

KERN AVENUE ELEMENTARY SCHOOL

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	KERN AVENUE ELEMENTARY SCHOOL
Street	356 W. Kern Ave.
City, State, Zip	McFarland, CA 93250
Phone Number	6617923033
Principal	Mayela Bujanda-Medina
Email Address	mabujanda@mcfarland.k12.ca.us
School Website	https://mcfarlandusd.com/KAES/
Grade Span	K-6
County-District-School (CDS) Code	15739086009765

2024-25 District Contact Information

District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Samuel Resendez
Email Address	saresendez@mcfarland.k12.ca.us
District Website	www.mcfarlandusd.com

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

The mission of Kern Avenue Elementary School is to ensure success of all students' social, emotional, and academic needs while providing a safe learning environment that promotes good values and positive self-image.

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.
- Using Fine Arts classes during the day and after school, students will be able to access a more enriched curriculum. The right side of the brain will enhance the left side which will result in higher learning of math, and reading.

Kern Avenue is a TK-6 elementary school. It has a standard academic calendar with a 3 week break during the winter. As of October 21, 2024, Kern Avenue's enrollment is 704 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 37 certificated staff, including a Principal, Learning Director, 2 mild to moderate special education teachers, 2 moderate to severe education teachers, a speech pathologist, psychologist, a school counselor, a trauma therapist, and 2 Student Intervention Mediators (SIMs). Our school district employs a Social Worker, Program Manager of Curriculum, Instruction, and Assessment and a Technology Support Team that provide service to all district school sites. A school library clerk, 4 reading intervention aides, 1 TK aide, and 8 special education instructional aides provide direct instructional support for our students. An additional 7 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 97% of the total student population. Approximately 49% of the total student population are identified as EL learners.

Kern Avenue is a school-wide Title I school. Approximately 92% 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	104
Grade 2	89
Grade 3	81
Grade 4	113
Grade 5	103
Grade 6	94
Grade 7	4
Total Enrollment	706

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
Non-Binary	0
Asian	0.4
Black or African American	0.6
Filipino	0.4
Hispanic or Latino	96.6
White	1
English Learners	49.2
Foster Youth	0.1
Homeless	15.6
Migrant	5.2
Socioeconomically Disadvantaged	93.6
Students with Disabilities	13.9

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	89.66	77.30	54.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.70	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.60	3.29	12115.80	4.41
Unknown/Incomplete/NA	3.00	10.34	48.80	34.67	18854.30	6.86
Total Teaching Positions	29.00	100.00	141.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	85.00	112.80	74.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.33	8.70	5.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.30	2.19	11953.10	4.28
Unknown/Incomplete/NA	3.50	11.67	24.70	16.38	15831.90	5.67
Total Teaching Positions	30.00	100.00	151.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	93.33	105.80	73.41	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	2.21	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	19.50	13.59	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.30	2.98	11746.90	4.23
Unknown/Incomplete/NA	2.00	6.67	11.20	7.79	14303.80	5.15
Total Teaching Positions	30.00	100.00	144.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.90	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kern Avenue School is using currently adopted curriculum in all core subjects. All students have textbooks and instructional material for their core subjects.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-2 utilize the 2017 Journeys by Houghton Mifflin Harcourt; Grades 3-5 utilize the 2017 Benchmark Advanced by Benchmark Education; Grade 6 utilizes the 2017 California Collections by Houghton Mifflin Harcourt	Yes	0%
Mathematics	Grades K-5 utilize the 2013 McGraw Hill My Math; Grade 6 utilizes McGraw Hill California Math	Yes	0%
Science	Grades K-6 utilize the 2020 Macmillan McGraw-Hill California Science	Yes	0%
History-Social Science	Grades K-6 utilize the 2019 Pearson Education-Scott Foresman My World	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

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. The most recent Williams Inspection report graded the site as good with a score of 98.84% (Good). A state of the art TK/Kinder building is under construction; it is estimated to be completed in 2026.

Year and month of the most recent FIT report

7/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

Exemplary	Good	Fair	Poor
	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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	30	26	30	32	46	47
Mathematics (grades 3-8 and 11)	21	21	19	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	403	403	100.00	0.00	25.81
Female	181	181	100.00	0.00	24.31
Male	222	222	100.00	0.00	27.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	387	387	100.00	0.00	25.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	162	162	100.00	0.00	8.02
Foster Youth	--	--	--	--	--
Homeless	73	73	100.00	0.00	21.92
Military	0	0	0	0	0
Socioeconomically Disadvantaged	385	385	100.00	0.00	24.16
Students Receiving Migrant Education Services	29	29	100.00	0.00	17.24
Students with Disabilities	60	60	100.00	0.00	13.33

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	403	403	100.00	0.00	20.84
Female	181	181	100.00	0.00	16.02
Male	222	222	100.00	0.00	24.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	387	387	100.00	0.00	20.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	162	162	100.00	0.00	10.49
Foster Youth	--	--	--	--	--
Homeless	73	73	100.00	0.00	12.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	385	385	100.00	0.00	19.22
Students Receiving Migrant Education Services	29	29	100.00	0.00	13.79
Students with Disabilities	60	60	100.00	0.00	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.48	13.27	12.11	16.35	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00	0.00	12.62
Female	46	46	100.00	0.00	6.52
Male	57	57	100.00	0.00	17.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	41	41	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	11.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	6.25

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Kern Avenue encourages parents to participate in their child's education by promoting communication through parent nights, conferences, and verbal and written correspondence through Parent Square. Kern Avenue has a parent policy that includes a 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. At our Back to School Night, we also provide information about our Title 1; this information includes what is Title 1 and why we are a Title 1 school. The parents are also told about the many parent engagement and involvement opportunities available to them. At this meeting, the parent have the opportunity to vote for their representative/s on the SSC. 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 Aeries student data system. 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 Single Plan for Student Achievement 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 as outside consultants regarding the planning, implementation, and evaluation of consolidated application programs. Kern Ave. is implementing various fine art programs within the school day to promote parent involvement with their children; these include drama, oral language, art, yearbook, broadcasting, folkloric dance, band, and music.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	752	738	47	6.4
Female	349	338	18	5.3
Male	403	400	29	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	725	711	38	5.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	406	400	26	6.5
Foster Youth	--	--	--	--
Homeless	139	134	7	5.2
Socioeconomically Disadvantaged	711	697	46	6.6
Students Receiving Migrant Education Services	58	57	3	5.3
Students with Disabilities	116	113	16	14.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.5	0.67	1.06	3.15	2.68	2.45	3.17	3.6	3.28
Expulsions	0	0	0	0.11	0.03	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.57	0.00
Male	1.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.99	0.00
Foster Youth	0.00	0.00
Homeless	2.16	0.00
Socioeconomically Disadvantaged	1.13	0.00
Students Receiving Migrant Education Services	3.45	0.00
Students with Disabilities	1.72	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Kern Avenue has a well developed School Safety Plan that is updated annually. 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

2024-25 School Safety Plan

- 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 through our Raptor Visitor Management System
- Staff & District personnel ID Badges
- Crossing guards & gate duty aides
- Yard duty aides
- Student rules for use of playground equipment during breaks & freezing at the sound of the bell
- School-wide rules in place in the 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.
- WEB activities are planned and distributed by the counselor
- Kern Ave. has a NO Bullying policy - students are encouraged to report any bullying to the office or counselor
- Kern Ave. also takes steps to keep our students safe emotionally - they are provided support when feeling depressed and/or suicidal
- Kern Ave. has also developed a plan to follow during a pandemic

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6	4	
1	23		5	
2	25		4	
3	27		5	
4	32		3	
5	30		4	
6	30		5	
Other	23	2	6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	23		4	
2	20	4		
3	26		4	
4	25		4	
5	31		3	
6	30		3	
Other	12	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	23		4	
2	22		4	
3	20	3	1	
4	28		4	
5	25		4	
6	30		3	
Other	9	4		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	706

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6137	858	5279	86669
District	N/A	N/A	15278	\$80,232
Percent Difference - School Site and District	N/A	N/A	-97.3	7.7
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-68.4	-1.1

Fiscal Year 2023-24 Types of Services Funded

- Band teacher
- Choir/Music teacher
- Physical Education teacher
- Intervention/ enrichment classes for 1st-6th grades
- English Learner Resource Teacher
- Counselor
- Trauma Counselor
- Two Student Intervention Mediators (SIM)
- Learning Director
- Educational Trips
- Camp KEEP
- Supplemental Curriculum

Fiscal Year 2023-24 Types of Services Funded

- Parent Engagement Material

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,282	\$54,930
Mid-Range Teacher Salary	\$81,354	\$85,386
Highest Teacher Salary	\$103,574	\$111,172
Average Principal Salary (Elementary)	\$134,712	\$136,564
Average Principal Salary (Middle)	\$138,080	\$141,339
Average Principal Salary (High)	\$148,697	\$153,241
Superintendent Salary	\$199,981	\$224,537
Percent of Budget for Teacher Salaries	22%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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

Current and ongoing staff development includes:

- Professional Learning Community Wednesdays to give the teachers time to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching language arts, math and ELD standards
- Professional training Wednesdays to give professional development based on teacher needs
- Weekly grade level meetings to give teachers the time to continue to plan 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 Induction providers lend additional support in developing exemplary teaching practices;
- A district coordinator of Curriculum, Instruction, and Assessment 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; They will provide training and coaching on the new ELD program Language Power. A Language Power consultant/rep will also provide classroom modeling and coaching.
- A TOSA at each site provide ongoing support for technology in the classroom through modeling, scheduling professional development workshops, and providing support with additional instructional materials
- Professional development sessions with consultants of programs we currently use (Renaissance and Next Gen Math)
- All Kinder - 3rd grade teachers have or will complete the LETRS curriculum in order to assist them in becoming better literacy teachers
- Math consultants will work with our teachers to improve their teaching of math conceptually.
- A consultant will work with our grade level teams to guide them in running a proper PLC.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	17	25	21