

Kernville 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	Kernville Elementary School
Street	13350 Sierra Way
City, State, Zip	Kernville, CA 93238
Phone Number	(760) 376-2249
Principal	Marie Sampson
Email Address	msampson@kernvilleusd.org
Website	http://www.kernvilleusd.org/Kernville
County-District-School (CDS) Code	15 63545 6009641

Entity	Contact Information
District Name	Kernville Union Elementary School District
Phone Number	(760) 379-3651
Superintendent	Dr. Steve Martinez
Email Address	smartinez@kernvilleusd.org
Website	www.kernvilleusd.org

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

Kernville Elementary School, serving K through fifth graders, is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The school is located in a rural, recreational setting approximately 40 miles northeast of Bakersfield. The school serves the communities of Wofford Heights, Kernville and River Kern. Kernville Elementary School operates on a traditional school calendar. During the 2016-2017 school year, between 125-135 students were enrolled in grades kindergarten through fourth.

Mission:

Why Do We Exist?

We are a team dedicated to providing a safe learning environment for student achievement

How Do We Behave

As educational professionals, we are dedicated, humble, and approachable. We hold ourselves accountable to be focused, passionate, empathetic, and act with integrity.

Our teaching staff will be respectful, trustworthy, smart and flexible; they will approach teaching and learning with high expectations, patience, and encouragement.

We are actively engaged and involved in our community

What Do We Do?

We are building a community of life-long learners by modeling accountability, offering opportunities with constant encouragement, and bringing all students to a place of knowing success.

To meet this challenge, our school community is actively engaged creating a safe environment that teaches academics and character development, enhanced by a strong partnership between home and school. We have developed a strong professional learning community in order to align and improve our practices in implementing the California Common Core State Standards, and the instructional shifts inherent in those documents. During the 2016-2017 school year, administrative and certificated instructional staff participated in professional development delivered by The Leader In Me; ongoing training for new staff and coaching for all staff has been in place. Our professional learning was focused on essential components in growing leaders in our community, beginning with our school. Instructional Rounds focused on instruction and learning of the California Standards--particularly regarding the use and development of students' academic language. Further, we spent significant time learning about and practicing planning for increased student-to-student academic conversation around content and increasing the rigor and depth knowledge in what students are required to know and be able to demonstrate per their learning.

The District has engaged in the Continuous Improvement Process with the Kern County Superintendent of Schools to address areas of need. A District Team meets regularly to determine root causes for areas of need within the district and then create an action plan for implementation at all school sites.

Our school builds teams of teachers, students, parents, and community members to enhance the academic and social emotional learning environment. These teams include:

1. School Site Council: The School Site Council (consisting of school staff, parents, and community members) is a major governing body that meets regularly to address programs as well as varying components that make up the school. They act as a communication liaison between the community and the school.
2. Parent Teacher Club: The Parent Teacher Club hosts fundraisers and promotes school programs by supplying additional funds for teachers and students.
3. Student Assistance Teams: Student Assistance Teams meet to discuss strategies to help struggling children with academics, attendance and/or behavior.
4. District Advisory/Budget Committee: The District Advisory/Budget Committee, lead by the superintendent, provides stakeholder input regarding needs for expenditures.
5. Positive Behavior Intervention System (PBIS) Leadership Teams: PBIS Leadership Teams work in collaboration with the principal to improve school climate by implementing systematic approaches to creating a positive learning environment.
6. Professional Learning Communities: Professional Learning Communities are formed at each grade level. A teacher leader is appointed to lead the PLC. Our Professional Learning Communities continue to study of the shifts in common core instruction and learning with a focus on lesson design for close reading, academic vocabulary development, student academic discourse and writing across the curriculum. We have implemented trimester benchmark assessments in mathematics and English Language Arts.

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

Grade Level	Number of Students
Kindergarten	25
Grade 1	20
Grade 2	21
Grade 3	25
Grade 4	17
Grade 5	23
Total Enrollment	131

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	4.6
Asian	0.8
Filipino	0.8
Hispanic or Latino	19.1
White	68.7
Two or More Races	3.8
Socioeconomically Disadvantaged	64.1
English Learners	2.3
Students with Disabilities	3.8
Homeless	3.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	6	7.19	41
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2.5

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

Kernville Union Elementary Union School District held a Public Hearing on September 09, 2014, and determined that each school within the district has 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Benchmark (2016)	Yes	0
Mathematics	K-5 Envision (2016)	Yes	0
Science	K-5 Houghton Mifflin (2006)	Yes	0
History-Social Science	K-5 Houghton Mifflin (2005)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Kernville Union School District has educated children for over 100 years. Originally built to accommodate 700 students, today the district serves an enrollment of nearly 900 students. The district Board of Education and employees have been working tirelessly to improve the academic achievements of our students. The age of our schools created a need to address our facilities.

With the passing of two general obligation bonds and matching state funds, the district modernized all their schools, made health and safety improvements, and replaced outdated infrastructure and portable classrooms.

Kernville Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were originally built in 1968 and include the cafeteria, staff lounge, playgrounds, computer lab, library, and 12 classrooms, which are all up-to-date and kept clean and neat. Seven portable classrooms were added starting from 1986 through 1997.

The chart shows the results of the most recent school facilities inspection, as of May 2018. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works with the Maintenance and Operations staff to develop cleaning schedules to ensure a clean and safe school. A team of one custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. A preventive maintenance form is used to report necessary repairs to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintains an ongoing and major maintenance account for maintenance and repairs. One percent of total expenditures are held in this account.

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: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	As of 9/2019
Interior: Interior Surfaces	Good	As of 9/2019
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	As of 9/2019
Electrical: Electrical	Good	As of 9/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	As of 9/2019
Safety: Fire Safety, Hazardous Materials	Good	As of 9/2019
Structural: Structural Damage, Roofs	Good	As of 9/2019
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	As of 9/2019
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)	37	38	26	37	50	50
Mathematics (grades 3-8 and 11)	13	27	16	20	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	60	60	100.00	0.00	38.33
Male	24	24	100.00	0.00	33.33
Female	36	36	100.00	0.00	41.67
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	23.08
Native Hawaiian or Pacific Islander					
White	43	43	100.00	0.00	41.86
Two or More Races					
Socioeconomically Disadvantaged	42	42	100.00	0.00	26.19
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	61	60	98.36	1.64	26.67
Male	24	24	100.00	0.00	20.83
Female	37	36	97.30	2.70	30.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	0.00
Native Hawaiian or Pacific Islander					
White	43	42	97.67	2.33	33.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	2.38	17.07
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	9.1	36.4	13.6

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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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)

Parents assist the school by volunteering in classrooms, participating on the School Site Council, District Advisory/Budget Committee, and Parent Teacher Club (PTC).

Kernville Elementary School has developed many partnerships in the community. Local businesses donate to the school including: James' Store, Pizza Barn, Gretchen's Video, Burger King, Primos Deli, El Rio, and Reel Cinema. They provide many incentives for programs that help improve attendance and academic achievement.

Parents who wish to participate on Kernville Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (760) 376-2249.

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	1.3	2.7	0.7	5.1	5.1	6.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Parents and community members are welcome at Kernville Elementary School. Anyone wishing to be on campus during school hours should notify staff ahead of time. Kernville Elementary School is a closed campus. All visitors must sign in at the office and wear identification badges while on school grounds. During lunch, breaks, and before and after school, teachers and instructional aides monitor the campus to ensure student safety.

The Comprehensive School Safety Plan was developed by the School Safety Committee in cooperation with the Sheriff's Department and Fire Department in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, and drug awareness.

The School Site Council review the plan annually and makes recommendations for updating the plan as needed. It is then submitted to the Board of Trustees for approval. The plan was last reviewed in March 2018 and reviewed with school staff at that time as well. An updated copy of the safety plan is available to the public at the school's office.

Currently, the plan is being updated by the district safety committee and will be presented to the school board in March 2020 for approval.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		1		20	1			25		1	
1	22		1		25		1		19	1		
2	18	1			22		1		21		1	
3	21		1		18	1			23		1	
4	19	1			27		1		16	1		
5	21		1		21		1		23		1	
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.

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	\$9,860	\$1,913	\$7,947	\$71,007
District	N/A	N/A	\$6,588	\$63,598.00
Percent Difference - School Site and District	N/A	N/A	18.7	11.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	5.7	8.9

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)

Based on 2016-2017 unaudited financial statements, the Kernville Unified School District spent an average of \$10,548 to educate each student. The chart provides a comparison of Kernville Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general fund state funding, the Kernville Union School District received state and federal funding for the following programs.

- Title I , IV
- Special Education
- ESEA
- LCAP- Supplemental/concentration
- Class Size Reduction
- Federal Forest Reserve

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,027	\$45,252
Mid-Range Teacher Salary	\$63,901	\$65,210
Highest Teacher Salary	\$76,381	\$84,472
Average Principal Salary (Elementary)	\$101,979	\$107,614
Average Principal Salary (Middle)	\$101,979	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$133,678	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	6%	7%

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		12	18

As a result of summative and formative data analysis, opportunities for staff development are provided at both the district and individual school sites for administrators, teachers, and classified staff. Staff members are provided these growth opportunities: planning Core Instruction and for Response to Instruction/Intervention (RTI) utilizing the Common Core State Standards and ongoing formative data collection, developing teaching and learning strategies, and learning methodologies for reinforcement of positive behavior. In addition, every Wednesday is a minimum day where teachers meet in grade level teams to collaborate as a Professional Learning Community(PLC), including teachers from both Wallace Elementary and Kernville Elementary. One Wednesday a month is dedicated to provide teachers the opportunity to receive Professional Development. Following these opportunities, teachers are supported by their school site administrator providing coaching and feedback regarding their progress. The PLC is expanded through the accountability of Job Embedded Professional Development , through Instructional Rounds presses the teachers to choose a problem of practice and strategies toward student achievement. Teachers learn from each other.

Since 2015, district teachers were involved in professional learning around instructional rounds and included in the rounds process to collect data on the implementation of effective practices--particularly student to student academic discourse levels and depth of knowledge around content. Professional development in the effective implementation of the iReady reading program was conducted with 2 initial trainings in 2014-15 and 3 additional small group trainings in 2016-17. These additional small group training focused on using data and supplemental resources to increase student performance in reading--both literature and informational texts. Literacy growth has been the focus of district trainings over the past 3 years and was selected based upon CAASPP performance data and universal reading screening data. The District is working with Kern County Superintendent of Schools in the Continuous Improvement Process as the current CDE Dashboard has identified three areas of need and the District qualifies for Differentiated Assistance Year 2 through CDE. The District will work with KCSOS in creating and implementing an Action Plan that looks at the problem of practice.

Teachers are supported during implementation through individual coaching, grade level team collaboration, staff meetings and monitoring and discussion of student data during weekly PLCs.

The Continuous.Improvement Team, including staff from all sites and administration, work together to determine next steps in academic and behavioral training needs for staff. For the 2019-2020 school year, the Distirct is working with Polly Bath to provide teachers with training and coaching on how to change difficult behavior at school. This included 5-days of training in the summer of 2019 and onsite training for each school site throughout the school year. Additionally, the District is working with Marzano Company to provide training for all teachers and for teacher leads in administering quality assessments and using the data from those assessments to make instructional decisions.