

Haven Drive Middle 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	Haven Drive Middle School
Street	341 Haven Drive
City, State, Zip	Arvin CA, 93203
Phone Number	(661) 854-6540
Principal	Calletano Gutierrez
Email Address	cgutierrez@arvin-do.com
Website	http://www.arvinschools.com/3/home
County-District-School (CDS) Code	15-63313-6008817

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Arvin Union 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 1940, Haven Drive Middle School is one of four schools in the Arvin Union School District.

In order to "Inspire and Empower Haven Drive Bulldogs academically, emotionally and socially, while preparing them to be productive citizens and future leaders", the following learning opportunities for all students are desired and have been written into district and site plans for long-term implementation. However, the long-lasting impact of Distance Learning may cause or, may have caused, modification to full implementation. These include, but are not limited to:

- GATE enrichment cluster classes and activities
- Spanish Literature elective classes
- AVID elective classes
- Marching Band
- Art
- Seasonal Sports
- Winter Percussion
- Arvin Advantage After-school Program
- Weekend and Extended Day Programs (Migrant/formerly SES)
- Summer School
- After School Intervention classes
- Parent education classes
- English Language Development Curriculum (for English Learners)
- Integrated Science elective classes
- Drama Club
- Yearbook Club
- Project Lead the Way - (Design and Modeling - Engineering/Forensic Science)
- Extra Curricular Activities (Science Fair, History Day, Oral Language, Math Field Day, Battle of the Books)

In addition to high academic standards, the use of educational technology to support curriculum is prevalent across the school. Each teacher has a laptop computer, an LCD projector, available document camera and additional monitor, printer and white board in the classroom. The combination of teaching the academic curriculum while embedding technological enhancements to the lessons provides more effective teaching and learning. Each student has a Chromebook to support "one-to-one" technology needs and supports our distant learning model due to COVID-19 guidelines.

Teachers meet every week during "Collaboration" meetings during which teachers focus on the continued academic growth of all students utilizing in-depth data analysis, creation of Common Formative Assessments and discussion of strategies to increase percentages of students attaining higher proficiency levels. Our school uses Start Test Renaissance as a method to assess our students growth three times a year in ELA and Math.

The Arvin Union School District's mission, "Every child learning every day, no matter what it takes," propels Haven Drive to "do whatever it takes" to ensure each students' needs are met to the best of our ability. Utilizing a variety of resources, Haven Drive's priority is to prepare the students for success here, through high school, college, and beyond.

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

Grade Level	Number of Students
Grade 7	316
Grade 8	338
Total Enrollment	654

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

Student Group	Percent of Total Enrollment
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	95.6
White	3.5
Two or More Races	0.3
Socioeconomically Disadvantaged	97.7
English Learners	50.3
Students with Disabilities	6.4
Foster Youth	0.3
Homeless	6.4

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	17	22	21	118
Without Full Credential	14	10	13	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 provided one set of standards-aligned textbooks to use at school and home as well as access to standards aligned material in core subjects. 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 have textbooks as verified by the August 2019 Williams Review.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7-8 - Houghton Mifflin Collections, 2016 Houghton Mifflin, Intervention Read 180, 2017	Yes	0%
Mathematics	7-8 Houghton Mifflin, Big Ideas Math, 2015	Yes	0%
Science	K-8 McMillian McGraw Hill, Inspire, 2020	Yes	0%
History-Social Science	7-8 Teachers Curriculum Institute, History Alive! 2017	Yes	0%

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

School Facility Conditions and Planned Improvements

Built in 1940, Haven Drive Middle School offers a safe and secure campus for students, staff, and visitors. Currently Haven Drive Middle School consists of 42 classrooms, a library, a multipurpose room/cafeteria, a staff room, staff professional development room, a student lounge, 2 locker rooms and a gym. Site administration works closely with the Lead Maintenance person and assigned custodial staff to ensure the campus is in optimal shape.

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. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

The entire campus exterior was painted during the Summer of 2014, the main office was rebuilt and open for business in April 2017. A Solar Project on the Haven Drive campus was completed in March 2017 as well. A re-roofing project is underway as of November 2020 on several buildings around the campus.

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: 09/2020

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	
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)	39	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
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 Haven Drive is aware of the positive correlation between parent and community involvement and 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 and English Language Advisory Council (ELAC). Parents are also invited to contact their child's teachers or the office in order to volunteer in classrooms, participate in Parent Workshops and attend parent/teacher conferences, student performances or events including Coffee with the Principal, and virtual AVID and Academic Learning Nights.

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 Haven Drive Middle School office. Our contact phone number is 661-854-6540 and please ask to speak with Calletano Gutierrez, 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	5.4	4.3	1.6	1.2	3.5	3.5
Expulsions	0.3	0.3	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	3.82	1.07	
Expulsions	0.46	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)

Haven Drive Middle School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents, and school board approved February 18, 2020, to ensure the protection of students, staff, school, and school property to establish a climate that is conducive to learning. All staff members and parents have access to the plan and an annual review of the school site safety policies is conducted. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and disaster response training.

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 while earthquake and lock down drills are held quarterly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations.

Students are supervised throughout the day by certificated and classified employees. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office, have their ID's checked through our district "RAPTOR" monitoring system, and receive a Haven Drive visitor badge that must be displayed at all times. Additional precautions have been implemented since the beginning of the COVID-19 crisis in March 2020 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. A significant impact of our safety precautions has been the implementation of a hybrid work schedule for many of our staff members.

Average Class Size and Class Size Distribution (Secondary)

Subject	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+
English Language Arts	25	9	14		23	8	18		26	7	17	
Mathematics	25	10	18		24	10	21		24	9	18	
Science	26	8	17		24	9	21		26	7	23	
Social Science	27	3	19		26	7	18		27	2	22	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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
Library Media Teacher (Librarian)	1
Other	1

*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	\$9075.11	\$1542.82	\$7532.3	65,760.32
District	N/A	N/A	\$6868.44	\$75,658
Percent Difference - School Site and District	N/A	N/A	9.2	-14.0
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-2.8	-20.2

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

Types of Services Funded (Fiscal Year 2019-2020)

The picture of funding has stabilized within the Arvin Union School District with the continued 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, 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, intervention computer programs, student success facilitators, nurses, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, funds for student activities/incentives, 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. 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 III provides aides 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 Program.

Each of these programs provides targeted or general services to students with all intents to ensure educational 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.