Kern Avenue Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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/.

- 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/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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

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	http://mcfarlandusd.com/KAES/
Grades Served	K-5
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)

Vision

Kern Avenue strives to provide innovative educational programs through a variety of approaches that enrich children's lives socially, emotionally, and academically.

Mission

Kern Avenue aims to develop and deliver programs that allow all of Kern Avenue students to reach proficient levels in reading, writing, and arithmetic and to excel socially, emotionally, and academically.

Our mission can be accomplished through:
- 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 TK-5 elementary school. It has a standard academic calendar with a 3 week break during the winter. As of October 2015 Kern Avenue's enrollment is 1,173 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 53 certificated staff, including a Principal, Learning Director, 2 Literacy Teachers, 2 mild to moderate special education teachers, a speech pathologist, psychologist, 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 3 special education instructional aides provide direct instructional support for our students. An additional 6 safety 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 the majority of the staff being of Hispanic descent.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	194
Grade 1	210
Grade 2	178
Grade 3	184
Grade 4	190
Grade 5	200
Total Enrollment	1,156

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.6
Filipino	0.2
Hispanic or Latino	97.7
White	1.2
Socioeconomically Disadvantaged	90.3
English Learners	57.3
Students with Disabilities	5.5
Foster Youth	0.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential		48	49	171
Without Full Credential		0	0	11
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	98.1	1.9
All Schools in District	97.1	2.9
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: December 2015

Kern Avenue School is using currently adopted curriculum in all core subjects.

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 2013 McGraw Hill My 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. The exterior of the entire campus received an upgrade in texture before being fully painted in summer of 2015. 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 masonry that is not reinforced. 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: 8/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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)

Year and month in which data were collected: 8/2015				
	Exemplary	Good	Fair	Poor
Overall Rating		X		

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	24	24	44
Mathematics	18	16	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	182	179	98.4	56	20	17	6
	4	194	190	97.9	49	26	17	8
	5	200	196	98.0	54	23	20	3
Male	3		93	51.1	61	14	20	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		91	46.9	58	22	15	3
	5		99	49.5	67	15	17	1
Female	3		86	47.3	51	27	14	8
	4		99	51.0	40	29	18	12
	5		97	48.5	41	31	23	5
Black or African American	3		1	0.5	--	--	--	--
	4		2	1.0	--	--	--	--
Asian	3		2	1.1	--	--	--	--
	4		1	0.5	--	--	--	--
	5		2	1.0	--	--	--	--
Hispanic or Latino	3		175	96.2	57	19	18	6
	4		184	94.8	49	25	17	8
	5		192	96.0	54	22	20	3
White	3		1	0.5	--	--	--	--
	4		3	1.5	--	--	--	--
	5		2	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		163	89.6	60	20	14	6
	4		165	85.1	52	24	17	6
	5		179	89.5	55	23	20	2
English Learners	3		87	47.8	85	14	1	0
	4		73	37.6	75	19	4	0
	5		73	36.5	82	14	4	0
Students with Disabilities	3		9	4.9	--	--	--	--
	4		17	8.8	100	0	0	0
	5		19	9.5	84	16	0	0
Students Receiving Migrant Education Services	3		5	2.7	--	--	--	--
	4		14	7.2	57	29	14	0
	5		11	5.5	55	18	27	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	182	179	98.4	56	21	20	3
	4	194	190	97.9	39	41	16	4
	5	200	196	98.0	65	24	9	2
Male	3		93	51.1	54	19	24	3
	4		91	46.9	42	42	12	4
	5		99	49.5	72	17	10	1
Female	3		86	47.3	59	22	15	3
	4		99	51.0	36	40	19	4
	5		97	48.5	58	32	8	2
Black or African American	3		1	0.5	--	--	--	--
	4		2	1.0	--	--	--	--
Asian	3		2	1.1	--	--	--	--
	4		1	0.5	--	--	--	--
	5		2	1.0	--	--	--	--
Hispanic or Latino	3		175	96.2	57	21	19	3
	4		184	94.8	39	41	16	4
	5		192	96.0	65	25	9	2
White	3		1	0.5	--	--	--	--
	4		3	1.5	--	--	--	--
	5		2	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		163	89.6	60	19	17	4
	4		165	85.1	42	40	16	2
	5		179	89.5	65	25	8	2
English Learners	3		87	47.8	79	18	2	0
	4		73	37.6	58	40	3	0
	5		73	36.5	95	3	3	0
Students with Disabilities	3		9	4.9	--	--	--	--
	4		17	8.8	88	12	0	0
	5		19	9.5	89	5	5	0
Students Receiving Migrant Education Services	3		5	2.7	--	--	--	--
	4		14	7.2	50	36	7	7
	5		11	5.5	64	18	18	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	29	34	25	27	35	29	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29
All Students at the School	25
Male	27
Female	24
Asian	--
Hispanic or Latino	26
White	--
Socioeconomically Disadvantaged	--
English Learners	6
Students with Disabilities	27
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.80	25.40	1.50

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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.47	0.48	0.40	8.34	7.57	4.64	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.03	0.00	0.05	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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		7		24	1	8		24		8	
1	19	10			19	9			21	1	9	
2	19	9			19	10			20	9		
3	20	10			20	8	1		20	5	4	
4	27		5		27		6		24		8	
5	23	2	8		22	1	7		25		8	
Other					20	1						

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 2014-15)

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

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5537	1717	3820	65358
District	N/A	N/A		$61,782
Percent Difference: School Site and District	N/A	N/A		-6.3
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	-18.6	3.7

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

Types of Services Funded (Fiscal Year 2014-15)

- Title I and EIAILEP Instructional aides
- After school Intervention classes for 1st-5th grades
- Math Field Day
- Spelling Bee
- English Learner Resource Teacher
- Full Time Counselor
- District Math Coach
- Learning Director
- 2 Literacy Teachers

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,035	$40,379
Mid-Range Teacher Salary	$61,860	$62,323
Highest Teacher Salary	$78,755	$81,127
Average Principal Salary (Elementary)	$110,308	$99,192
Average Principal Salary (Middle)	$90,693	$91,287
Average Principal Salary (High)	$105,052	$112,088
Superintendent Salary	$128,750	$159,821
Percent of Budget for Teacher Salaries	36%	36%
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 (Most Recent Three Years)

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

Current and ongoing staff development includes:
- Quarterly Workshop Wednesdays to give professional development based on teacher need and desire
- 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 professional development workshops, and providing support with additional instructional materials;