

# **Blaker-Kinser Junior High 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	Blaker-Kinser Junior High School
Street	1601 Kinser Rd.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556-1810
Principal	Danielle Cox
Email Address	dcox@ceres.k12.ca.us
Website	<a href="http://blaker.ceres.k12.ca.us/">http://blaker.ceres.k12.ca.us/</a>
County-District-School (CDS) Code	50-71043-6112346

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

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	<a href="http://www.ceres.k12.ca.us">www.ceres.k12.ca.us</a>

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

Blaker-Kinser Junior High School is located in the community of Ceres in the central San Joaquin Valley. The school has an enrollment of 656 7th and 8th-grade students. The ethnic composition of the student population is 86% Hispanic, 8% White, not of Hispanic origin, 2.7% Asian, .1.4 % African American, .2% American Indian, 1.1% Pacific Islander, .2% Other. English learners comprise 39% of our student population and 88% of the students qualify for the National School Lunch Program.

The original school campus was built in 1994 (Phase I) and the buildings have been well maintained. Phase II was completed in 1998 with the addition of six classrooms, a music building, art building, technology building, home economics building, and gymnasium. Construction on six additional classrooms was completed in the late fall of 2006. The school is nicely landscaped and encompasses 23 acres. The grounds include pickleball courts, ¼ mile track, football field, soccer fields, basketball courts, and two softball diamonds.

The Blaker-Kinser staff includes 29 certificated teachers, a principal, an assistant principal, two learning directors, and an administrative assistant. All the teachers met the rigorous NCLB criteria to be highly qualified in their subject area. Specialized programs include music, art, technology, as well as four special education teachers. Support staff include one part-time nurse, one full time health clerk, one part-time school psychologist, one full time mental health clinician, one part-time behaviorist, an office manager, three full time secretaries, one part-time attendance clerk, one full time ASB clerk, one library media clerk, one full time campus supervisor, four campus supervision assistants, eight paraprofessionals, four custodians, one part-time SRO and six cafeteria employees.

Parent involvement is highly encouraged by all staff members. We have an active School Site Council, English Learner Advisory Committee, and Family Engagement Committee, and Family Dinner Events. Parents are invited to attend all school events, including Back to School Night, parent/teacher conferences, sporting events, performances, and evening technology sessions. Blaker-Kinser has also enjoyed an increasing amount of community support as demonstrated by local businesses donating time and money to our programs.

The school staff encourages parent participation on campus in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms and often volunteer to supervise school-sponsored events such as school dances and chaperoning field trips. Information regarding upcoming events and special activities is sent home regularly through the ParentSquare phone messaging system, Assistant Principal monthly Coffee Connect Meetings, personal phone calls, school website, parent dinners, parent portal, google calendar, and monthly newsletters. Regular communication between home and school is an important factor in student success.

Blaker-Kinser Junior High School uses site-based teams, with the goal of increasing communication and collaboration among all stakeholders. Teams comprised of teachers, administrators, classified staff, parents and students address specific areas of concern to the school community. Feedback is then given to the Department Leader Committee, the School Site Council, and the English Learner Advisory Committee (ELAC), which provide input and report back to the school staff.

Over the past few years, Blaker-Kinser teachers and administrators attended Professional Learning Communities conferences to learn more about creating professional learning communities and leading staff development. New teachers and staff will continue to attend PLC and RTI conferences to ensure consistent team practices. During the school year, planning time will continue to be used to implement Professional Learning Communities at Blaker-Kinser.

As a Program Improvement school, we are working with our district to plan and implement an alternative governance plan to improve student achievement.

In the fall of 2019 staff, students and parents created a mission statement that defines our objectives and approach to student success. BK’s mission statement: To foster skills that encourage lifetime learners and productive members of society.

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

Grade Level	Number of Students
Grade 7	331
Grade 8	364
Total Enrollment	695

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

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	2.9
Filipino	0.7
Hispanic or Latino	86.2
Native Hawaiian or Pacific Islander	0.7
White	7.8
Two or More Races	0.3
Socioeconomically Disadvantaged	90.1
English Learners	23.5
Students with Disabilities	8.9
Foster Youth	0.1
Homeless	

## 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	30	28	28	617
Without Full Credential	1	1	0	25
Teaching Outside Subject Area of Competence (with full credential)	4	2	5	38

### Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020/08

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English 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 California 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 collected in August, 2020 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
<b>Reading/Language Arts</b>	Grades 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
<b>Mathematics</b>	Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
<b>Science</b>	Grades 7-8 Accelerate Learning STEMscopes California (2019)	Yes	0%
<b>History-Social Science</b>	Grades 7-8: History Alive!, TCI Grade 7: The Medieval World and Beyond (2019) Grade 8: The United States through Industrialism (2017)	Yes	0%
<b>Foreign Language</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
<b>Health</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
<b>Visual and Performing Arts</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Yes	Yes	

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

## School Facility Conditions and Planned Improvements

Blaker-Kinser has a safe, clean, well-maintained campus that includes a cafeteria, gymnasium, football field, baseball diamonds, a track, and soccer fields. Many community groups in Ceres utilize our facility due to the quality of the facility.

### 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:** 10/9/2019

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	Classroom 205: There is an unmarked spray bottle under the sink.
<b>Structural: Structural Damage, Roofs</b>	Good	Grounds: There are large cracks in the asphalt near the tennis courts. Office Building Custodial Closet: There is a hole on inside wall.
<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)	29	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	13	N/A	25	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)	18	N/A	18	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)

Blaker-Kinser Junior High School is a Family Friendly School offering a variety of opportunities to families so they may contribute to the success of their students and be engaged in the school community as a whole. The school has scheduled meetings throughout the year that support family involvement through our School Site Council, Family Engagement Team, English Language Advisory Committee, Coffee Connect Parent Site Visit, and Parent Dinners and administrator/family gatherings. Opportunities to volunteer are publicized at our Shark Attack orientation, monthly newsletters, and through a personal invitation by administration and Family Engagement Leadership Team. Parents often assist with student extracurricular activities, front office assistance, field trips, fundraising, and planning future events. Courses for parents and guardians related to supporting their students through school and into college or careers are offered every other year through the FACTOR Program. Our ParentSquare phone system and ParentSquare allows teachers and our office to communicate with parents through messages in their home language throughout the year. Formal parent/teacher conferences occur twice a year, and as needed meetings take place throughout the school year. All of our meetings, phone calls, and print information are in both English and Spanish. For information about these family opportunities, contact the Assistant Principal, Angelica Mariscal, 209-556-1810. We have incorporated each of our parent events through a zoom option or an option to be socially distant during a meeting. For example, our monthly engagement meetings were done via zoom, and our parent-teacher conferences were conducted over the phone. Parents had an option of an in-person meeting that would be held outdoors.

### 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	9.4	14.2	10.1	7.0	3.6	3.5
Expulsions	0.1	0.6	0.3	0.3	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.6	6.2	3.5
Expulsions	0.6	0.4	0.1

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)

The Safe School Plan is reviewed each year with all school stakeholders including students, staff, and parents in the School Site Council. Input is taken from all groups through meetings and surveys in the fall and needed revisions will be made in January of each year. The plan will then be submitted to the School Site Council in January and then the School Board for approval by March. The plan addresses issues of school climate and the school's physical environment. The school's MTSS Team also known as our PRIDE Team, observe, review data, evaluate, and revise activities in these two areas throughout the year as needed. BK's PRIDE Team contains members of teaching staff, administration, and students. Blaker-Kinser Jr. High has three goals that relate to school climate including school-wide rules and procedures, high-risk behaviors, and student motivation and connectedness. Activities to address bullying, attendance, student activities, conflict resolution, and counseling needs have been a focus in this area. The category of the school's physical environment has three goals as well, including disaster preparedness, arrival and dismissal procedures, and improved security and supervision.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	27	5	16	6	27	6	18	5	29	2	18	7
Mathematics	26	9	12	5	27	3	20	4	28	4	16	4
Science	29	2	15	6	29	3	16	6	29	3	16	5
Social Science	29	3	12	8	30	1	16	7	30	2	14	7

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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* 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	

\*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	10,328.36	2,194.06	8,134.30	90,877.47
District	N/A	N/A	7,932.61	\$82,555
Percent Difference - School Site and District	N/A	N/A	2.5	9.6
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	4.8	7.2

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

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

The new Local Control Funding Formula (LCFF) allows more flexibility in terms of how funds are being used to help students. Though more funds can be used with less restriction on specific demographics or categories of students, monies used must relate directly to goals identified in Local Control Accountability Plan (LCAP). This ensures all expenditures are accounted for and used responsibly towards achieving goals identified by the district and governing board. The School Plan for Student Achievement identifies areas of focus for the school site. A majority of the funds are used for supplemental materials for instruction, professional development for teachers, and continuing to progress as a family-friendly school.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,950	\$52,484
Mid-Range Teacher Salary	\$81,650	\$81,939
Highest Teacher Salary	\$109,654	\$102,383
Average Principal Salary (Elementary)	\$122,754	\$129,392
Average Principal Salary (Middle)	\$123,185	\$136,831
Average Principal Salary (High)	\$146,921	\$147,493
Superintendent Salary	\$241,034	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	6.0	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
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In the 2019-2020 school year, the school site has planned 18 planning days and 5 professional development days. Lastly, in the 2020-2021 school year, the school site has planned 18 planning days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. In addition, the staff has additional time during late start planning days to meet and collaborate.

All Language Arts teachers have had Springboard Instruction training and have fully implemented the Springboard curriculum at Blaker-Kinser. In addition to this training, the entire Blaker-Kinser staff has had training in instructional strategies that include school-wide literacy training, academic vocabulary, power writing, and EL strategies. All departments will continue to meet with district coaches throughout the year during structured Lesson Study. All teachers participated in the Ceres Certification of Direction Instruction professional development provided by our district coaches. 13 teachers have completed certification for Direct Instruction with several more working towards this goal. In addition, many BK teachers participated in voluntary summer academies focused on Science, Literacy, and Math.

All Blaker-Kinser faculty and administrators have attended Professional Learning Communities, RTI Conferences, and School Culture and Discipline Conferences.

The district participates in BTSA, PAR, and other county and state-approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full-time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after-school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in-depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.

In 20-21 due to COVID conferences were not allowed however, we still used release days for teachers to conduct department and grade-level meetings to collaborate, learn strategies, and develop action plans during distance learning. All core subjects received release time with district instructional coaches.