | | | 15 |

13. Thank you for completing this survey. Your feedback will be used in the development of Passports and other district-wide or site-based professional development offerings. Please use the box below for any additional comments or questions:

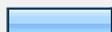
| | | Response Count |
|--|--------------------------|----------------|
| | | 3 |
| | <i>answered question</i> | 3 |
| | <i>skipped question</i> | 61 |

YCUSD Teacher Professional Development Survey

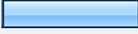
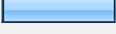
1. Please select your school site from the drop down menu:

| | | Response Percent | Response Count |
|------------------------------|--|---------------------------------|----------------|
| AKS | | 0.0% | 0 |
| APHS | | 4.8% | 4 |
| April Lane | | 0.0% | 0 |
| Barry | | 0.0% | 0 |
| Bridge Street | | 0.0% | 0 |
| Butte Vista | | 0.0% | 0 |
| Central Gaither | | 0.0% | 0 |
| Gray Avenue | | 0.0% | 0 |
| King Avenue | | 0.0% | 0 |
| Lincoln | | 0.0% | 0 |
| Lincest | | 0.0% | 0 |
| Park Avenue | | 0.0% | 0 |
| RVHS | | 41.0% | 34 |
| Riverbend | | 0.0% | 0 |
| Tierra Buena | | 0.0% | 0 |
| YCHS | | 53.0% | 44 |
| Yuba City Alternative School | | 1.2% | 1 |
| | | <i>answered question</i> | 83 |
| | | <i>skipped question</i> | 0 |

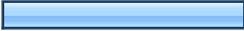
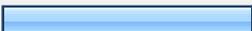
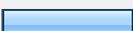
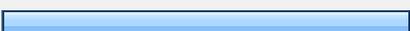
2. Please select your grade level from the drop down menu:

| | | Response Percent | Response Count |
|----|---|---------------------------------|----------------|
| K | | 0.0% | 0 |
| 1 | | 0.0% | 0 |
| 2 | | 0.0% | 0 |
| 3 | | 0.0% | 0 |
| 4 | | 0.0% | 0 |
| 5 | | 0.0% | 0 |
| 6 | | 0.0% | 0 |
| 7 | | 0.0% | 0 |
| 8 | | 0.0% | 0 |
| 9 |  | 27.7% | 23 |
| 10 |  | 31.3% | 26 |
| 11 |  | 15.7% | 13 |
| 12 |  | 25.3% | 21 |
| | | <i>answered question</i> | 83 |
| | | <i>skipped question</i> | 0 |

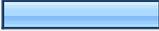
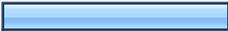
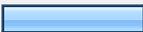
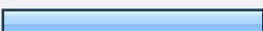
3. Please select your years of experience from the drop down menu:

| | | Response Percent | Response Count |
|------------------|---|---------------------------------|-----------------------|
| Less than 1 year | | 0.0% | 0 |
| 1-5 years |  | 26.8% | 22 |
| 6-10 years |  | 20.7% | 17 |
| 11-15 years |  | 23.2% | 19 |
| 15-20 years |  | 12.2% | 10 |
| Over 20 years |  | 17.1% | 14 |
| | | <i>answered question</i> | 82 |
| | | <i>skipped question</i> | 1 |

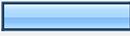
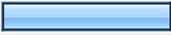
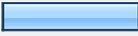
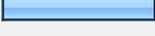
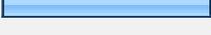
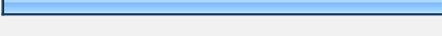
4. I would benefit from additional professional development opportunities that address (select all that apply):

| | | Response Percent | Response Count |
|---|---|---------------------------------|----------------|
| Meeting the instructional needs of students who are gifted and talented |  | 39.5% | 32 |
| Teaching and addressing the needs of students with special needs and/or disabilities |  | 33.3% | 27 |
| Identifying early and appropriate interventions to help students with different learning styles |  | 48.1% | 39 |
| Addressing the needs of limited English Proficient student |  | 29.6% | 24 |
| Understanding and using data and assessments to improve classroom practice and student learning |  | 37.0% | 30 |
| Effective methods for improving student behavior in the classroom |  | 44.4% | 36 |
| Strategies for involving families in their child's education |  | 38.3% | 31 |
| Effective action research and its application to classroom instruction |  | 19.8% | 16 |
| Effective use of technological resources to improve teaching practice and student learning |  | 63.0% | 51 |
| Other (please list in comment box): | | | 10 |
| | | <i>answered question</i> | 81 |
| | | <i>skipped question</i> | 2 |

5. I would benefit from additional staff development opportunities addressing effective instructional strategies and teaching methods in the following areas (select all that apply):

| | | Response Percent | Response Count |
|--------------------------------------|---|---------------------------------|-----------------------|
| Mathematics |  | 24.0% | 18 |
| Reading (Phonemic Awareness/Phonics) |  | 9.3% | 7 |
| Reading Comprehension |  | 32.0% | 24 |
| Writing |  | 34.7% | 26 |
| Science |  | 21.3% | 16 |
| History/Social Studies |  | 20.0% | 15 |
| Technology |  | 40.0% | 30 |
| Other (please list in comment box): | | | 7 |
| | | <i>answered question</i> | 75 |
| | | <i>skipped question</i> | 8 |

6. Of the following areas of professional development, which issue(s) is/are your top personal priority(ies) for improvement over the next year? (select all that apply)

| | | Response Percent | Response Count |
|---|---|--------------------------|----------------|
| Special Education - Students with Disabilities |  | 14.6% | 12 |
| Gifted and Talented Students |  | 19.5% | 16 |
| Limited English Proficiency |  | 20.7% | 17 |
| Closing the Achievement Gap |  | 25.6% | 21 |
| Subject-Matter Development (Reading/Language Arts) |  | 20.7% | 17 |
| Subject-Matter Development (Mathematics) |  | 14.6% | 12 |
| Subject-Matter Development (History/Social Science) |  | 9.8% | 8 |
| Subject-Matter Development (Science) |  | 8.5% | 7 |
| Classroom Management Techniques |  | 23.2% | 19 |
| Challenging High Achieving Students |  | 31.7% | 26 |
| Engaging Underperforming Students |  | 68.3% | 56 |
| | | <i>answered question</i> | 82 |
| | | <i>skipped question</i> | 1 |

7. I am interested in pursuing a supplemental or subject-matter authorization in:

| | | Response Count |
|--|--|--------------------------|
| | | 16 |
| | | <i>answered question</i> |
| | | 16 |
| | | <i>skipped question</i> |
| | | 67 |

| 8. The MOST effective professional development course/activity that I participated in was (be specific and list name of course/activity): | | Response Count |
|---|--------------------------|----------------|
| | | 59 |
| | <i>answered question</i> | 59 |
| | <i>skipped question</i> | 24 |

| 9. Why was the course/activity you identified the most effective professional development in which you participated? (please be specific) | | Response Count |
|---|--------------------------|----------------|
| | | 58 |
| | <i>answered question</i> | 58 |
| | <i>skipped question</i> | 25 |

| 10. The LEAST effective professional development course/activity that you participated in was (be specific and list the name of the course/activity): | | Response Count |
|---|--------------------------|----------------|
| | | 51 |
| | <i>answered question</i> | 51 |
| | <i>skipped question</i> | 32 |

11. Why was the course/activity you identified the least effective professional development in which you participated? (please be specific)

| | | Response Count |
|--|--------------------------|----------------|
| | | 47 |
| | <i>answered question</i> | 47 |
| | <i>skipped question</i> | 36 |

12. Please rank the following topics identifying those that will most benefit you in your current teaching assignment (with 5 being the most needed):

| | 5 | 4 | 3 | 2 | 1 | N/A | Rating Average | Response Count |
|-----------------------------------|--------------------------|---------------|----------------------|----------------------|---------------|-------------|----------------|----------------|
| Content - Subject Matter | 48.6% (35) | 18.1% (13) | 18.1% (13) | 5.6% (4) | 9.7% (7) | 0.0% (0) | 2.10 | 72 |
| Behavior Management | 14.7% (10) | 19.1% (13) | 22.1% (15) | 25.0% (17) | 14.7% (10) | 4.4% (3) | 3.06 | 68 |
| Classroom Management | 10.6% (7) | 15.2% (10) | 30.3% (20) | 19.7% (13) | 19.7% (13) | 4.5% (3) | 3.24 | 66 |
| Effective Teaching Practices | 23.9% (17) | 28.2% (20) | 32.4% (23) | 8.5% (6) | 7.0% (5) | 0.0% (0) | 2.46 | 71 |
| Assessment | 12.3% (8) | 24.6% (16) | 32.3% (21) | 20.0% (13) | 10.8% (7) | 0.0% (0) | 2.92 | 65 |
| Teaching with Technology | 45.6% (31) | 14.7% (10) | 19.1% (13) | 13.2% (9) | 7.4% (5) | 0.0% (0) | 2.22 | 68 |
| Parent Communication/Conferencing | 10.4% (7) | 14.9% (10) | 28.4% (19) | 26.9% (18) | 19.4% (13) | 0.0% (0) | 3.30 | 67 |
| Professional Learning Communities | 17.5% (11) | 20.6% (13) | 25.4% (16) | 15.9% (10) | 20.6% (13) | 0.0% (0) | 3.02 | 63 |
| Response to Intervention | 9.0% (6) | 14.9% (10) | 35.8% (24) | 19.4% (13) | 20.9% (14) | 0.0% (0) | 3.28 | 67 |
| Using Data to Drive Instruction | 11.9% (8) | 17.9% (12) | 35.8% (24) | 13.4% (9) | 19.4% (13) | 1.5% (1) | 3.11 | 67 |
| Teachers as Leaders | 16.9% (11) | 15.4% (10) | 38.5% (25) | 12.3% (8) | 15.4% (10) | 1.5% (1) | 2.94 | 65 |
| Curriculum Intergration | 21.9% (14) | 14.1% (9) | 32.8% (21) | 17.2% (11) | 12.5% (8) | 1.6% (1) | 2.84 | 64 |
| Conflict Resolution | 0.0% (0) | 7.8% (5) | 37.5% (24) | 20.3% (13) | 29.7% (19) | 4.7% (3) | 3.75 | 64 |
| | answered question | | | | | | | 74 |
| | skipped question | | | | | | | 9 |

13. Thank you for completing this survey. Your feedback will be used in the development of Passports and other district-wide or site-based professional development offerings. Please use the box below for any additional comments or questions:

| | | Response Count |
|--|--------------------------|----------------|
| | | 6 |
| | <i>answered question</i> | 6 |
| | <i>skipped question</i> | 77 |

**Yuba City Unified School District
Equitable Distribution Plan
2009-2010**

Requirement One: Updated LEA Professional Development Plan

District: Yuba City Unified School District

YCUSD K-5 teachers meet the 100% Highly Qualified Teacher status (HQT) as mandated by the No Child Left Behind (NCLB) Act of 2001. The District did not meet HQT in the following: middle and high school and alternative and special education.

Though YCUSD met the AYP percent proficient district-wide as did many subgroups, the English Learner (EL) and Student with Disabilities (SWD) subgroups did not meet their targets. ELs and SWDs missed the target for English Language Arts and SWDs missed the target for math. Based on the results of our professional development survey and analysis of student achievement data, YCUSD will target professional development opportunities to address the achievement gap of these subgroups and teacher identified needs.

Our professional development survey results showed that the number one need identified by teachers is the effective use of technological resources to improve teaching and student learning. Additionally, K-12 staff indicated that they would benefit from further professional development opportunities in the areas of writing and reading comprehension. Teachers clearly indicated that they need additional support with identification of instructional strategies to engage under performing students including ELs and SWDs.

As part of the district's initiative to close the achievement gap, the YCUSD Strategic Plan identifies the need to implement Response to Intervention (RtI), clearly define and establish consistency in the district special education service delivery model, continue the district-wide implementation of the YCUSD ELD Core Principles and Template, and the use of technology to enhance student learning and a comprehensive set of instructional strategies to foster student success. YCUSD's professional development offerings will continue to address the areas identified in our strategic plan, professional survey results, and ongoing analysis of student data.

| Professional Development | Demonstrated Need | Scientificallly-based Professional Development Activities Available | Teachers of Focus | Timeframe | Funding Source |
|--|---------------------------------------|--|--|-----------------------|-----------------------|
| Verification Process for Special Settings (VPSS) | Requirement 1 District Overview Table | Butte County COE VPSS Tier I and II training | Secondary alternative education, Special Education teachers, Secondary RLA and Math Teachers | April 2010 – May 2011 | Title II funds |

| | | | | | |
|---|--|----------------------------|--|----------------------|----------------|
| Math Content for secondary teachers | YCUSD Standardized test scores and Professional Development Survey Results | Sacramento COE | Secondary math teachers | June 2010 – May 2011 | Title II funds |
| Content coaching/tutoring for Middle and High School Teachers | 6-8 HOLT Mathematics and Algebra 1; 6-12 HOLT RLA; District adopted high school math curriculum; Professional Development Survey Results | Sacramento COE | Secondary Teachers who are interested in taking CSET | June 2010 – May 2011 | Title II funds |
| Math Content for elementary teachers | YCUSD Standardized test scores and Professional Development Survey Results | SB 472 Trainer-of-Trainers | K-5 teachers | June 2010 – May 2011 | Title II funds |
| ELA Content for elementary teachers focused on Reading Comprehension and Writing Strategies | YCUSD Standardized test scores and Professional Development Survey Results | Sacramento COE | K-5 teachers | June 2010 – May 2011 | Title II funds |

| | | | | | |
|--|--|---|----------------------|------------------------------|-----------------------|
| <p>Passports in all content areas offered in a series format which allows for implementation and follow up</p> | <p>Professional Development Survey Results</p> | <p>K-5: Houghton-Mifflin Reading; EnVision Math; YCUSD ELD Template; Technology (K-8) 6-8: HOLT RLA; HOLT Mathematics & Algebra 1</p> | <p>K-12 teachers</p> | <p>April 2010 – May 2011</p> | <p>Title II funds</p> |
|--|--|---|----------------------|------------------------------|-----------------------|

Equitable Distribution Plan Requirement Two: District Overview

| District: | District | High-Poverty Sites | Program Improvement Sites |
|---|------------|--------------------|---------------------------|
| 1. Number of Provisional Intern Permits (PIPs) applied for in NCLB core academic subjects | 0 | 0 | 0 |
| 2. Number of PIPs in 2008-09 School Year | 0 | 0 | 0 |
| 3. Number of PIPs in 2007-08 School Year | 0 | 0 | 0 |
| 4. Number of current teachers with Short-Term Staff Permits (STSPs) teaching NCLB core academic subjects | 0 | 0 | 0 |
| 5. Number of STSPs in 2008-09 School Year | 0 | 0 | 0 |
| 6. Number of STSPs in 2007-08 School Year | 0 | 0 | 0 |
| 7. Number of current teachers with waivers | 0 | 0 | 0 |
| 8. Number of waivers in 2008-09 School Year | 0 | 0 | 0 |
| 9. Number of waivers in 2007-08 School Year | 0 | 0 | 0 |
| 10. Number of Interns | 9 | 8 | 2 |
| 11. Percent of total interns in the district | 1% | 89% | 22% |
| 12. Percent of new teachers that participated in an induction program (i.e.BTSA) | 1% | 1% | 0% |
| 13. Percent of teachers participating in Certificated Staff Mentoring Program | 0% | 0% | 0% |
| 14. Years of Experience | | | |
| Number of Elementary Teachers with 0-3 Years Experience | 35 | 33 | 8 |
| 4-9 Years | 71 | 60 | 7 |
| 10+ Years | 203 | 187 | 9 |
| Number of Middle School Teachers with 0-3 Years Experience | 10 | 7 | 1 |
| 4-9 Years | 34 | 33 | 17 |
| 10+ Years | 66 | 58 | 19 |
| Number of High School Teachers with 0-3 Years Experience | 36 | 36 | 14 |
| 4-9 Years | 54 | 53 | 19 |
| 10+ Years | 97 | 92 | 54 |

Yuba City USD

Board Policy

Interns

BP 4112.21

Personnel

The Governing Board may employ interns to fulfill the district's need for additional instructional resources and to assist future teachers in meeting state credentialing requirements by linking teaching theory with practice. The Superintendent or designee shall ensure that such persons possess appropriate internship credentials from the Commission on Teacher Credentialing (CTC).

(cf. 4112.2 - Certification)

The Superintendent or designee may enter into an agreement with an accredited college or university to provide supervised teaching experiences within the district as part of a teacher preparation program. He/she shall ensure that the district collaborates with a college or university in the selection, placement, support, and performance assessment of interns.

Interns shall not be assigned to teach any classes outside the subject area, grade levels, or classes authorized by their credentials.

(cf. 4113 - Assignment)

Any intern hired to teach core academic subjects, as defined in law, shall be required to meet the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

Terms of employment for interns shall be consistent with law and the district's collective bargaining agreement, as applicable.

(cf. 4116 - Probationary/Permanent Status)

Interns shall receive support and assistance to enhance their instructional skills and knowledge, and may be assigned a mentor teacher, when state funding is available for the mentor teacher program, at the school where the intern is employed.

(cf. 4131 - Staff Development)

(cf. 4131.1 - Beginning Teacher Support/Induction)

(cf. 4138 - Mentor Teachers)

Interns shall be provided with ongoing feedback regarding their performance and shall be formally evaluated at least once every year in accordance with Board policy and the district's collective bargaining agreement.

(cf. 4115 - Evaluation/Supervision)

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children
44253.3-44253.4 Certificate to provide services to limited-English-proficient students
44253.10 Qualifications to provide specially designed academic instruction in English to limited-English-proficient students
44259 Minimum requirements for teaching credential
44279.1-44279.7 Beginning Teacher Support and Assessment System
44314 Diversified or liberal arts program
44321 CTC approval of internship programs
44325-44329 District interns
44339-44341 Teacher fitness
44380-44386 Alternative certification
44387 Increased funding for internship programs
44450-44468 Teacher Education Internship Act of 1967 (university interns)
44560-44562 Certificated Staff Mentoring Program
44830.3 Employing district interns
44885.5 District interns classified as probationary employees
52055.605 Identification of high priority schools, High Priority Schools Grant Program
CODE OF REGULATIONS, TITLE 5
6100-6126 No Child Left Behind teacher requirements
13000-13017 New Careers Program
80021.1 Provisional internship permit
80055 Internship credential
UNITED STATES CODE, TITLE 20
6319 Highly qualified teachers
7801 Definitions, highly qualified teacher

Management Resources:

COMMISSION ON TEACHER CREDENTIALING CORRESPONDENCE
Implementation of SB57, Early Completion Internship Option (March 10, 2003)
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
CTC Credential Handbook, revised 1997
California Standards for the Teaching Profession, 1997
Standards of Program Quality and Effectiveness for District Intern Programs, revised 1996
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Improving Teacher Quality State Grants, revised January 16, 2004
WEB SITES
CSBA: <http://www.csba.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy YUBA CITY UNIFIED SCHOOL DISTRICT
adopted: September 23, 2008 Yuba City, California

Yuba City USD

Administrative Regulation

Interns

AR 4112.21
Personnel

University Internship Program

Persons employed through a university internship program are authorized to provide the same service at the same levels as authorized by a regular credential. (Education Code 44454)

(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The Superintendent or designee may enter into an agreement with a college or university for the employment of competent and qualified college or university staff members to supervise and guide interns as they pursue their district responsibilities. (Education Code 44461)

The Superintendent or designee shall seek the assistance of a college or university in coordinating the program for each intern. (Education Code 44465)

Before an intern enrolls in any college or university program to renew his/her internship credential, the Superintendent or designee shall counsel the intern and plan a program for the first and subsequent renewals. (Education Code 44457)

(cf. 4131 - Staff Development)

Regulation YUBA CITY UNIFIED SCHOOL DISTRICT
approved: September 23, 2008 Yuba City, California

Yuba City USD

Board Policy

Teacher Qualifications Under The No Child Left Behind Act

BP 4112.24

Personnel

Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit and hire teachers who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB) in programs for educationally disadvantaged students and for students in core academic subjects.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

All teachers hired after the first day of the 2002-03 school year to teach core academic subjects in a program supported by Title I funds shall be "highly qualified," as defined by federal law and the State Board of Education, upon hire. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

(cf. 6171 - Title I Programs)

All teachers who were hired prior to the beginning of the 2002-03 school year in Title I programs and all teachers of core academic subjects in non-Title I programs shall demonstrate that they are "highly qualified" not later than the end of the 2006-07 school year. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.

The Superintendent or designee shall ensure that teachers with Provisional Intern Permits or Short Term Permits are not assigned to high-poverty, high-minority, or program improvement schools. In addition, the Superintendent or designee shall ensure that interns are not placed in high-poverty or program improvement schools in greater number than in schools with low-poverty or higher academic achievement.

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4138 - Mentor Teachers)

The Superintendent or designee shall inform teachers of NCLB requirements and shall identify the additional qualifications, if any, that individual teachers need to demonstrate in order to meet the requirements. He/she shall work with individual teachers to develop a plan for attaining full qualifications.

The Superintendent or designee shall publicly report on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the

percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition. (20 USC 6319)

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

44500-44508 Peer Assistance and Review Program for Teachers

44662 Performance evaluation; Stull Act review

44664 Teacher evaluation; program to improve performance

CODE OF REGULATIONS, TITLE 5

6100-6126 Teacher qualifications, No Child Left Behind Act

80021 Short-term staff permit

80021.1 Provisional internship permit

80089.3-80089.4 Subject matter authorizations

UNITED STATES CODE, TITLE 20

1401 Definition of highly qualified special education teacher

6311 Parental notifications

6312 District Title I plan

6314 Schoolwide programs

6315 Targeted assistance schools

6319 Highly qualified teachers

7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61 Parent notification regarding teacher qualifications

300.18 Highly qualified special education teachers

Management Resources:

CSBA ADVISORIES

California's Implementation of the No Child Left Behind Act, July 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

NCLB Teacher Requirements Resource Guide, March 1, 2004

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001

California Standards for the Teaching Profession, July 1997

U.S. DEPARTMENT OF EDUCATION GUIDANCE

New No Child Left Behind Flexibility: Highly Qualified Teachers, Fact Sheet, March 15, 2004

Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, revised October 5, 2006

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, No Child Left Behind: <http://www.ed.gov/nclb>

Policy YUBA CITY UNIFIED SCHOOL DISTRICT

adopted: June 26, 2007 Yuba City, California

reviewed: September 23, 2008

Yuba City USD

Administrative Regulation

Teacher Qualifications Under The No Child Left Behind Act

AR 4112.24
Personnel

Definitions

Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (20 USC 7801)

Teacher new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or began an approved intern program, on or after July 1, 2002. (5 CCR 6100)

Teacher not new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, before July 1, 2002. (5 CCR 6100)

Teacher Qualifications

To meet the teacher qualification requirements of the federal No Child Left Behind Act (NCLB) for staff teaching core academic subjects in Title I or non-Title I programs, a teacher shall meet all of the following conditions: (20 USC 6319, 7801; 34 CFR 200.55, 200.56, 300.18; 5 CCR 6101, 6104, 6110)

1. Hold at least a bachelor's degree
2. Hold a full credential or be currently enrolled in an approved intern program for less than three years

(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)

3. Demonstrate subject matter competency in accordance with the applicable requirements below

(cf. 6171 - Title I Programs)

Subject matter competency shall be demonstrated in accordance with the following requirements based on the grade levels taught and the teacher's length of time in the profession:

1. An elementary teacher who is new to the profession shall pass a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC). (5 CCR 6102)
2. An elementary teacher who is not new to the profession shall complete one of the following: (5 CCR 6103-6104)
 - a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes

b. A high objective uniform state standard evaluation (HOUSSE), as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher

3. A middle or high school teacher who is new to the profession shall pass or complete one of the following for every core academic subject currently assigned: (5 CCR 6111)

a. A validated statewide subject matter examination certified by the CTC

b. University subject matter program approved by the CTC

c. Undergraduate major in the subject taught

d. Graduate degree in the subject taught

e. Coursework equivalent to the undergraduate major

4. A middle or high school special education teacher who is new to the profession, holds a special education credential or is currently enrolled in an approved special education intern program for less than three years, and has demonstrated subject matter competence in mathematics, language arts, or science in accordance with item #3 above, may demonstrate competence in other core academic subjects through the HOUSSE, as described below. The HOUSSE shall be completed not later than two years after the date of employment. (20 USC 1401; 34 CFR 300.18; 5 CCR 6111)

5. A middle or high school teacher who is not new to the profession shall pass or complete one of the following for every core subject assigned: (5 CCR 6112)

a. A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes

b. University subject matter program approved by the CTC

c. Undergraduate major in the subject taught

d. Graduate degree in the subject taught

e. Coursework equivalent to the undergraduate major

f. Advanced certification or credential, such as certification from the National Board for Professional Teaching Standards

g. The HOUSSE option, as described below, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher

To determine a teacher's fulfillment of the HOUSSE option as described in items #2, #4 and #5 above, the Superintendent or designee shall complete the following steps in the manner prescribed by the California Department of Education: (5 CCR 6104)

1. The Superintendent or designee shall summarize the teacher's years of experience in the grade span or subject, core academic coursework in the assigned grade span or subject, in-depth standards-aligned professional development, and service to the profession in the relevant core academic content area.

If this summation does not identify sufficient experience, coursework, professional development, or service to demonstrate subject matter competency, the evaluation shall include direct observation and portfolio assessment in the grade span or subject taught. The observation and portfolio assessment shall be used to determine whether the teacher meets Standard 3 (understanding and organizing subject matter for student learning) and Standard 5.1 (establishing and communicating learning goals for all students) of the California Standards for the Teaching Profession.

2. If the teacher does not satisfactorily meet Standards 3 and 5.1 of the California Standards for the Teaching Profession, subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers pursuant to Education Code 44500-44508 or other individualized professional development plan pursuant to Education Code 44664 aimed at assisting the teacher to meet Standards 3 and 5.1. (5 CCR 6104)

(cf. 4139 - Peer Assistance and Review)

A teacher who holds a supplementary authorization or is employed on a local teaching assignment shall meet the teacher qualification requirements of NCLB if he/she holds a California teaching credential and has demonstrated subject matter competency for the grade span and subject matter taught. (5 CCR 6116)

A teacher who has been determined by another school district in California to have met the teacher qualification requirements for the grade level and/or subject taught shall not be required to demonstrate again that he/she meets those requirements. (5 CCR 6120)

A teacher who has been determined to meet subject matter competency requirements outside of California shall be considered to have met those requirements for the particular subject and/or grade span in California. The date of issuance of a valid out-of-state credential shall be used to identify a teacher as new or not new to the profession. (5 CCR 6125)

A teacher prepared in a country other than the United States shall be considered to have met NCLB teaching requirements if he/she: (5 CCR 6126)

1. Holds a degree from a foreign college or university that is at least equivalent to a bachelor's degree offered by an American institution of higher education
2. Has completed a teacher preparation program that meets CTC requirements for out-of-country trained teachers
3. Demonstrates subject matter competency for the grade span and subjects taught through the same or equivalent processes and methods required of California teachers
4. Holds a California teaching credential

A teacher shall not meet the teacher qualification requirements of NCLB if he/she is teaching with a short-term staff permit, a provisional internship permit, or a state or local waiver for the grade or subject taught. (5 CCR 6115, 80021, 80021.1)

Certification of Compliance

All teachers teaching core academic subjects shall complete and sign a certificate of compliance and attach retain the appropriate documentation. The Superintendent or designee shall verify the information and signed original copy.

The principal of each school receiving Title I funds shall annually attest in writing as to whether the school is in compliance with federal requirements related to teacher qualifications. Copies of the attestation shall be maintained at the school and at the district office and shall be available to any member of the public upon request. (20 USC 6319)

District Plan for Highly Qualified Teachers

Within the Title I local educational agency plan, the Superintendent or designee shall develop a plan for ensuring that all teachers of core academic subjects will meet NCLB requirements within the timelines established by law. As part of this plan, the Superintendent or designee shall provide high-quality professional development designed to enable teachers to meet NCLB requirements. (20 USC 6312, 6319)

Parent Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to: (20 USC 6311)

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall provide timely notice to individual parents/guardians of students attending a Title I school whenever their child has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who does not meet NCLB teacher qualification requirements. (20 USC 6311; 34 CFR 200.61)

The Superintendent or designee shall notify teachers, as appropriate, prior to distributing the above notice to parents/guardians.

The notice and information provided to parents/guardians shall be in an understandable and uniform format, and to the extent practicable, be provided in a language that the parents/guardians can understand. (20 USC 6311)

Regulation YUBA CITY UNIFIED SCHOOL DISTRICT
approved: June 2007 Yuba City, California
reviewed: September 23, 2008

Yuba City USD

Board Policy

Beginning Teacher Support/Induction

BP 4131.1
Personnel

The Governing Board recognizes that intensive professional development and support will help beginning teachers apply their academic preparation more effectively in the classroom and result in greater district retention of capable beginning teachers. The Superintendent or designee shall ensure that first- and second-year teachers receive guidance to help them make an effective transition into the teaching profession.

(cf. 4131 - Staff Development)

The Superintendent or designee shall inform beginning teachers about induction programs that are available to help them fulfill the requirements of the professional clear multiple- or single-subject teaching credential pursuant to Education Code 44259.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

District-Sponsored BTSA Induction Program

When approved by the Commission on Teacher Credentialing (CTC) and the Superintendent of Public Instruction, the district may serve as a sponsor of an induction program. The program shall meet state standards for induction programs and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.

The Superintendent or designee, with input from the participating teacher, shall pair each participating teacher with a support provider who is an experienced teacher, knowledgeable about beginning teacher development and needed competencies, and effective in interpersonal and communication skills. The roles and responsibilities of support providers shall be clearly defined in writing and communicated to all program participants.

(cf. 4138 - Mentor Teachers)

The Superintendent or designee shall provide initial preparation and additional professional development for support providers to enable them to acquire and enhance their knowledge and skills needed to work with beginning teachers.

Professional development provided to a beginning teacher shall be based on an individual induction plan which takes into consideration the teacher's prior preparation and experience.

Subject to verification and approval of the Superintendent or designee, a beginning teacher shall not be required to demonstrate that a competency has been met, nor complete a program element designed to assist beginning teachers in meeting that

competency, if he/she previously met the competency while participating in a CTC-approved teacher preparation program. (Education Code 44279.1)

The beginning teacher's knowledge and classroom practice shall be regularly assessed using multiple measures and the results shall be used to monitor and revise subsequent individual induction plans. The Superintendent or designee shall maintain a complete record of each participating teacher's participation and progress toward completion of professional credential requirements.

Performance assessments conducted as part of the induction program shall not be used for employment-related evaluations, as a condition of employment, or as a basis of terminating employment. (Education Code 44279.1)

(cf. 4115 - Evaluation/Supervision)
(cf. 4117.4 - Dismissal)

The Superintendent or designee shall conduct an annual evaluation of the induction program and shall report to the Board regarding its effectiveness in meeting induction program goals.

(cf. 0500 - Accountability)
(cf. 9000 - Role of the Board)

Legal Reference:

EDUCATION CODE

41520-41522 Teacher Credentialing Block Grant

41530-41532 Professional Development Block Grant

44259 Credential requirements

44259.5 Standards for professional preparation programs

44275.4 Credential requirements, induction, out-of-state teachers

44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTSA)

44325-44329 District interns

44380-44386 Alternative certification

44450-44468 University interns

44560-44562 Certificated Staff Mentoring Program

CODE OF REGULATIONS, TITLE 5

6100-6126 Teacher qualifications, No Child Left Behind Act

80055 Internship credential

80413 Credential requirements

80413.3 Credential requirements; teachers with out-of-state credentials

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

6601-6702 Preparing, training and recruiting high quality teachers and principals

7801 Definitions, highly qualified teacher

Management Resources:

COMMISSION ON TEACHER CREDENTIALING/CALIFORNIA DEPARTMENT OF EDUCATION POLICY

Funding Policy for Teacher Development Programs, December 2006

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Induction Manual: A Credential Application Processing Guidebook for Commission-Approved Induction Programs, June 2004

Final Report of the Individual Evaluation of the Beginning Teacher Support and

Assessment Program,
April 2002
Standards of Quality and Effectiveness for Professional Teacher Induction Programs,
March 2002
California Standards for the Teaching Profession, 1997
WEB SITES
Beginning Teacher Support and Assessment: <http://www.btsa.ca.gov>
California Department of Education: <http://www.cde.ca.gov>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy YUBA CITY UNIFIED SCHOOL DISTRICT
adopted: September 23, 2008 Yuba City, California

**Yuba City Unified School District
Equitable Distribution Plan
2009-2010**

Requirement Two: New Teacher Support Plan
District: Yuba City Unified School District

Of the 17 sites in the Yuba City Unified School District (YCUSD), 16 are identified as high-poverty schools and only one school does not qualify for Title I funds. There are three schools designated Program Improvement (PI). YCUSD data reflects that the majority of our teachers have 10 or more years of experience and are well represented across the district at high-poverty sites. At our program improvement sites, 85% of the teachers have 4 or more years of teaching experience.

YCUSD historically has not hired teachers with Provisional Intern Permits (PIPs) or Short-Term Staff Permits (STSPs) and for the past three years has had no teachers with PIPs or STSPs. YCUSD has found it necessary to hire interns in the area of Special Education and secondary English, Math, and Science. Currently the state of California is experiencing a shortage of teachers with these single subject and special education credentials. YCUSD has experienced this same pattern. In the 2009-2010 school year, there are 9 interns equitably distributed throughout the district at our non-Title I school, at our High-Poverty/High-Minority schools, and one program improvement site.

YCUSD fully participates in a Beginning Teacher Support and Assessment (BTSA) induction program approved by CCTC through Tri-County BTSA. Each participating teacher in BTSA works with a trained support provider, an experienced classroom teacher who has been selected on expertise and commitment to collegial professional relationships. The participating and support provider meet regularly for discussions and consultation, using a structured series of observations, action research, and assessments to focus on classroom practice. All activities are aligned with the California Standards for the Teaching Profession. In addition to BTSA support providers, literacy coaches, math coaches, and content lead teachers support new teachers at their sites. Special Education Interns are additionally supported one-on-one by both district and county Program Specialists.

The district offers a comprehensive professional development program to support all teachers. The areas of focus include Reading/Language Arts (RLA), Math, English Language Development (ELD), and Technology. The current K-5 core

adoptions are: Houghton-Mifflin Reading, EnVision Math, Scott Foresman California Science, and Scott Foresman History Social Science for California. The current 6-8 core adoptions are: HOLT RLA, HOLT Mathematics and Algebra 1, Prentice Hall California Algebra Readiness (Grade 8), HOLT Science, and Teachers' Curriculum Institute History Alive!. The current intensive RLA intervention for 4th-8th is GATEWAYS. Additional content specific intervention programs are used in the after school programs. Professional development sessions are held on site-based early release days and after school through the district Passport program. Since 2002, YCUSD has participated in AB 466/SB 472 in the areas of RLA, ELD, and Math with 100% participation by teachers at our PI sites.

With the recent economic hardship and budget cuts, very few new teachers have been hired, with the exception being in single subject Math, English, Science and Special Education. Teacher lay-offs have resulted in the reassignment of highly experienced teachers to our elementary PI site and other high poverty/high minority sites.

Board Policy 4112.24 has been revised to include language which states the Governing Board will ensure that teachers with PIPs and STSPs are not assigned to high-poverty, high-minority, or program improvement schools and that interns are not placed in high-poverty or program improvement schools in greater number than in schools with low-poverty or higher academic achievement.

| Activity | Description | Teachers of Focus | Timeframe | Funding Source |
|---|--|--|-----------|--|
| Continue participation in the BTSA Induction Program. | Designed to support the professional development of newly-credentialed, beginning teachers | First and second year teachers, Interns | 2 years | PAR Professional Development Block Grant |
| Site mentor program | Matching interns with experienced lead teachers and program specialists | Single subject content teachers and Special Education teachers | On-going | Federal Categorical Funding |

| | | | | |
|---|--|---|---|----------------|
| Continue district Passport professional development program | Designed to support teachers in content knowledge and effective instructional methods. | First and second year teachers, including interns | On-going | Title II funds |
| Resume New Teacher Institute | Designed to support new teachers in district curricula, and classroom management skills | Teachers new to the profession and experienced teachers new to a particular grade level or the district | August 2010 January 2011 May 2011 | Title II funds |
| Professional development Ed Specialists | On-going support for Ed Specialists and Interns regarding topics specific to Special Education | Ed Specialists and Interns new to the field of Special Education | August 2010 January 2011 May 2011 | Title II funds |

Equitable Distribution Plan Requirement Three: District Overview Table

Instructions:

Complete one table for each grade-level cluster

District; Yuba City Unified

Insert Rows as needed

| School Site | | | | Teacher Retention: 2006-2007 | | | | | Teacher Retention: 2007-2008 | | | | | Teacher Retention: 2008-09 | | | | | | |
|-----------------------|----------------------------|--------------------------|-------------|-------------------------------|------------------------------|--------------|-----------|-------------|-------------------------------|------------------------------|--------------|-----------|-------------|-------------------------------|------------------------------|--------------|-----------|-------------|--------------------------------------|-------------------------------|
| Name of School Site | Percent of Poverty at Site | Program Improvement Year | Grade Level | Total number of FTE positions | Total vacancies to be filled | Resignations | Transfers | Retirements | Total number of FTE positions | Total vacancies to be filled | Resignations | Transfers | Retirements | Total number of FTE positions | Total vacancies to be filled | Resignations | Transfers | Retirements | Retention rate for 08-09 School year | Retention rate from 2007-2009 |
| April Lane | 76.2 | | E | 31.6 | 0 | 2 | 5 | 2 | 28.8 | 0 | 0 | 1 | 0 | 30.27 | 0 | 1 | 4 | 0 | 83% | 84% |
| Bridge Street | 100 | 5 | E | 28.88 | 0 | 3 | 8 | 1 | 30.28 | 0 | 2 | 2 | 0 | 29.6 | 0 | 0 | 3 | 0 | 90% | 80% |
| King Avenue | 87.5 | | E | 23.49 | 0 | 5 | 5 | 1 | 24 | 0 | 1 | 1 | 0 | 23.9 | 0 | 0 | 4 | 0 | 83% | 78% |
| Lincoln | 55.4 | | E | 36.18 | 0 | 2 | 1 | 2 | 34.68 | 0 | 0 | 2 | 3 | 34.58 | 0 | 1 | 1 | 0 | 94% | 93% |
| Lincrest | 54.4 | | E | 40.8 | 0 | 3 | 6 | 2 | 38.19 | 0 | 0 | 3 | 0 | 37.23 | 0 | 1 | 5 | 0 | 84% | 85% |
| Park Avenue | 100 | | E | 34 | 0 | 0 | 1 | 2 | 34.6 | 0 | 1 | 2 | 0 | 33.8 | 0 | 0 | 3 | 0 | 91% | 93% |
| West Walton | 65.5 | | E | 32 | 0 | 2 | 4 | 0 | 36.6 | 0 | 1 | 2 | 1 | 36.4 | 0 | 5 | 3 | 0 | 78% | 84% |
| Barry | 40.9 | | A | 43.25 | 0 | 0 | 10 | 4 | 36.77 | 0 | 0 | 1 | 2 | 32.85 | 0 | 0 | 6 | 1 | 82% | 85% |
| Butte Vista | 29.2 | | A | 46 | 0 | 5 | 2 | 1 | 47 | 0 | 3 | 4 | 0 | 47.5 | 0 | 2 | 6 | 0 | 83% | 84% |
| Central Gaither | 75.3 | | A | 15 | 0 | 1 | 3 | 0 | 11.6 | 0 | 0 | 2 | 0 | 12.97 | 0 | 0 | 1 | 0 | 92% | 82% |
| Riverbend | 42.9 | | A | | | | | | 37.4 | 0 | 0 | 3 | 0 | 48.86 | 0 | 3 | 6 | 0 | 82% | 86% |
| Tierra Buena | 41.7 | | A | 38.65 | 0 | 0 | 0 | 0 | 39.95 | 0 | 2 | 0 | 0 | 40.57 | 0 | 0 | 0 | 2 | 100% | 98% |
| Yuba City Alternative | 36.4 | | A | 4.6 | 0 | 0 | 0 | 1 | 5.6 | 0 | 0 | 0 | 2 | 4.6 | 0 | 0 | 0 | 0 | 100% | 100% |
| Gray Avenue | 79.4 | 5 | M | 49.48 | 0 | 3 | 1 | 1 | 46.48 | 0 | 1 | 5 | 0 | 43 | 0 | 0 | 4 | 1 | 91% | 90% |
| Andros Karperos | 62.5 | | M | 53.81 | 0 | 2 | 2 | 1 | 49.97 | 0 | 3 | 3 | 1 | 40.2 | 0 | 2 | 4 | 0 | 85% | 89% |
| Albert Powell High | 54.5 | | H | 11.4 | 0 | 1 | 0 | 0 | 12.28 | 0 | 0 | 0 | 2 | 11.39 | 0 | 0 | 1 | 0 | 91% | 94% |
| River Valley High | 45.5 | | H | 69.68 | 0 | 4 | 0 | 0 | 89.78 | 0 | 7 | 3 | 1 | 94.55 | 0 | 7 | 2 | 2 | 90% | 91% |
| Yuba City High | 48.9 | 3 | H | 111.9 | 0 | 5 | 7 | 0 | 100.2 | 0 | 6 | 4 | 6 | 93.54 | 0 | 3 | 2 | 2 | 95% | 91% |

| | |
|--|---|
| Grade Level Key: | |
| Elementary (encompassing grades K-6 or K-5 or combination of these grade levels) | E |
| Middle (encompassing grades 6-8 or 7-8) | M |
| High School | H |
| Atypical (i.e. K-8) | A |

| | |
|--|------------|
| Three-year district retention rate | 88% |
| Three-year retention rate at high-poverty schools | 88% |
| Three-year retention rate at program improvement schools | 87% |

**Yuba City Unified School District
Equitable Distribution Plan
2009-2010**

Requirement Three: Teacher Retention Plan
District: Yuba City Unified School District

Historically, teacher retention has not been an issue in YCUSD. Our data reflects some peaks in teacher transfers that are attributed to the following factors:

- ✓ the opening/expansion of a new comprehensive high school (in 05-06 and 06-07)
- ✓ the opening/expansion of a K-8 elementary school (06-07 through 08-09)
- ✓ lay-offs due to budget cuts (08-09).

| Timeline | Activity | Personnel Involved |
|--------------|--|-----------------------------|
| March 2010 | Use requirement 3 data table to identify schools that have historical or possible retention issues. | HR Assistant Superintendent |
| April 2010 | Administer a district-wide school climate survey. | HR and Ed Services |
| June 2010 | Conduct exit interviews (one-on-one) with all teachers who are either resigning from the district or requesting a transfer from one school to another within the district. | HR |
| August 2010 | Analyze school climate survey results, retention, and sample exit interview data to identify potential issues prior to the start of school. | HR |
| October 2010 | Facilitate appropriate steps as necessary to address identified retention issues. | HR and Ed Services |
| On-going | Analyze data on a yearly basis and update Teacher Retention Plan as necessary. | HR and Ed Services |

**Yuba City Unified School District
Equitable Distribution Plan
2009-2010**

Requirement Three: Teacher Recruitment Plan

District: Yuba City Unified School District

High need areas, such as single subject math and science and special education, are identified based on data and feedback provided from site principals regarding retirements, reassignments, transfers, and resignations. In the past, the Assistant Superintendents of Education Services and Human Resources, along with site administrators from PI and high-poverty/high-minority schools, have attended recruitment fairs to aggressively market YCUSD and the local community to teachers credentialed in high need content areas and Special Education. Due to recent budget constraints resulting in lay-offs, the district has not experienced challenges with recruitment and retention.

| Timeline | Activity | Personnel Involved |
|---------------------|--|---|
| February - annually | Project enrollment for each grade for each school. | Deputy Superintendent of Business Services, Assistant Superintendent of Ed Services |
| March – annually | Meet with site principals to discuss master schedule for the following year and determine open positions. Assess HQT compliance and include in staffing needs. | Assistant Superintendent of Human Resources, Site Administrators |
| March – annually | Project open positions resulting from retirements, resignations, non-reelections, lay-offs, transfers, and enrollment increases/decreases. | Assistant Superintendent of Human Resources |

| | | |
|----------|--|---|
| On-going | Continue to analyze staffing needs for single subjects and Special Education. | Assistant Superintendent of Human Resources, Director of Student Support, Site Administrators |
| On-going | Advertise teacher vacancies at university placement offices, County Offices of Education, and on-line (Ed-Join). | Human Resources personnel |

Equitable Distribution Plan Requirement Four: District Overview Table

District Yuba City Unified School District

Insert Rows as Needed

| School Site | | | | AYP Status | | Total Years Experience as a Site Principal | |
|---|----------------------------|--------------------------|-------------|-----------------------|-------------|--|--------------------------------|
| Name of School Site | Percent of Poverty at Site | Program Improvement Year | Grade Level | English/Language Arts | Mathematics | Years as Principal at Site | Ttl. Yrs. Principal Experience |
| Andros Karperos School | 62.5 | | A | Not Met | Met | 4 | 4 |
| April Lane Elementary | 76.2 | | E | Met | Not Met | 5 | 5 |
| Barry Elementary | 40.9 | | A | Not Met | Met | 1 | 4 |
| Bridge Street Elementary | 100 | 5 | E | Met | Met | 2 | 8 |
| Butte Vista Elementary | 29.2 | | A | Met | Met | 9 | 9 |
| Central Gaither Elementary | 75.3 | | A | Met | Met | 8 | 8 |
| Gray Avenue Middle School | 79.4 | 5 | M | Met | Met | 5 | 5 |
| King Avenue Elementary | 87.5 | | E | Met | Not Met | 1 | 15 |
| Lincoln Elementary | 55.4 | | E | Not Met | Met | 8 | 8 |
| Lincrest Elementary | 54.4 | | E | Met | Met | 19 | 19 |
| Park Avenue Elementary | 100 | | E | Met | Met | 25.5 | 25.5 |
| Riverbend Elementary | 42.9 | | A | Met | Met | 2 | 3 |
| Tierra Buena Elementary | 41.7 | | A | Not Met | Met | 15 | 15 |
| Albert Powell High School | 54.5 | | H | Met | Met | 5 | 9 |
| River Valley High School | 45.5 | | H | Not Met | Met | 1 | 6 |
| Yuba City High School | 48.9 | 3 | H | Not Met | Not Met | 3 | 3 |
| Yuba City Alternative | 36.4 | | A | Met | Met | 5 | 9 |
| Elementary (encompassing grades K-6 or K-5 or combination of these grade levels) | | | | E | | | |
| Middle (encompassing grades 6-8 or 7-8) | | | | M | | | |
| High School | | | | H | | | |
| Atypical (i.e. K-8) | | | | A | | | |

**Yuba City Unified School District
Equitable Distribution Plan
2009-2010**

Requirement Four: Principal Support Plan

District: Yuba City Unified School District

District data indicates that YCUSD does not have difficulty retaining and recruiting teachers. YCUSD has an experienced cadre of principals, including those at high poverty/high minority and PI sites. Due to high levels of retention in our administrative and teaching staff, YCUSD has not needed a system to analyze the relationship between principal vacancies and teacher retention. The fact that all teacher transfers and lay offs are predicated on the negotiated contract language must be considered in any analysis of teacher retention data. YCUSD has collected and reviewed data pertaining to principal experience and site AYP status. At our 7 sites that did not make AYP, the years of principal experience range from 3 to 15. At PI sites, the district has strategically placed experienced principals committed to increasing student achievement and exiting Program Improvement status.

Every administrator has completed or will complete AB 75/AB 430 training. On-going professional development for site administrators occurs at annual summer institutes, monthly leadership meetings, and one-on-one coaching and mentoring opportunities focusing on effective instructional supervision, English Language Development, and Social and Cultural Awareness. In the past, assistant principals participated in monthly professional development to assist them in developing leadership skills and building their knowledge related to principal duties.

YCUSD developed a strategic plan to focus on student success that has been adopted by the YCUSD Governing Board. All principals and assistant principals participated in an intensive seminar series focused on research based effective instruction. That work continues now in ongoing peer forums, site based coaching and leadership team meetings. Principals of PI and high-risk schools have an increased allocation of resources, frequent and formalized progress monitoring with the Superintendent and DO staff, and performance review goals focused on student needs and success. District administrators have collaborated with Tri-County BTSA leadership to align support services with YCUSD's initiatives related to teacher and student success. YCUSD supports PI sites with a variety of internal and external resources: county office of education support staff, outside consultants, Regional System of District and School Support funding, and data management systems. District and site administrators from PI schools have been invited to share best practices related to quality first instruction/supervision and ELD at state-wide and out-of-state conferences.

| Activity | Description | Funding Source |
|--|---|--|
| Continue administrator training program and leadership institutes. | To develop administrators who are effective instructional leaders. | Federal and state categorical funding |
| Continue participation in AB 430. | To develop administrators who are knowledgeable in core content and technology. | Federal and state categorical funding |
| Continue to support PI site administrators with | To provide support with a variety of internal and external resources: County Office of Ed support staff, outside consultants, Regional System of District and School Support (RSDSS) and data management systems. | Title I, Title II, and Site Categoricals |
| Survey site administrators regarding professional development needs. | To create, implement, and analyze a professional development survey for site administrators. | None needed |