

# **Horace Mann 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.

## About This School

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

| Entity                            | Contact Information   |
|-----------------------------------|---|
| School Name                       | Horace Mann Elementary School   |
| Street                            | 2710 Niles Street   |
| City, State, Zip                  | Bakersfield, CA 93306   |
| Phone Number                      | 661-631-5360  |
| Principal                         | Russell Gayer   |
| Email Address                     | gayerr@bcasd.com  |
| Website                           | <a href="https://horacemann.bcsd.com/">https://horacemann.bcsd.com/</a> |
| County-District-School (CDS) Code | 15-63321-6008981  |

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

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

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

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Horace Mann Elementary as a school with a commitment towards academic achievement and continuous improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is enthusiastic and motivated to achieve to their fullest potential.

At Horace Mann School we believe that:

- A strong academic background is essential for all students to have successful and productive lives.
- Teachers, administrators, parents and the community share the responsibility for advancing the school's mission.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- A safe, attractive and physically comfortable environment promotes student learning.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed learners.
- Parents are the child's first teacher and we will do all we can to support the needs of families, provide training and opportunities for them to be a part of the education for their child.

The mission of Horace Mann School is to create a learning community where individuality is valued and students are motivated to learn the necessary skills to become productive citizens in an ever-changing society.

Narrative is developed and provided by the LEA.

Suggested questions that may be answered include:

- Horace Mann is unique because it is one of the oldest standing schools in the Bakersfield City School District. Opened first in 1927, it has withstood the test of time, undergone major remodels, leadership and personnel. The one thing that remains the same is the commitment to excellence in academics, efforts to support families and leadership that focuses on student achievement.
- Horace Mann goals for the coming year are to raise tests scores in not only state assessments in Reading and Math but to also raise achievement levels in formative assessments along the way. We aim to gain +3 points toward the state standards and grow 10% in reading and math on STAR tests. We also have goals to increase attendance percentages and lower the number of chronic absenteeism.
- Progress indicators will include District formative assessment results, increased attendance and lowering chronic absenteeism.
- Attendance will be monitored daily and chronic absenteeism will be monitored weekly. Assessments will be monitored quarterly by the District data management tools.
- The School will focus on good first instruction for students being key. We will monitor and assess students as needed for the MTSS process to rule out disabilities and institute early intervention. Students will be using Accelerated Reader, STAR reading and math to help achieve academic goals and students needing intensive intervention in reading will join a reading group with the intervention specialist. Teachers will be provided opportunities for cognitive coaching with the Academic Program Leader and the Academic Coach. The Academic Program Leader and the Academic Coach will model lessons, make observations and deliver cognitive feedback to help teachers remain focused on the accurate delivery of content knowledge, lesson planning, behavior management and assessment.

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

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 190                       |
| <b>Grade 1</b>          | 129                       |
| <b>Grade 2</b>          | 121                       |
| <b>Grade 3</b>          | 118                       |
| <b>Grade 4</b>          | 120                       |
| <b>Grade 5</b>          | 115                       |
| <b>Grade 6</b>          | 124                       |
| <b>Total Enrollment</b> | 917                       |

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

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 4                           |
| American Indian or Alaska Native | 0.7                         |
| Asian                            | 0.1                         |
| Hispanic or Latino               | 88.7                        |
| White                            | 5.6                         |
| Two or More Races                | 1                           |
| Socioeconomically Disadvantaged  | 96.4                        |
| English Learners                 | 40                          |
| Students with Disabilities       | 8.1                         |
| Foster Youth                     | 0.3                         |
| Homeless                         | 2.4                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

| Teachers   | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 37             | 38             |                |                  |
| Without Full Credential  | 3              | 3              |                |                  |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              |                |                  |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       |         |
| Total Teacher Misassignments*                  | 0       | 0       |         |
| Vacant Teacher Positions                       | 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: September, 2020

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 |
|------------------------------|---|----------------------------|--|
| <b>Reading/Language Arts</b> | <p>Grades TK-5: Benchmark Education Company, Benchmark Advance California; Benchmark Adelante California, 2018</p> <p>Grades 6-8: McGraw Hill, Study Sync, 2018</p> <p>Grades TK-5: Benchmark Education Company, Benchmark Advance (How English Works) (ELD), 2018</p> <p>Grades 6-8: HMH, English 3D (ELD), 2017</p> | Yes                        | 0%   |
| <b>Mathematics</b>           | <p>Grades K-5: McGraw Hill, McGraw Hill My Math, 2013</p> <p>Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013</p> <p>Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013</p> <p>Grade 8: McGraw Hill, Glencoe Algebra 1, 2013</p>   | Yes                        | 0%   |
| <b>Science</b>               | <p>Grades K-5: Houghton Mifflin, Houghton Mifflin California Science, 2007</p> <p>Grades 6-8: Holt, Rinehart &amp; Winston, Holt California Science: Earth, Life and Physical Science, 2007</p>   | Yes                        | 0%   |

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------|--|
| <b>History-Social Science</b>     | Grades K-5: Harcourt School Publishers, Reflections, 2007<br><br>Grade 6: Pearson Education, Pearson: Gr. 6 myWorld Ancient Civilization, 2019<br><br>Grade 7: Pearson Education, Pearson: Gr. 7 myWorld Medieval And Modern Times, 2019<br><br>Grade 8: Pearson Education, Pearson: Gr. 8 myWorld Growth and Conflict, 2019 | Yes                        | 0%   |
| <b>Visual and Performing Arts</b> | Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019<br><br>Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007<br><br>Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007  | Yes                        | 0%   |

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

## School Facility Conditions and Planned Improvements

Horace Mann School was built in 1930 and modernized in 1991. It sits on 11.85 acres of which 6.65 acres is playground. This school has 43 classrooms, a multi-purpose facility, library, pre-k classroom, instructional materials center, after school program room, staff lounge, speech room, academic coach room, learning lab and a parent center. The campus also has 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. District Funds were used to provide and install 3 new modular classroom for expansion to 6th grade.

### 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: SEPTEMBER 2020**

| System Inspected  | Rating    | Repair Needed and Action Taken or Planned |
|---|-----------|---|
| <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) | 36             | N/A            | 36               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 23             | N/A            | 22               | 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) | 19             | N/A            | 16               | 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)**

Horace Mann implements a school-parent compact with all parents. This compact is a three-part commitment that details what our school, parents, and students pledge to ensure that each child achieves success at school. Each school-home compact is individualized to the specific needs of our students. Parents receive communication through the following methods:

- At the beginning of the school year a Back to School Night is held where parents are given information about student expectations, Title I and how to become involved in school.
- The school publishes Parent Newsletters and Monthly calendars to keep parents abreast of all school activities. The school website also contains information and links to websites that are beneficial for their students.
- Parents have the opportunity to attend Parent/Teacher Conferences in the fall and schedule informal meetings with teachers and or the Principal as needed.
- Parents can utilize the Parent Center as a resource for learning including using and learning about technology. The Parent Center is open daily.
- All school-to-home communications are provided in both English and Spanish.
- Family Picnic Days are held several times a year as well and quarterly academic evenings.
- A Helping Hands Hour is held every month for parents to help prepare materials for classrooms.
- PTA holds monthly meetings on the first Thursday of the month.

- Parent Cafes are held monthly to answer parents questions and concerns and share information with parents and families.
- Our School Site Council and appropriate parent groups oversee the implementation of the school plan.
- Parents are invited to follow the Horace Mann Facebook and Instagram Pages for daily updated information
- We have a functioning ELAC that meets quarterly.

Parents can call our school office at (661) 631-5360 to access information concerning participation opportunities.

**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 |                |                |                  |                  |               |               |
| Expulsions  |                |                |                  |                  |               |               |

**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 | 0.6            | 1.3              |               |
| Expulsions  | 0.0            | 0.0              |               |

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)**

Horace Mann 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. Horace Mann’s School Safety Plan is current and is updated annually. Key elements of Horace Mann’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. Horace Mann updates the Comprehensive School Safety Plan yearly. There is a public forum and a letter of invite is sent to the community which includes the Mayor of Bakersfield, CTA President, Student Council President, PTA President, and BETA President. On February 16, 2021 the Horace Mann School Site Council approved the Comprehensive School Safety Plan.

## 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*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| K           | 16                 | 4                          | 6                           |                           | 19                 | 4                          | 4                           |                           | 21                 | 3                          | 6                           |                           |
| 1           | 23                 |                            | 6                           |                           | 22                 | 2                          | 4                           |                           | 21                 | 3                          | 3                           |                           |
| 2           | 23                 |                            | 6                           |                           | 20                 | 3                          | 3                           |                           | 20                 | 6                          |                             |                           |
| 3           | 21                 | 2                          | 4                           |                           | 17                 | 5                          | 2                           |                           | 23                 |                            | 5                           |                           |
| 4           | 27                 |                            | 5                           |                           | 23                 |                            | 5                           |                           | 30                 |                            | 4                           |                           |
| 5           | 25                 | 1                          | 5                           |                           | 22                 | 1                          | 5                           |                           | 28                 |                            | 4                           |                           |
| 6           |                    |                            |                             |                           |                    |                            |                             |                           | 30                 |                            | 4                           |                           |
| Other**     | 2                  | 1                          |                             |                           |                    |                            |                             |                           | 5                  | 3                          |                             |                           |

\*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.

### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            |                                      |
| Other   | 1                                    |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$9,340                      | \$1,527                             | \$7,813                               | \$65,722               |
| District                                      | N/A                          | N/A                                 | \$3,176                               | \$73,608               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 84.4                                  | -11.3                  |
| State   | N/A                          | N/A                                 | \$7,750                               | \$84,183               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 0.8                                   | -24.6                  |

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

### Types of Services Funded (Fiscal Year 2019-2020)

- TITLE I
- After School Program
- Migrant Ed.
- State Pre-K
- Special Ed.
- FFVP
- School Site Supplemental Funds
- NSLP

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$48,981        | \$51,004                                     |
| Mid-Range Teacher Salary                      | \$73,841        | \$82,919                                     |
| Highest Teacher Salary                        | \$97,588        | \$104,604                                    |
| Average Principal Salary (Elementary)         | \$140,325       | \$131,277                                    |
| Average Principal Salary (Middle)             | \$138,560       | \$136,163                                    |
| Average Principal Salary (High)               |                 | \$128,660                                    |
| Superintendent Salary                         | \$258,080       | \$230,860                                    |
| Percent of Budget for Teacher Salaries        | 30.0            | 35.0   |
| Percent of Budget for Administrative Salaries | 4.0             | 5.0  |

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 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 11      | 9       |         |

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 training 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 mentors and training on beginning pedagogy and best teaching practices. Each teacher on a PIP designed a plan to meet requirements to move to a CA Intern 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.