

**Sierra Vista 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	Sierra Vista Elementary School
Street	300 Franklin Street
City, State, Zip	Arvin CA, 93203
Phone Number	(661) 854-6560
Principal	Rosemarie Borquez
Email Address	rborquez@arvin-do.com
Website	<a href="http://www.arvinschools.com/4/home">http://www.arvinschools.com/4/home</a>
County-District-School (CDS) Code	15-63313-6008833

### District Contact Information (School Year 2020-2021)

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

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

Sierra Vista Elementary is committed to enhancing learning for all Sierra Vista students with an emphasis on higher order critical thinking skills. We believe the key components that favor quality results and improvement include a rigorous curriculum that is flexible enough to support all students' learning, opportunities for students to apply and practice problem solving in all academic areas, and support for a faculty of lifelong learners who work together and provide effective instructional planning. Sierra Vista is committed to a rigorous educational program with high academic expectations. Our curriculum is designed to meet the diverse academic and social needs of students with outstanding resources and a vision for excellence. Our resources include dedicated and highly trained teaching professionals, well prepared and eager students with an appetite for learning, a talented and supportive parent community, and a vision for education that demands commitment and support for academic excellence. Our goal is to provide opportunities for all students to obtain the skills, knowledge, attitude, and values they need to reach their full potential as productive citizens prepared for the 21st century. Sierra Vista Elementary is committed to consistently create a safe, challenging, and joyful learning environment where all individuals are treated respectfully and are valued members of the school community. Student voice and choice are very important. Sierra Vista expected behaviors and discipline promote Be Safe, Be Respectful, Be Responsible, and Be Ready to Learn in a fair and equitable manner. Our school commitment is in support of student academic and social growth with a collaborative process among staff, students, and parents focused on our Arvin Union School District mission statement. "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	118
Grade 1	116
Grade 2	112
Grade 3	121
Grade 4	108
Grade 5	108
Grade 6	111
<b>Total Enrollment</b>	<b>794</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.1
Hispanic or Latino	96.5
White	2.5
Socioeconomically Disadvantaged	97.7
English Learners	72
Students with Disabilities	9.1
Foster Youth	0.4
Homeless	7.8

## 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	33	37	34	118
Without Full Credential	2	4	4	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 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 had appropriate 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-6 McMillan McGraw Hill, Inspire 2020	Yes	0%
History-Social Science	K-6 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

Sierra Vista Elementary School consists of 41 classrooms, a multipurpose room/cafeteria, a staff room, two playgrounds, a new administrative office, library and Parent Center. The facility strongly supports teaching and learning through its ample classroom and playground space. Modernization construction provided 12 new modular classrooms in 2017-2018 and continued modernization will renew the Sierra Vista campus classrooms over the next 5 years.

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. Site administration works closely with Lead Maintenance person and custodial staff to implement 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.

Modernization construction is evident at Sierra Vista Elementary with Solar Panels to support electrical cost and provide shade in playgrounds. An additional modular building this school year 2021 will be replacing 12 classrooms and are being built to support Special Education and speech classes. Access for the American Disabilities Act is extensive with new construction.

Sierra Vista continues to receive regular maintenance and repairs to ensure students, staff, and parents enter grounds and classrooms in good repair.

**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

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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)	24	N/A	33	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	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)	14	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 success of Sierra Vista Elementary is in large part due to its tradition of strong parent support and participation. We have many opportunities for parents to participate in many parent portals of our school. We encourage parents to communicate frequently with any questions or concerns. Sierra Vista parents always feel welcomed and are free to express their ideas and suggestions to help improve our school.

Parents are active participants in our School Site Council, which works with the administration to help make decisions on the School Plan for Student Achievement and School Safety Plan. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Our monthly Coffee with the Principal has been a great success in having an open line of communication between parents and administration in reaching our goals for students’ success and making positive growth in all domains. Trimester Parenting Classes have supported our parents in parenting skills to help our Sierra Vista Cougars in both Social Emotional needs and Academic needs. We are very thankful for the dedication of our parents at Sierra Vista Elementary.

Our contact phone number is 661-854-6561. Please ask to speak with Rosemarie Borquez, 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	0.1	0.1	1.6	1.2	3.5	3.4
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	0.25	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)

Sierra Vista Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents, and school board approved on February 16, 2020. This plan is put in action to ensure the protection of students and staff, the protection of school and school property, and to 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. In addition, COVID-19 precautions have been implemented this year as part of district protocols.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills and other drills such as: Lockdown, Lockout, Evacuate, and Shelter in Place are held once a month while 3 in 1 drills or Lockdown, Shelter in Place and Evacuate drills are held per 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. There is a designated area for student drop-off and pick-up in front of the school, the pre-school/kindergarten gate, 5th/6th grade south east gate and back office gates. All visitors register at the office and receive identification badges utilizing the Raptor system. This may be modified as need be to promote social distancing and safe entry / exit to 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	22	2	4		22	1	5	2	15		6	
1	23		5		21	3	2		17	4	3	
2	22		5		22	1	5		16	3	4	
3	23		5		23		5		20	1	5	
4	27	1	3		27		4		22	2	3	
5	24	1	4		27	1	3		27		4	
6	30		4		24	1	4		28		4	
Other**	13	2			11	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.

### 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	\$7874.21	\$1540.06	\$6334.15	76,146.90
District	N/A	N/A	\$6868.44	\$75,658
Percent Difference - School Site and District	N/A	N/A	-8.1	0.6
State	N/A	N/A	\$7750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-20.1	-5.6

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 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.