KERN AVENUE ELEMENTARY SCHOOL
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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/
County-District-School (CDS) Code	15739086009765

2021-22 District Contact Information

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

2021-22 School Overview

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

Mission
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.

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 22, 2021, Kern Avenue's enrollment is 731 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

2021-22 School Overview

The school has a total of 34 certificated staff, including a Principal, Learning Director, 1 mild to moderate special education teacher, 2 moderate to severe education teachers, a speech pathologist, psychologist, and a Counselor. Our school district employs an ELD Coach and a Technology Support Team that provide service to all district school sites. A school library clerk and 6 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 97% of the total student population. Approximately 50% of the total student population are identified as EL learners.
Kern Avenue is a school-wide Title I school. Approximately 88% 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	112
Grade 2	120
Grade 3	104
Grade 4	91
Grade 5	120
Grade 6	94
Total Enrollment	748

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	0.3
Black or African American	0.3
Filipino	0.4
Hispanic or Latino	96.9
White	2.1
English Learners	47.2
Foster Youth	1.5
Homeless	7.6
Socioeconomically Disadvantaged	90.6
Students with Disabilities	10.2

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

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

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)	26.0	89.7	77.3	54.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.3	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	9.7	6.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	4.6	3.3	12115.8	4.4
Unknown	3.0	10.3	48.8	34.7	18854.3	6.9
Total Teaching Positions	29.0	100.0	141.0	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	3.9

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 2021

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%

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 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 of 98.84% (Good).

Year and month of the most recent FIT report	8/26/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 51: Stuffy, hot-custodian adjusted temperature.
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			CR 4: Paint up by the ceiling is wearing off.
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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	419	417	99.52	0.48	25.72
Female	216	215	99.54	0.46	29.44
Male	203	202	99.51	0.49	21.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	408	406	99.51	0.49	25.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	189	187	98.94	1.06	8.02
Foster Youth	--	--	--	--	--
Homeless	66	64	96.97	3.03	15.63
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	387	99.49	0.51	24.61
Students Receiving Migrant Education Services	12	12	100	0	8.33
Students with Disabilities	38	37	97.37	2.63	24.32

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	419	418	99.76	0.24	13.40
Female	216	216	100.00	0.00	12.04
Male	203	202	99.51	0.49	14.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	408	407	99.75	0.25	13.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	189	188	99.47	0.53	9.57
Foster Youth	--	--	--	--	--
Homeless	66	66	100.00	0.00	21.21
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	388	99.74	0.26	13.14
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	38	37	97.37	2.63	40.54

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander		N/A	N/A	N/A	N/A	N/A
Two or More Races		N/A	N/A	N/A	N/A	N/A
White		N/A	N/A	N/A	N/A	N/A
English Learners		N/A	N/A	N/A	N/A	N/A
Foster Youth		N/A	N/A	N/A	N/A	N/A
Homeless		N/A	N/A	N/A	N/A	N/A
Military		N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged		N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services		N/A	N/A	N/A	N/A	N/A
Students with Disabilities		N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	11.38	N/A	8.03	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	123	100.00	0.00	11.38
Female	59	59	100.00	0.00	8.47
Male	64	64	100.00	0.00	14.06
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	122	122	100.00	0.00	11.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	110	100.00	0.00	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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. 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 School 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	798	783	178	22.7
Female	392	384	77	20.1
Male	406	399	101	25.3
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	2	1	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	774	760	173	22.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	16	16	4	25.0
English Learners	414	406	97	23.9
Foster Youth	12	11	6	54.5
Homeless	80	75	38	50.7
Socioeconomically Disadvantaged	738	724	172	23.8
Students Receiving Migrant Education Services	29	27	8	29.6
Students with Disabilities	87	86	28	32.6

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.69	0.00	2.94	0.06	3.47	0.20
Expulsions	0.00	0.00	0.16	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.84	2.52	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 rules for use of playground equipment during recess & 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	4	6	
1	25		8	
2	23	1	7	
3	25		10	
4	25		7	
5	32		5	3
6				
Other	13	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	4	8	
1	27		7	
2	25		7	
3	23		8	
4	26	1	8	
5	30		5	
6	24	2	5	1
Other	17	4	2	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	8	2	
1	26		8	
2	29		8	
3	25	1	5	
4	28		5	
5	30		5	
6	30		2	1
Other	9	4	1	

2020-21 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	748

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6465	618	5847	82605
District	N/A	N/A	13770	$75,969
Percent Difference - School Site and District	N/A	N/A	-80.8	8.4
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-36.3	7.0

2020-21 Types of Services Funded

- Band teacher
- Intervention/ enrichment classes for 1st-6th grades
- English Learner Resource Teacher
- Counselor
- Learning Director
- Educational Trips
- Camp KEEP
- Supplemental Curriculum
- Parent Engagement Material

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,457	$48,119
Mid-Range Teacher Salary	$72,781	$74,665
Highest Teacher Salary	$92,659	$98,160
Average Principal Salary (Elementary)	$111,310	$118,542
Average Principal Salary (Middle)	$123,529	$125,068
Average Principal Salary (High)	$114,910	$133,516
Superintendent Salary	$175,100	$194,199
Percent of Budget for Teacher Salaries	27%	31%
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:
- Quarterly Workshop Wednesdays to give professional development based on teacher needs
- 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; They will provide training and coaching on the new ELD program Launch to Literacy.
- A district Technology Teacher on Assignment, 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). This year we will use Writable and I-Ready so will have consultants train on these programs.
- All Kinder - 3rd grade teachers are currently taking the LETRS curriculum in order to assist them in becoming better literacy teachers

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	12	14

McFarland Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	McFarland Unified School District
Phone Number	(661) 792-3081
Superintendent	Samuel Resendez
Email Address	sresendez@mcfarland.k12.ca.us
District Website Address	www.mcfarlandusd.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1836	1789	97.44	2.56	26.02
Female	905	882	97.46	2.54	29.27
Male	931	907	97.42	2.58	22.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1801	1755	97.45	2.55	26.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	20.00
English Learners	615	596	96.91	3.09	5.56
Foster Youth	16	14	87.50	12.50	21.43
Homeless	290	274	94.48	5.52	14.60
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1664	1618	97.24	2.76	24.50
Students Receiving Migrant Education Services	49	44	89.80	10.20	6.98
Students with Disabilities	177	172	97.18	2.82	12.21

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1836	1788	97.39	2.61	12.09
Female	905	879	97.13	2.87	12.17
Male	931	909	97.64	2.36	12.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1801	1755	97.45	2.55	12.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00		10.00
English Learners	615	598	97.24	2.76	4.01
Foster Youth	16	14	87.50	12.50	14.29
Homeless	290	278	95.86	4.14	10.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1664	1619	97.30	2.70	11.13
Students Receiving Migrant Education Services	49	48	97.96	2.04	2.08
Students with Disabilities	177	171	96.61	3.39	12.87