

Kernville Union School District

Kernville Elementary School

2008-2009 School Accountability Report Card

13350 Sierra Way
P.O. Box 2007
Kernville, CA 93238
(760) 376-2249

Grades
Kindergarten
through Five

Aileen DeLapp,
Principal

Kernville Union School District

3240 Erskine Creek Rd.
P.O. Box 3077
Lake Isabella, CA 93240
(760) 379-3651

Superintendent

Robin Shive

Chief Business Officer

Tina Foster

Director of Personnel/ Payroll

Sami Carver

Superintendent Secretary/ Accounts Payable

Sheryl Clayton

Administrative

Assistant

Nancy Petersen

Board of Trustees

Thomas Moore- President

Ross Elliott- Clerk

Michael Hughes-Trustee
Representative

Wendy Russ- Member

Claranne Wingender -
Member

Community & School Profile

The Kernville Union School District (KUSD) educates children in grades kindergarten through eight. The district consists of two elementary schools, one middle school, and a community day school, each of which is committed to providing a strong and diverse instructional program for all students.

Several of the committees also require parent participation:

- School Site Council
- Parent Teacher Club
- Response to Intervention Team
- District Advisory/Budget Committee

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Kernville Elementary School students are from the communities of Kernville, Riverkern, and Wofford Heights. The educational programs at the school are tailored to meet the needs of the changing society. Kernville Elementary School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. In the 2008-09 school year, Kernville Elementary School served 158 students in grades kindergarten through five. Additional student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	1.9%
American Indian	0.6%
Asian	1.3%
Caucasian	84.8%
Filipino	0.0%
Hispanic or Latino	8.2%
Unknown	0.0%
Multiple or No Response	3.2%

Discipline & Climate for Learning

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	32	27	20	264	297	292
Suspension Rate	20.0%	18.0%	12.7%	28.2%	33.2%	33.3%
Expulsions	0	0	0	0	2	1
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The chart illustrates the enrollment trend for the past three years.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	1.9%
American Indian	0.6%
Asian	1.3%
Caucasian	84.8%
Filipino	0.0%
Hispanic or Latino	8.2%
Úæ&â, &h• æ} â^!	0.0%
Multiple or No Response	3.2%

Class Size

Kernville Elementary School maintained a schoolwide average class size of 22.6 students and a pupil-to-teacher ratio of 19.8 to 1 during the 2008-09 school year. The class size distribution chart shows the average class size by grade for grades K-5. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	16	17	20	1	1	1	-	-	-	-	-	-
1	20	18	-	1	1	-	-	-	-	-	-	-
2	18	19	21	1	1	-	-	-	1	-	-	-
3	18	27	24	1	-	-	-	1	1	-	-	-
4	-	25	29	-	-	-	-	1	1	-	-	-
5	26	23	24	-	-	-	1	1	1	-	-	-
K-3	17	19	20	2	1	2	-	-	-	-	-	-
3-4	27	-	-	-	-	-	1	-	-	-	-	-

Instructional Materials

Kernville Union Elementary held a Public Hearing on September 8, 2009, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	G i z Ū W J Y b h	% Lacking
K-5	English/ Language Arts	Houghton T̂- ' ã }	2002	Yes	0.0%
K-5	Mathematics	Houghton T̂- ' ã }	2003	Yes	0.0%
K-5	Science	Houghton T̂- ' ã }	2006	Yes	0.0%
K-5	Social Science/ History	Houghton T̂- ' ã }	2005	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries which contain numerous computer workstations.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers four staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Teacher Assignment

Kernville Union School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Kernville Elementary School had eight fully credentialed teachers.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	9	7	8	44
Without Full Credentials	0	1	0	1
Working Outside Subject	0	0	0	0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year. For the 2009-10 year, the most current data are reported.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires all teachers in core subject areas meet specific requirements be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	94.3%	5.7%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Counseling & Support Staff

It is the goal of Kernville Elementary School to assist students in their social, personal, and academic development. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. Counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart lists the counseling and support services that are available to all students at Kernville Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
District Nurse	1	As Needed
Librarian/library media teacher	1	0.4
School Psychologist	1	0.1

Parent & Community Involvement

Parents assist the school by volunteering in classrooms, participating on the School Site Council, District Advisory/Budget Committee, and PTC.

Kernville Elementary School enjoys many partnerships in the community and generous donations from local businesses and organizations. Many local businesses have donated generously to provide for the school's various attendance and other incentive programs, including Charlie's Market, Pizza Barn, Gretchen's Video, Riverside Onestop, Burger King, Primos Deli, El Rio, Mt. Mesa Lane, El Jacalito, Candy Carousel, James Store, and Reel Cinema.

Contact Information

Parents who wish to participate in Kernville Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (760) 376-2249.

Data Sources

Data within the SARC was provided by Kernville Union Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/language arts, math, social science, science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	41	52	50	37	42	47	43	46	50
Mathematics	56	64	61	37	45	50	40	43	46
Science	69	59	79	36	52	63	38	46	50
History/Social Science	*	*	*	26	19	27	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	25	36	*	*
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Caucasian	54	64	76	*
Males	38	57	86	*
Females	62	64	*	*
Socioeconomically Disadvantaged	37	50	58	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Met AYP Criteria	No	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	13	22	-9	816
Socioeconomically Disadvantaged				
Actual Growth	-	-	-	771
Caucasian				
Actual Growth	5	29	3	838

N/A - Means a number is not applicable or not available due to missing data.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Fitness

In the spring of each year, Kernville Elementary is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In the 2008-09 school year, 50.0% of fifth grade students at Kernville Elementary School met the standards in all six fitness areas.

School Facilities

The Kernville Union School District has educated children for over 100 years. Originally built to accommodate 700 students, today the district serves an enrollment of nearly 1,000. The district Board of Education and employees have been working tirelessly to improve the academic achievements of our students. The age of our schools has created a need to address our facilities.

With the passing of a general obligation bond and matching state funds, the district will modernize all their schools, make health and safety improvements, and replace outdated infrastructure and portable classrooms.

Kernville Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were originally built in 1968 and include the cafeteria, staff lounge, playgrounds, computer lab, library, and 12 classrooms, which are all up-to-date and kept clean and neat. Seven portable classrooms were added starting in 1986 through 1997.

The chart shows the results of the most recent school facilities inspection, as of December 2009. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A team of two full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Safety

Parents and community members are welcome at Kernville Elementary School. Anyone wishing to be on campus during school hours should notify staff ahead of time. Kernville Elementary School is a closed campus. All visitors must sign in at the office and wear identification badges while on school grounds. During lunch, breaks, and before-and-after school, teachers and instructional aides monitor the campus to ensure student safety.

The Comprehensive School Safety Plan was developed by the School Safety Committee in cooperation with the Sheriff's Department and Fire Department in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Drug awareness

The plan is updated as needed. The plan was last updated in March 2009 and is reviewed with school staff at that time as well. An updated copy of the safety plan is available to the public at the school's office.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
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School Facility Conditions

Date of Last Inspection: 11/17/2008

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			8 YÜWJYbWm' / 'FY a YXJU' Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, Kernville Union School District did not participate in the deferred maintenance program.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2007-08 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having under 1,000 Average Daily Attendance (ADA).

Average Teacher Salaries	
School & District	
School	\$63,671
District	\$54,879
Percentage of Variation	16.02%
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	13.12%

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$39,201	\$38,481
Mid-Range Teachers	\$55,401	\$55,789
Highest Teachers	\$65,292	\$70,849
Elementary School Principals	\$96,014	\$88,862
Middle School Principals	\$96,014	\$94,015
High School Principals	-	\$97,594
Superintendent	\$125,125	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	37.0%
Administrative Salaries	7.0%	7.0%

District Expenditures & Services Funded

Based on 2007-08 audited financial statements, the Kernville Unified School District spent an average of \$10,456 to educate each student. The chart provides a comparison of Kernville Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general fund state funding, the Kernville Union School District received state and federal funding for the following programs.

- Title I
- Math and Science
- Special Education
- School Improvement Program
- Federal Forest Reserve
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- ESEA
- Class Size Reduction
- Economic Impact Aid
- Basic Reading Act

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,818
From Restricted Sources	\$1,453
From Unrestricted Sources	\$6,365
District	
From Unrestricted Sources	\$6,461
Percentage of Variation between School & District	1.49%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	15.48%