

Kern Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Kern Avenue Elementary School
Street	356 West Kern Avenue
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3033
Principal	Matthew Roderick
E-mail Address	maroderick@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com/kaes/
CDS Code	15739086009765

District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Victor Hopper
E-mail Address	vhopper@mcfarland.k12.ca.us
Web Site	www.mcfarlandusd.com

School Description and Mission Statement (Most Recent Year)

Mission Statement:

The mission of Kern Avenue School is to ensure the success of all students' social, emotional, and academic needs while providing a safe learning environment that promotes good values and positive self-image. We acknowledge that a quality staff is the key to ensure a quality education and we are committed to the development of professional skills and realizing full potential.

To accomplish this mission, the school's vision is for full implementation and refinement of the following goals:

- Grade-level performance of all students in reading, writing, and math at their instructional level.
- Integrate and coordinate student services and provide standards based materials for grade level instruction.
- Instruct to district expectations and to state standards and challenges.
- Provide meaningful and regular opportunities for parents and community members to become partners in education.
- Ensure access to core curriculum by budgeting for materials, by providing staff development, and by monitoring instruction.
- Improve accountability by gathering data of subgroup populations and by writing specific improvement plans for those subgroups.
- Develop student pride in achievement, responsibility, ethnicity, culture, heritage, and primary language proficiency of self and of others.
- Lead proactively and with high expectations of staff, of student achievement, and of parent involvement.
- Ensure all students will be educated in learning environments that are safe, drug free and conducive to learning.
- All Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading language arts and mathematics. Kern Avenue is a K-5 elementary school. It has a standard nine-month calendar. As of October 2014 Kern Avenue's enrollment is 1,152 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 64 certificated staff, including a Principal, Learning Director, 2 Reading Coaches, two Literacy Teachers and a Counselor. Our school district employs a Math Coach, ELD Coach and Technology Support Team that provide service to all district school sites. A school library clerk and 5 special education instructional aides provide direct instructional support for our students. An additional 6 safety patrol aides help to maintain supervision of our students outside of the classroom.

Kern Avenue students are primarily of Hispanic descent and make up the largest sub-group of students, accounting for approximately 98% of the total student population. Approximately 67% of the Hispanic sub-group are identified as EL learners. Kern Avenue is a school-wide Title I school. Approximately 100% of the students have been identified as socio-economically disadvantaged and the ethnic composition of the school staff mirrors that of the student population with approximately 66% of the staff being of Hispanic descent.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	219
Grade 1	171
Grade 2	193
Grade 3	180
Grade 4	191
Grade 5	172
Total Enrollment	1,126

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.1
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0.0
White	1.1
Two or More Races	0.0
Socioeconomically Disadvantaged	86.6
English Learners	57.8
Students with Disabilities	6.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	58		55	
Without Full Credential	0		3	
Teaching Outside Subject Area of Competence (with full credential)	0		0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.55	0.45
High-Poverty Schools in District	99.55	0.45
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: December 2014

All students at Kern Avenue Elementary School have access to the core curriculum. While some may receive a modified program to meet ELD or Special Education goals, all students take pride and responsibility for their own learning. Teachers utilize hands-on, real-life situations as they provide a curriculum rich in comprehensive, challenging, and developmentally appropriate material. Problem solving skills are also an integral component of the overall curriculum.

Teachers present lessons, which address all learning modalities, by utilizing a wide variety of instructional strategies. Whole class and small group instruction, cooperative learning, peer tutoring and individual assistance promote a curriculum that is aligned with district outcomes and state frameworks. Teachers monitor progress through the use of portfolios, anecdotal records, and Benchmark Test results.

Rigorous state adopted language arts and math standards, along with our local standards, set the blueprint for our grade level expectancies. School leaders promote and encourage a high level of success within the school. High expectations for learning and behavior are clearly communicated through our School/Parent Compact, parent conferences, and formal/informal communication between home and school.

Leadership opportunities are encouraged within the district. Each site participates in shared learning, utilizing teacher expertise to move toward improved instructional practices. A district-wide Leadership Team, as well as Curriculum Committee, which include site representatives from each grade level, work to ensure articulation between the school sites. In addition, grade level meetings are held weekly to analyze assessment data as well as to discuss issues of concern across the grade levels. Two reading coaches, along with the support of an additional district math coach for new and experienced teachers and assist in supporting our goal of reaching instructional excellence.

A curriculum committee team has worked to design standards-based proficiency assessments, yearly planning guides, standards benchmarks, and grade-level teams meet weekly to further review students’ work and modify instruction based on the results. The ELD-adopted program is Hampton Brown Avenues, with many manipulatives and supplemental materials to enhance the adopted programs. Every classroom K-2 also has Leapfrog Literacy Centers and a variety of leapfrog multi-level book titles. This should help increase literacy skills and expose students to the use of technology at whatever reading ability may be needed for each student. A multitude of Hampton Brown phonics level books with audio cassettes, computers with ELD software, Fast Track Phonics, word master machines, TPR (Total Physical Response) instructional materials, and numerous vocabulary building realia. ELD tutors are trained in ELD strategies. There are district criteria for students’ language placement (quarterly District Writing Assessments) and other multiple measures are used to assign students to an adequate language program. All instructional staff have been trained on various aspects of the ELD pedagogy (PROJECT WRITE, Bellworks, D.O.L., Leapfrog, Excel Math, Reading Counts).

Instructional Materials

McFarland Unified School District sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program and provides students with their own textbooks in the core subject areas. 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.

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. MUSD follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 utilize the 2010 California Treasures by MacMilan/McGraw-Hill	Yes	0%
Mathematics	Grades K-5 utilize the 2007 Houghton Mifflin California Math	Yes	0%
Science	Grades K-5 utilize the 2008 Macmillan McGraw-Hill California Science	Yes	0%
History-Social Science	Grades K-5 utilize the 2007 Harcourt School Reflections	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Kern Avenue school was originally built in the 1930s. Although some buildings are aged, all aspects of the facility are well maintained and kept in good repair with the exception of the original school building which is constructed of unreinforced masonry. No students are housed in this building. It is used exclusively as a storage area for surplus furniture and equipment. The most recent Williams Inspection report graded the site as good with a score over 96%.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	40	29	35	34	28	35	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	35
All Student at the School	35
Male	41
Female	28
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	36
English Learners	8
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	44	37	34	37	37	54	56	55
Mathematics	56	58	52	41	44	44	49	50	50
History-Social Science				32	39	38	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	2
Similar Schools	6	6	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	52	6	-30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	53	6	-30
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	51	7	-30
English Learners	54	12	-39
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.7	17.1	12.9

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Kern Avenue encourages parents to participate in their child's education by promoting communication through parent nights, conferences, and verbal and written correspondence. Kern Avenue has a parent policy that includes parent compact to help strengthen the partnerships between the home and school. Parents, students, teachers and the Principal are asked to sign this compact during parent conferences. Teacher/Parent conferences and parent meetings are held to explain the State Standards and how to interpret their child's STAR results. Teachers present the grade level standards to parents at Back to School Night. Parents are also given a copy of the grade level standards. Parent meetings are designed to assist the parents on how they can help their child at home. Parents are able to utilize the online Parent Portal within the Infinite Campus student data system. The school also provides the parents with a yearly school calendar outlining the special events for the school year. Administration, teachers, and parents represent Kern Avenue's School Site Council. Parents, elected by their peers, represent the majority sub-group on the council, and represent all student sub-groups. The school site council helps to develop the school wide plan and the parent compact. The parents are welcome to observe in the classrooms, and encouraged to volunteer their assistance in the classrooms. Kern Avenue receives input and oversight from the School Site Council, ELAC, DELAC, Migrant, as well outside consultants regarding the planning, implementation, and evaluation of consolidated application programs.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.9	2.5	0.5	8.6	8.3	7.6	5.7	5.1	4.4
Expulsions	0.1	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Kern Avenue has a well developed School Safety Plan that is updated yearly. We also have a safety committee that meets regularly to address concerns within the school. Included in this committee are certificated staff, classified staff, parents, and MOT personnel. Many concerns are addressed; from fire drills, intruder alerts, infestation of insects and rodents to facilities and supplies. Below are items also addressed in our School Safety Plan:

- School Wide Safety Procedures in place
- Safety Drill's Practiced
- Kern Avenue Guide to Handling Emergency Procedures flipchart completed and updated
- We have a closed campus
- Security gates and cameras
- Visitor Sign In/Sign Out logs in the office
- Staff & District personnel ID Badges
- Crossing guards & gate duty aides
- Yard duty aides
- Student Bobcat Safety Patrol
- Student rules for use of playground equipment during recess & freezing at the sound of the bell
- Schoolwide rules in place in computer lab, library, and classrooms to increase time on task.
- Rules in place in the cafeteria to facilitate student lunch, and expected student behavior in the office.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	8	0	24		7		24	1	8	
1	20.3	9	0	0	19	10			19	9		
2	19.4	10	0	0	19	9			19	10		
3	18.8	9	0	0	20	10			20	8	1	
4	21.4	5	5	0	24	2	5		24	2	6	
5	26.3	0	6	0	20	2	8		19	2	7	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	2	---
Other		---

Note: Cells with "---" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5537	1717	3820	65358
District	---	---		69732
Percent Difference: School Site and District	---	---		-6.3
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	-18.6	3.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

- Title I and EIAILEP Instructional aides
- After school Intervention classes for K-5th grades
- Oral Language
- Math Field Day
- Spelling Bee
- Two Reading Coaches
- English Learner Resource Teacher
- .5 Full Time Equivalent Counselor
- District Math Coach
- Learning Director
- 2 Literacy Teachers

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,920
Mid-Range Teacher Salary	\$60,058	\$59,803
Highest Teacher Salary	\$76,461	\$78,096
Average Principal Salary (Elementary)	\$107,095	\$95,836
Average Principal Salary (Middle)	\$83,859	\$99,849
Average Principal Salary (High)	\$107,095	\$107,599
Superintendent Salary	\$144,911	\$151,912
Percent of Budget for Teacher Salaries	35	37
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

Professional growth activities are planned annually based on current need and input received from staff.

Current and ongoing staff development includes:

- Weekly grade level meetings to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching language arts, math and ELD standards;
- In-service programs provided on-site through the district office, the County Superintendent of Schools office, and through the Migrant program;
- Local conferences through the county office throughout the year for opportunities to further staff development;
- Demonstration lessons by classroom teachers and observations by BTSA providers lend additional support in developing exemplary teaching practices;
- A district ELD coordinator and an EL Resource Teacher at each site provide ongoing support for English Language Learners through classroom modeling, scheduling release time for teachers to visit each other and providing support with additional instructional materials;
- Two on site, full-time Reading Coaches to support teachers in the implementation of standards-based instructional practices and to establish pacing charts and consistent assessment tools for measuring mastery of content standards in language arts;
- A School Library Media Clerk for implementing plans to increase available reading materials for student at their actual reading level- take home books, Reading Counts Reading Program - and supervises the site librarian aide