

Bear Mountain Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

BOARD APPROVED

1/19/21

BOARD PRESENTED

1/19/21

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Bear Mountain Elementary School
Street	1501 Hood Street
City, State, Zip	Arvin CA, 93203
Phone Number	(661) 854-6590
Principal	Magdalena Hernandez
Email Address	mhernandez@arvin-do.com
Website	http://www.arvinschools.com/1/Home
County-District-School (CDS) Code	15-63313-6110464

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Arvin Union Elementary School District
Phone Number	(661) 854-6500
Superintendent	Georgia Rhett
Email Address	rhett@arvin-do.com
Website	www.arvinschools.com

School Description and Mission Statement (School Year 2020-2021)

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere. Established in 1991, Bear Mountain Elementary School is a TK-6 Title 1 school and is one of four schools in the Arvin Union School District.

Bear Mountain's mission, aligned with the Arvin Union School District, is "Every child learning, everyday, no matter what it takes"! Our priority is teaching high academic standards using standards based materials. Teachers and students use educational technology to enhance curriculum and instruction across the school. While teachers meet every Monday for "Professional Collaboration" meetings, they focus on the continuous academic growth of all students. Currently, the school-wide focus is on building students' reading comprehension skills through close and analytical reading of text throughout content areas. This focus is outlined in the School Implementation Plan developed by the Site Leadership Team to provide a strategic and focused approach to increasing student achievement. To support teaching and learning, every teacher has a laptop computer, dual monitor, and document camera to support teaching. Additionally, every student at Bear Mountain Elementary are provided with a Chromebook and wifi hotspot as needed to support Distance Learning.

The list below identifies learning opportunities for students. These opportunities include, but are not limited to:

- Distance Learning Strategies
- Gifted and Talented Education (GATE) Enrichment activities
- Dual Immersion Program (Spanish/English)- biliteracy
- Intensive Intervention opportunities
- Arvin Advantage Extending Learning Program
- 21st Century Grant Extended Learning Program
- *95% Intervention Program for students in TK-3 to build literacy skills
- *I-Ready ELA and Math skill building and diagnostic assessments

- Summer School
- Parent Education Classes
- English Language Development Curriculum (for English Learners)
- School-wide AVID
- Migrant Education
- Title I Extended Day Programs
- Social/Emotional Learning support with a full-time Social Worker
- Attendance recognition

Working together with all stakeholders, Bear Mountain Elementary School proudly supports and builds upon the academic, social, and emotional areas and potential of every student. Bear Mountain Elementary continues as an AVID elementary focusing on the skills and strategies to support note-taking, note-making, annotation of text, organizational skills, collaborative opportunities and emphasizes on students being a critical thinker and problem solver. Teachers and students work diligently and focus on the California state standards. While the ultimate goal is meeting or exceeding standards, the site also focuses on all subgroups making academic growth. Due to COVID19, the site continues to promote learning through standards based instruction during distance and hybrid learning.

We ensure:

Every child learning, every day, no matter what it takes!

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	110
Grade 1	96
Grade 2	94
Grade 3	120
Grade 4	119
Grade 5	116
Grade 6	122
Grade 8	5
Total Enrollment	782

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.3
Asian	0.1
Hispanic or Latino	95.1
White	1.9
Two or More Races	0.4
Socioeconomically Disadvantaged	97.3
English Learners	69.1
Students with Disabilities	10.4
Foster Youth	0.4
Homeless	4.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	31	33	118
Without Full Credential	5	6	6	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Arvin Union School District held a Public Hearing on August 18, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks/instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students were provided textbooks as evidenced by the most recent August 2020 Williams Review.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, Advance ELD/ELA/ 2017, Read 180 Intervention Program 2017	Yes	0%
Mathematics	K-6 Houghton Mifflin, Math Expressions 2015	Yes	0%
Science	K-8 McMillan McGraw Hill, Inspire 2020	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	K-8 Pearson Education, California History Social Science: My World Interactive 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

Bear Mountain Elementary School consists of 55 classrooms, a library, a multipurpose room/cafeteria, a staff room, three playgrounds, and an administrative office. The facility strongly supports teaching and learning through its ample classroom and playground space.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. The principal works closely with the Lead Maintenance person and custodial staff of three to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A complete repaint of the school and a new roof were completed during the summer of 2016 along with an electrical modernization project which was completed in the cafeteria during the 2015-2016 school year. A Solar panel project was completed in March of 2017 and is fully operational. Remodeling of our office and library occurred in 2017-2018 along with additional play equipment for the upper elementary playground. A new classroom building consisting of 10 classrooms replaced portable modular classrooms. The new wing was ready for students opening in January 2020.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	25	N/A	33	N/A	50	N/A
Mathematics (grades 3-8 and 11)	18	N/A	21	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	12	N/A	13	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

The staff at Bear Mountain Elementary is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council (SSC) and English Language Advisory Council (ELAC). In addition, parents are invited to become a member of the Parent Teacher Association (PTA) and attend our monthly Coffee with the Principal event to receive new information on a variety of topics or to provide input on matters related to the school site. Parents are also invited to contact their child's teacher in order to participate in volunteering opportunities during a regular school year. Additionally, parents are encouraged to participate in Parent Workshops and attend student performances or events as scheduled. The site also has a Parent Center led by the site Student Success Facilitator and Categorical Clerk which is open daily through in-person or virtual means with resources to help families support their child's education. While distance learning is occurring, safety measures are in place to continue to support students and parents with technology.

Parents or community members who wish to participate on leadership teams, school committees, take part in school activities, or become a volunteer are encouraged to make contact through the Bear Mountain Elementary School office. Our contact phone number is 661-854-6590. Please ask to speak to Magdalena Hernandez, Principal.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.5	1.6	1.2	3.5	3.6
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.26	1.07	
Expulsions	0.0	0.10	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Bear Mountain Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents, community members, and board approved on February 16, 2020 to ensure the protection of students, staff, school property, as well as establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month, earthquake drills held quarterly and lock-down drills are held once a trimester. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Students are supervised throughout the day by certificated and classified employees when on campus. There is a designated area for student drop-off and pick-up in front of the school. All visitors must check-in and register in the office using our district visitor management system, Raptor. Additional precautions have been implemented since the beginning of the COVID-19 crisis in March including plastic barriers, sanitizing stations, temperature and wellness checks, as well as revised entry and exit procedures and modification of shared space use on campus.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	5		23	1	4	3	22		2	
1	21	3	2		24		4		24		4	
2	24		4		21	2	3		24	4		
3	22		4		23		4		24		5	
4	29		4		27		4		24	1	4	
5	30		3		29		4		19	2	4	
6	16	3	3		28		3		24	1	4	
Other**					13	1						

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9287.34	\$1869.10	\$7418.24	75,092.33
District	N/A	N/A	\$6868.44	\$75,658
Percent Difference - School Site and District	N/A	N/A	7.7	-0.8
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-4.4	-7.0

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

Types of Services Funded (Fiscal Year 2019-2020)

The picture of funding within the Arvin Union School District stabilized with the ongoing implementation of Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding and improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library books, intervention teachers and intervention computer programs, student success facilitators, elementary PE teachers, nurses, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for Extended Learning and Parent Involvement. Extended learning Funds are allocated to each site and students are selected based by application and need. These funds also support winter and summer sessions. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title II supports one additional teacher for class size reduction and Title III provides an aide specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Title IV funds have supported technology and professional development, campus supervisors, and a focus on safety. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program and Speech services. After-School grant funds including ASES and 21st Century allow us to serve a large number of students in our daily Arvin Advantage Extended Learning Program. State preschool funds provide both AM and PM classes at our site to support student readiness for school. State preschool funds provide both AM and PM classes at our site to support student readiness for school.

Each of these programs provides targeted or general services to students with all intents to ensure equity for all student groups.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,665	\$50,574
Mid-Range Teacher Salary	\$75,461	\$76,649
Highest Teacher Salary	\$91,757	\$98,993
Average Principal Salary (Elementary)	\$122,333	\$125,150
Average Principal Salary (Middle)	\$120,000	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$151,441	\$193,925
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5

The district schedules "back to school" staff development days annually and staff are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, safety, and required policy reviews. Staff members build work skills, strategies, and concepts by participating in training, conferences and workshops throughout the year. Professional development is supported by peer to peer collaboration, site academic coach and/or administration support, district personnel including Directors and Teachers on Special Assignment, as well as external sources such as consultants. This training keeps a lens on the population of the district with a focus on building English Language Development and an increasing focus on Multi-tiered systems of support. Professional development is provided during the day facilitated by substitutes, after school, and during the summer. Topics are selected based on high student population needs (EL and SWD specifically), survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. Site Professional Development is available throughout the year via Site and District coaches, Flexdays, Staff meetings, and designated Site Leadership Team meeting days.

2018-2019 Professional Development: ALICE active shooter training, Trauma Informed Care, and History Social Studies training for the new adoption and Professional Learning Community work for departments and grade levels focused on ELD, Internet Safety, mandatory policies, Read 180 for specific teachers, and data review at sites

2019-2020 Professional Development: Equity in Education with Patrick Briggs from AVID, Science adoption overviews for science teachers and Integrated ELD for single subject non-science teachers, i Love U Guys Foundation safety training for disaster management, mandatory policies, Internet safety, Read 180 for specific teachers on use of materials, and data review at sites. Student engagement strategies and a focus on rigorous instruction, Close Reading, and writing were focus areas at all sites.

2020-2021 Professional Development: District wide training included setting a foundation for implementation of distance learning with the impact of COVID-19 and scheduling, utilization of the CANVAS platform to support distance learning, 95% training for Kinder through Third grade to support foundational reading skills and usage of STAR assessment for diagnostic at the Middle School. Mandatory policies were reviewed and Get Safety Trained included Sexual Harassment Training/Child Support Prevention Training/ Bloodborne Pathogen,/Injury and Illness Prevention/Pesticide Training all provided in a virtual learning format. RULER training for Social-emotional learning began with a trainer of trainer model and continues to be rolled out at each site with lead trainers. Utilization of Teams, CANVAS, Zoom, Flipgrid, Parent Portal and various other components to support distance learning while continuing to implement best teaching strategies have been provided by Kern County Superintendent of Schools personnel as well as district Teachers on Special Assignment and district/site administrators. Use of Personal Protective Equipment/safety measures and cleaning routines have been key trainings this year.

Additional days of training for the last 3 years included Dual Immersion and Special Education trainings and 2 days of training was increased to 3 in 2020-2021 for new teachers focused on instructional strategies and district programs to prepare them for the year. Ongoing training for instructional assistants has expanded to include 95% intervention strategies, English Learner support strategies, and utilization of district technological programs to support distance learning.

Professional growth and participation in Professional Learning Communities and Leadership is an ongoing focus as well as Leading from the Middle with support from InnovateEd throughout 2018-2020 and continuing with Performance Education Partnership for the 2020-2021 school year. Team members work as a Leadership professional learning community to implement strategies and work toward attainment of the School Implementation Plan.