

Dr. Douglas K. Fletcher Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Dr. Douglas K. Fletcher Elementary School |
| Street | 9801 Highland Knolls Drive |
| City, State, Zip | Bakersfield, CA 93306 |
| Phone Number | (661) 631-5960 |
| Principal | Nancy Olcott |
| Email Address | olcottn@bcasd.com |
| Website | http://fletcher.bcsd.com/ |
| County-District-School (CDS) Code | 15633210129171 |

| Entity | Contact Information |
|----------------|----------------------------------|
| District Name | Bakersfield City School District |
| Phone Number | 661-631-4600 |
| Superintendent | Doc Ervin |
| Email Address | supt@bcsd.com |
| Website | www.bcsd.com |

School Description and Mission Statement (School Year 2019-20)

Dr. Douglas K. Fletcher Elementary School opened our doors in August 2014 with 567 students in grades PreK to 5. Site administrators and teachers collaboratively worked together to create a positive school environment where student learning and high expectations are the norm. We developed our beliefs together as a team:

Dr. Douglas K. Fletcher Elementary School is:

- A school that inspires students to explore the world and make it a better place.
- A school where strong partnerships exist between home, school and the community.
- A school where the latest educational technology is used to enhance and create new learning opportunities for students..
- A school where high-quality, committed professionals lead students with innovative educational practices.
- A school that is dedicated to high expectations for all students and staff.
- A school that is committed to creating a warm, caring, and positive learning environment.
- A school where collaboration occurs between and among teachers, students and parents.
- A school where inquiry and exploration are highly visible.
- A school where achievements and academic excellence are celebrated.

We have three main goals at Dr. Douglas K. Fletcher Elementary: To build relationships in a positive school environment, to hold high expectations for students and staff and to accelerate high levels of student learning. In order to reach our goals, school structures and on-going professional development will be developed for the following:

- Professional Learning Communities
- Visible Learning instructional strategies and content
- School-wide Positive Behavior Support and Intervention
- Response to Intervention and Instruction
- Good First Instruction
- Parent Engagement and Community Involvement

School Vision

The vision of Dr. Douglas K. Fletcher Elementary School is to build enduring relations, accelerate learning and inspire excellence.

School Mission

Our Mission is to lead students through inquiry toward academic, social and emotional excellence; to establish strong partnerships between home, school and the community and to participate in meaningful collaboration between and among staff, students and parents to enhance learning opportunities for all students.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 131 |
| Grade 1 | 93 |
| Grade 2 | 114 |
| Grade 3 | 111 |
| Grade 4 | 101 |
| Grade 5 | 131 |
| Total Enrollment | 681 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 1.3 |
| American Indian or Alaska Native | 0.1 |
| Asian | 1.5 |
| Filipino | 1.6 |
| Hispanic or Latino | 66.2 |
| White | 25.6 |
| Two or More Races | 3.7 |
| Socioeconomically Disadvantaged | 62.3 |
| English Learners | 20.4 |
| Students with Disabilities | 9 |
| Foster Youth | 0.9 |
| Homeless | 2.6 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 33 | 33 | 32 | |
| Without Full Credential | 0 | 1 | 3 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 1 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September, 2019

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | Grades TK-5: Benchmark Education Company, Benchmark Advance California; Benchmark Adelante California, 2018 Grades 6-8: McGraw Hill, Study Sync, 2018 Grades TK-5: Benchmark Education Company, Benchmark Advance (How English Works) (ELD), 2018 Grades 6-8: HMH, English 3D (ELD), 2017 | Yes | 0% |
| Mathematics | Grades K-5: McGraw Hill, McGraw Hill My Math, 2013 Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013 Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013 Grade 8: McGraw Hill, Glencoe Algebra 1, 2013 | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------|--|
| Science | Grades K-5: Houghton Mifflin, Houghton Mifflin California Science, 2007 Grades 6-8: Holt, Rinehart & Winston, Holt California Science: Earth, Life and Physical Science, 2007 | Yes | 0% |
| History-Social Science | Grades K-5: Harcourt School Publishers, Reflections, 2007 Grade 6: Holt, Rinehart & Winston, Holt California Social Studies: World History, Ancient Civilizations, 2006 Grade 7: Holt, Rinehart & Winston, Holt California Social Studies: World History Medieval to Early Modern Times, 2006 Grade 8: Holt, Rinehart & Winston, Holt California Social Studies: United States History Independence to 1914, 2006 | Yes | 0% |
| Visual and Performing Arts | Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019 Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007 Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Fletcher School was built in 2013. It sits on 20 acres, of which 11.01 acres is playground. This school has 31 classrooms, a multi-purpose facility, two pre-k rooms, learning center, library, psych/speech room, and a staff lounge.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District’s Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 12/02/2019

| 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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 55 | 56 | 35 | 36 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 50 | 42 | 23 | 22 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 346 | 342 | 98.84 | 1.16 | 55.85 |
| Male | 175 | 174 | 99.43 | 0.57 | 47.70 |
| Female | 171 | 168 | 98.25 | 1.75 | 64.29 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 231 | 229 | 99.13 | 0.87 | 49.34 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 89 | 88 | 98.88 | 1.12 | 65.91 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 63.64 |
| Socioeconomically Disadvantaged | 241 | 239 | 99.17 | 0.83 | 46.44 |
| English Learners | 99 | 98 | 98.99 | 1.01 | 35.71 |
| Students with Disabilities | 43 | 42 | 97.67 | 2.33 | 9.52 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 20 | 19 | 95.00 | 5.00 | 47.37 |

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 346 | 342 | 98.84 | 1.16 | 42.40 |
| Male | 175 | 174 | 99.43 | 0.57 | 41.95 |
| Female | 171 | 168 | 98.25 | 1.75 | 42.86 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 231 | 229 | 99.13 | 0.87 | 34.50 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 89 | 88 | 98.88 | 1.12 | 57.95 |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 63.64 |
| Socioeconomically Disadvantaged | 241 | 239 | 99.17 | 0.83 | 32.64 |
| English Learners | 99 | 98 | 98.99 | 1.01 | 25.51 |
| Students with Disabilities | 43 | 42 | 97.67 | 2.33 | 11.90 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 20 | 19 | 95.00 | 5.00 | 31.58 |

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

| 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 | 20.3 | 18.0 | 13.5 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2019-20)

Fletcher offers many opportunities for parents to become involved in their child's education.

Fletcher Elementary Booster Club
School Newsletter from Principal
Parent Volunteers in the classroom and the library
Quarterly Parent Education with a family focus
Family Picnic Days
FACE Parent Cafe
Loving Solutions
PALS - Parents as Leaders
Family Movie Night
Muffins with Mom
All-Pro Dad's Breakfast

For more information regarding specific parent activities, please contact Lori Roberts or Jennifer Casillas at 661-631-5960 Ext. 12150.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.7 | 0.4 | 0.8 | 2.1 | 2.3 | 2.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Fletcher established its Comprehensive School Safety Plan in 2014. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Fletcher's School Safety Plan is current and is updated annually. The Fletcher school safety plan was updated and approved by the School Site Council on May 7, 2019.

Key elements of Fletcher's School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures, (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; and (j) discipline rules and procedures. Our overall goal is to maintain a safe and orderly school environment conducive to learning.

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 | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | 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 | 18 | 2 | 5 | | 20 | 2 | 4 | | 18 | 3 | 4 | |
| 1 | 21 | 2 | 3 | | 23 | | 5 | | 19 | 4 | 1 | |
| 2 | 19 | 5 | | | 21 | 1 | 4 | | 23 | | 5 | |
| 3 | 21 | 2 | 3 | | 20 | 4 | 1 | | 22 | | 5 | |
| 4 | 26 | | 3 | | 20 | 2 | 4 | | 25 | | 4 | |
| 5 | 19 | 2 | 4 | | 28 | | 3 | | 23 | 2 | 4 | |
| Other** | | | | | | | | | | | | |

*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 Academic Counselors to Pupils (School Year 2018-19)

| 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 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.3 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,453 | \$1,504 | \$6,950 | \$73,165 |
| District | N/A | N/A | \$3,176 | \$72,033.00 |
| Percent Difference - School Site and District | N/A | N/A | 74.5 | 1.6 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -7.7 | -12.2 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

TITLE I
Migrant Ed.
Special Ed.
School Site Supplemental Funds
NSLP

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,021 | \$45,741 |
| Mid-Range Teacher Salary | \$72,393 | \$81,840 |
| Highest Teacher Salary | \$93,341 | \$102,065 |
| Average Principal Salary (Elementary) | \$134,518 | \$129,221 |
| Average Principal Salary (Middle) | \$133,064 | \$132,874 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$241,020 | \$224,581 |
| Percent of Budget for Teacher Salaries | 31% | 36% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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 | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

We also provided extensive professional development for Professional Learning Communities through our Service Delivery Model. On-site coaching and support is provided by academic coaches and district specialists for reading/language arts, mathematics, science, writing and social emotional learning. The district provides time and resources for collaboration, planning, and professional development. Additionally, we provided professional development on Multi-Tiered Systems of Support and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, using technology and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year provided by the school site and focused on improving best practices.

New teachers with California preliminary credentials received professional development through the Bakersfield City School District (BCSD) Teacher Induction Program (TIP). The focus of BCSD TIP is being mentored by an experienced teacher, growing in the California Standards for the Teaching Profession (CSTP) and meeting the California Induction standards. The culmination of TIP is the recommendation for the CA Clear Credential. Each TIP teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in coaching/mentoring strategies, instructional strategies, and guiding cycles of inquiry. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a mentor that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Mentors received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.

Teachers on Short Term Staffing Permits (STSPs) were provided mentors and monthly trainings on beginning pedagogy and best teaching practices. Each teacher on a STSP designed a plan to meet requirements to move to a CA Intern or Preliminary Credential. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

Teachers on Provisional Intern Permits (PIPs) were provided a weekly cohort meeting focused on beginning pedagogy. Two cohort meetings occurred weekly to allow teachers on a PIP to work around university course schedules. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.