

Rafer Johnson Children's Center School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 2018-19)

School Name	Rafer Johnson Children's Center
Street	1100 Ninth Street
City, State, Zip	Bakersfield, CA 93304-1410
Phone Number	(661) 631-5850
Principal	Shirley Nicholas
E-mail Address	nicholass@bcasd.com
Web Site	http://bcasd.com
County-District-School (CDS) Code	15-63321-6009112

District Contact Information

District Name	Bakersfield City School District
Phone Number	(661) 631-4600
Superintendent	Doc Ervin
E-mail Address	supt@bcsd.com
Web Site	www.bcsd.com

School Description and Mission Statement (Most Recent Year)

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters.

Rafer Johnson Children's Center is comprised of programs serving and assessing students from birth through age 5 who have been referred or identified as having disabilities ranging from mild to severe. Based on need, the children may receive the services of the nurse, adaptive P.E. specialist, occupational therapist, physical therapist and/or the speech and language pathologist.

The school's name was changed April 29, 1973, from Peter Pan School to Rafer Johnson School and then to Rafer Johnson Children's Center in 1999. Mr. Johnson was the gold medalist in the decathlon in the 1960 Olympic Games in Rome, Italy. He visits the school during our annual Rafer Johnson Day track meet each spring.

Our school mission and goals are reflective of the philosophy for Bakersfield City School District. They are as follows:

VALUES

The Bakersfield City School District is committed to strong values that guide our daily behavior toward student success. The Bakersfield City School District Board of Education defines how we must work with our students, colleagues, and community through the following core values:

EQUITY

To ensure students and adults receive impartial treatment and that students have access to educational opportunities according to their unique needs.

INTEGRITY

To demonstrate honesty, trustworthiness, and strong moral principles.

CARING

To treat others with empathy and genuine concern for their well-being.

COLLABORATION

To work jointly towards common goals through the sharing of our responsibilities, knowledge, and experiences.

PERSONAL & COLLECTIVE ACCOUNTABILITY

To honor our obligations and take ownership of our actions and results.

VISION

Our vision in Bakersfield City School District is to be the model of educational excellence, equity and innovation.

MISSION

Bakersfield City School District's mission is to educate all students at the highest levels of academic excellence to become collaborative, creative, and critical thinkers.

School Facility Conditions and Planned Improvements (Most Recent Year)

Rafer Johnson Children's Center was built in 1999. It sits on .74 acres of which .25 acres is playground. This site has 1 Deaf satellite class, classrooms, assessment/therapy rooms, multi-use room, offices and a staff lounge.

The custodial staff adheres to a weekly cleaning schedule that includes the office, classrooms, assessment rooms, multi-use, restrooms, the 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)

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Year and month in which data were collected: October 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate (Most Recent Year)

Year and month in which data were collected: April 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Our community is very supportive of our school program.

In the Spring each year, a track meet is held for many of the district's severely handicapped students. Mr. Rafer Johnson attends the track meet each year, as well as members of his family. We have received support for our annual track meet from various vendors including Frito Lay, Costco, New Generation Graphics, and students from both Bakersfield and Tehachapi High Schools, who donate their time each year to help with the track meet. This annual event would not be possible without the support of the community. Parents can call our school office at (661) 631-5850 to access information concerning participation opportunities.

State Priority: School Climate

School Safety Plan (Most Recent Year)

Rafer Johnson Children's Center established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Rafer Johnson Children's Center's Safety Plan is current and is updated annually. Key elements of Rafer Johnson Children's Center'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.

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,622	\$50,084
Mid-Range Teacher Salary	\$70,284	\$80,256
Highest Teacher Salary	\$90,622	\$100,154
Average Principal Salary (Elementary)	\$127,596	\$125,889
Average Principal Salary (Middle)	\$128,748	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$234,000	\$222,447
Percent of Budget for Teacher Salaries	33%	37%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

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.

The district created professional development based on the Common Core State Standards for teachers and administrators. The modules included a Common Core overview, Mathematical Practices, Cross-Curricular/Evidence Based Writing, Text Complexity/Academic Vocabulary, including new ELD standards for California. 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 for reading/language arts and mathematics. 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, 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 focused on best practices for improving student achievement.

New teachers with California preliminary credentials received professional development through the Beginning Teacher Support and Assessment (BTSA) program. The focus of training was in the Formative Assessment for California Teachers (FACT), California Standards for the Teaching Profession (CSTP), meeting the California Induction standards, and the California Academic Content Standards. Each beginning teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in FACT, coaching strategies, and instructional techniques. 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.