



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Bessie Owens Intermediate

Lowest Suspension Rate - 1.7%
Based upon 3-year average from 2017-2020
CA School Dashboard

Bakersfield City School District
Kern County
Principal: Mr. Brandon Johnson
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Date: October 2021
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School Profile

Owens Intermediate is a 4th-6th grade G.A.T.E. Academy School for the Bakersfield City School District. The approximately 553 students reside within the neighborhood or intradistrict transfer to attend the G.A.T.E. program. They have an advanced technology lab, science lab, and a full drama and dance program.

School Demographics

The ethnicity of the student population of Bessie Owens Intermediate is as follows: 77% Hispanic/Latino, 12% Black, and 8% White. The additional student groups from this population include: 14.3% Students with Disabilities, 30% English Learners, and 94% Socioeconomically Disadvantaged students.

Self-Identified Contributing Factors

- Owens Intermediate staff members are focused on teaching the “whole” child. To do this, relationship building with students and family members takes place on a daily basis.
- A positive learning community of adults and students, helps create the welcoming environment.
 - Staff members mentor 1-3 students through weekly communication.
 - Professional development is purposeful and ongoing, centered on the “whole” child and social emotional learning. This is a key component which allows all staff members to obtain and use social emotional strategies when dealing with adverse student behaviors.
- The school created a Multi-Tiered Support Systems framework that allowed all staff members to have a voice in the systems and structures to encourage positive behavior.
- The professional learning carried over to the instructional day, where routines and procedures were established and utilized daily by adjusting the instructional day. This allowed staff to incorporate the learned practices at the beginning of each school day.
 - During the first 25 minutes of each school day, teachers are expected to teach social emotional strategies. These strategies include, but not limited to, community circles, mindfulness, and Bobcat Character Expectations.
 - A success of Owens Intermediate is that all adults are trained in these strategies. Because of this, the same language and expectations are being utilized school wide throughout the day.
- Another way positive relationships are built is giving all students a forum to be heard and understood.
 - An example of this is with our boy’s/girl’s group, where issues and problems are discussed and resolved. Students learn problem solving skills and are provided coping mechanisms in individual and/or small group settings. Certificated and classified staff members are trained in de-escalation strategies to support students during challenging times.
- Owens Intermediate staff members and parents are being trained in the [“Toolbox Project”](#). This approach provides students a common language through the 12 tools i.e. breathing, listening, patience, personal space, garbage can, forgiveness, to name a few. The supportive staff carry a ring with cards representing the 12 tools and ask the students which tool they could use in this situation.
- Staff members have the capacity to assist students instead of removing them from the educational setting.
- Certificated and classified staff have developed the desire to welcome students back into the classroom setting after undesirable behaviors, knowing that our school-wide intervention practices have taken place. In fact, Owens Intermediate staff are implementing these practices inside the classroom prior to reaching out for assistance.