

Rose Ferrero Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

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

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|--|
| School Name | Rose Ferrero Elementary School |
| Street | 400 Entrada Drive |
| City, State, Zip | Soledad, CA 93960 |
| Phone Number | 831.678.6480 |
| Principal | Hecate Rosewood |
| E-mail Address | hrosewood@soledad.k12.ca.us |
| Web Site | www.soledadusd.org |
| CDS Code | 27-75440-6118756 |

| District Contact Information | |
|------------------------------|--|
| District Name | Soledad Unified School District |
| Phone Number | 831.678.3987 |
| Superintendent | Dr. Rupi Boyd |
| E-mail Address | rboyd@soledad.k12.ca.us |
| Web Site | www.soledadusd.org |

School Description and Mission Statement (Most Recent Year)

Vision At Rose Ferrero School of Excellence we will provide a safe environment where all students can and will achieve academic success and develop into citizens who contribute positively to our global community.

Rose Ferrero Elementary School will achieve this vision by:

- implementing Common Core State Standards with a focus on English Language Arts and Math;
- focusing on Systematic Quality Instruction, including: increasing text complexity leading high-level, text based discussions; focusing on process, not just content; creating assignments for real audiences and with real purpose; and teaching argument, not persuasion;
- assessing students using benchmark assessments (CPAA K-2, and MAP 3-6) to determine progress on CCSS;
- using Positive Behavioral Interventions & Supports (PBIS) to provide a safe, nurturing, creative and inspiring learning environment.
- following district instructional leadership.

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 123 |
| Grade 1 | 86 |
| Grade 2 | 80 |
| Grade 3 | 80 |
| Grade 4 | 74 |
| Grade 5 | 66 |
| Grade 6 | 64 |
| Total Enrollment | 573 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.0 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.9 |
| Filipino | 0.3 |
| Hispanic or Latino | 95.1 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 2.1 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 84.8 |
| English Learners | 55.1 |
| Students with Disabilities | 7.7 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 26 | 21 | 21 | 185 |
| Without Full Credential | 0 | 0 | 2 | 16 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.00 | 0.00 |
| All Schools in District | 96.59 | 3.41 |
| High-Poverty Schools in District | 96.59 | 3.41 |
| Low-Poverty Schools in District | 0.00 | 0.00 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: June 2014

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| Reading/Language Arts | 2009 - Houghton Mifflin Reading California Medallion Edition for grades K-6 in English. ELD is Pearson Language Central for grades K-6 in English and ELA Intervention is Sopris West Language! Fourth Edition for Grades 4-6 in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Mathematics | 2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |
| Science | 2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |
| History-Social Science | 2006 - McMillian/McGraw-Hill California Vistas for grades K-5 in English. 6th grade is McDougal Littell World History: Ancient Civilizations in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Rose Ferrero is a beautiful, fully landscaped school with twenty-six classrooms, two computer labs, a two thousand square foot library, a multi-use room fully equipped with a stage and prop room, two conference rooms, a counselor's office and a librarian's office, plus 2 portables. The playground is equipped with three handball walls, five basketball courts, swings, six tetherball stations, climb on equipment with slides, hanging bars, a soccer field, and a kick ball field. Rose Ferrero Elementary School's facilities are colorful and clean such that our students and staff take pride in their school. All restrooms are in working order. The campus is secured during the school day and is accessible only by first going through the front office.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 18, 2014 | | | | |
|---|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | Multipurpose Room - Cover plates missing inside and outside. Replaced new cover plates on December 29, 2014. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | Kindergarten Playground - Water fountain leaking. Repaired fountain on December 29, 2014. |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | Playground - Need to patch asphalt around garden area. To be completed during spring break. |

Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [] | [X] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 55 | 43 | 11 | 50 | 52 | 49 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|--|---|
| All Students in the LEA | 49 |
| All Student at the School | 11 |
| Male | 13 |
| Female | 10 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 13 |
| Native Hawaiian or Pacific Islander | |
| White | |
| Two or More Races | |
| Socioeconomically Disadvantaged | 10 |
| English Learners | 8 |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 40 | 50 | 47 | 38 | 42 | 43 | 54 | 56 | 55 |
| Mathematics | 46 | 66 | 66 | 40 | 44 | 45 | 49 | 50 | 50 |
| History-Social Science | | | | 28 | 30 | 34 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 2 | 4 | 4 |
| Similar Schools | 2 | 5 | 7 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 36 | 58 | 6 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 38 | 61 | 9 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 40 | 58 | 9 |
| English Learners | 33 | 52 | 11 |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 19.1 | 23.5 | 13.2 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents have many opportunities for involvement in the school. They include but are not limited to the following:

School Site Council: SSC includes faculty, parents, staff, and principal who meet regularly to create and/or revise the School Plan for Student Achievement; This is done with the input and assistance from all stakeholders and groups. During the writing or revising of the SPSA, the Council reviews data, programs, schedules, professional development, policies, and implementation of the current plan. English Learner Advisory Committee: ELAC includes parents of English learners, community members, and staff; This committee meets to advise the administration on services provided to students learning English; a second language. This committee also reviews the SPSA and offers advice regarding the plan to the School Site Council.

Parent "Back To School" Assessment Night: Parents are invited to visit their child's class to learn about the standards and curriculum that will be taught throughout the year. Parents are given a copy of their child's fall assessment results and are informed about the many ways they can help their child to meet grade level benchmarks.

Parent-Teacher Conferences: Conferences are held twice a year. At conferences parents have the opportunity to meet with each of their child's teachers to review grades and collaborate together as a team how they can best help the child meet grade level standards.

Student Success Team: SST meetings are held to provide an opportunity for information gathering and intervention for students who are at-risk. Parents, students, respective teachers, counseling and administrative staff come together to review each case individually and form an action plan for student success.

Individual Education Planning: IEPs are held on behalf of Special Education Students to review current performance and set new learning goals. In addition to parents: the student, their teacher, their Special Education service provider, and an administrator attend each meeting.

Parent Support Group: All parents are invited to volunteer and give support in a variety of school activities including our extra-curricular student programs. Parents come together to raise funds for field trips, equipment, and plan other ways to enrich the educational experience.

Parent Volunteers are invited to volunteer their help and expertise by working in their child's classroom, the office, library, cafeteria, and/or computer lab. Volunteers are appreciated every day and are recognized once a year at a special event held in their honor and attended by all Rose Ferrero Staff.

Parent Education: These topics may include, but are not limited to the following: - gang awareness - parenting classes - health and nutrition - educational support.

Migrant PAC: Parents of Migrant students are invited to attend a district parent meeting once a month where they learn about the services available to Migrant students. Parents also give input about the Migrant Program and ways to best serve our Migrant students.

Award and Recognition Assemblies: Parents are invited to attend all student recognition assemblies throughout the year. Several students from each class are recognized for a variety of accomplishments and effort. Many parents attend our monthly Award and Recognition Assembly.

Information about any of our parent activities and trainings can be obtained from the school office.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 5.3 | 4.6 | 4.2 | 10.1 | 7.4 | 3.8 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Rose Ferrero Elementary School's Comprehensive School Safety Plan is reviewed and annually updated under the direction of our School Site Council. The components of our plan include: Status of School Crime, Child Abuse Reporting, Crisis Response, Emergency Preparedness, Suspension and Expulsion, Dangerous Pupil Policy, Sexual Harassment Policy, Dress Code, Safe Ingress/Egress, Safe and Orderly Environment, School Discipline, Suspicious Parcels, and the County Terrorism Matrix. The plan meets or exceeds all of the requirements of Senate Bill 187. This plan is reviewed annually with all staff and on-going safety awareness is of the highest priority. We survey our parents and students annually in order to be aware of safety concerns. Furthermore, our Board of Trustees reviews and approves our Comprehensive School Safety Plan annually.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2007-2008 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 5 |
| Percent of Schools Currently in Program Improvement | --- | 62.5 |

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 26.7 | 0 | 3 | 0 | 26 | | 3 | | 25 | | 5 | |
| 1 | 25.3 | 0 | 3 | 0 | 28 | | 3 | | 22 | 1 | 3 | |
| 2 | 26 | 0 | 3 | 0 | 24 | | 3 | | 27 | | 3 | |
| 3 | 21.3 | 2 | 1 | 0 | 26 | | 3 | | 27 | | 3 | |
| 4 | 34.5 | 0 | 0 | 2 | 31 | | 2 | | 25 | 1 | | 2 |
| 5 | 32 | 0 | 2 | 0 | 35 | | | 2 | 33 | | 1 | 1 |
| 6 | 37.5 | 0 | 0 | 2 | 33 | | | 2 | 32 | | 1 | 1 |

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

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development) | 1 | --- |
| Library Media Teacher (Librarian) | .10 | --- |
| Library Media Services Staff (Paraprofessional) | 1 | --- |
| Psychologist | .3 | --- |
| Social Worker | 0 | --- |
| Nurse | .10 | --- |
| Speech/Language/Hearing Specialist | 1 | --- |
| Resource Specialist | 1 | --- |
| Other | 1 | --- |

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 8494 | 4314 | \$4,180 | \$69,834 |
| District | --- | --- | \$5,248 | \$63,059 |
| Percent Difference: School Site and District | --- | --- | -20.4 | 10.7 |
| State | --- | --- | \$8,448 | \$69,435 |
| Percent Difference: School Site and State | --- | --- | -50.5 | 0.6 |

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Our services include a resource specialist program and speech and language services. Some students who qualify in the area of learning, speech, or language are serviced through a full inclusion and pull-out model. This model allows the student to receive services according to their IEP while remaining in their regular education classroom and having full access to grade level standards.

Funds are used to purchase supplemental materials and to provide additional support for students who are under-performing in reading, language, or math as measured by district-selected assessments.

Our Migrant Program instructional assistant serves migrant students in need of additional services.

These funds are used to purchase instructional materials relating to tobacco-use prevention.

These funds are used to purchase supplemental materials and assistance for our students who are under-performing and from a low socio-economic background.

These funds are used to purchase library materials used by the entire school community.

These funds also provide materials for these programs as well as for parent trainings and staff professional development.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,047 | \$38,920 |
| Mid-Range Teacher Salary | \$62,366 | \$59,803 |
| Highest Teacher Salary | \$90,568 | \$78,096 |
| Average Principal Salary (Elementary) | \$91,008 | \$95,836 |
| Average Principal Salary (Middle) | \$99,965 | \$99,849 |
| Average Principal Salary (High) | \$101,579 | \$107,599 |
| Superintendent Salary | \$130,000 | \$151,912 |
| Percent of Budget for Teacher Salaries | 39 | 37 |
| Percent of Budget for Administrative Salaries | 5 | 6 |

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

Professional Development

Rose Ferrero staff members are provided with a variety of professional development opportunities. The staff development plan is created with the input of staff, the School Site Council, and is based on the needs of our staff as determined by on-going data analysis. Staff development occurs on 11 full training days, on early release Thursdays, and at Staff Meetings. Rose Ferrero is following the Professional Learning Communities model of collaboration. Each group focuses on student learning in general and specifically during their daily 40 minute intervention time. Working together, the faculty answers the question of what is to be done when students don't learn. Each new teacher receives assistance and support from a mentor teacher who has been trained through the BTSA Program.