Kernville Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	Kernville Elementary School
Street	13350 Sierra Way
City, State, Zip	Kernville, CA 93238
Phone Number	(760) 376-2249
Principal	Marci Refuerzo
Email Address	mrefuerzo@kernvilleusd.org
School Website	kernvilleusd.org
County-District-School (CDS) Code	15 63545 6009641

2023-24 District Contact Information

District Name	Kernville Union Elementary School District
Phone Number	(760) 379-3651
Superintendent	Dr. Steve Martinez
Email Address	smartinez@kernvilleusd.org
District Website	www.kernvilleusd.org

2023-24 School Description and Mission Statement

Kernville Elementary School, serveing K through fifth grade students, is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The school is located in a rural, recreational setting approximately 40 miles northeast of Bakersfield. The school serves the communities of Wofford Heights, Kernville and River Kern. Kernville Elementary School operates on a traditional school calendar. During the 2022-2023 school year, about 120 students were enrolled in grades kindergarten through fifth.

Why Do We Exist?
We are a team dedicated to proving a safe learning environment for student achievement

How Do We Behave?
As educational professionals, we are dedicated, humble, and approachable. We hold ourselves accountable to be focused, passionate, empathetic, and act with integrity. Our teaching staff will be respectful, trustworthy, smart and flexible; they will approach teaching and learning with high expectations, patience, and encouragement. We are actively engaged and involved in the Kern River Valley community

What Do We Do?
We are building a community of life-long learners by modeling accountability, offering opportunities with constant encouragement, and helping all students experience success through modeling behaviors and skills necessary for success.

How Will We Succeed?
We will provide to all students and team members an engaging and supportive teaching and learning community dedicated to student achievement. We will focus on growth in academics, social-emotional learning, citizenship, and attendance of all students and team members.

To meet this challenge, our school community is actively engaged in creating a safe environment that teaches academics and character development, enhanced by a strong partnership between home and school. We have developed a strong professional learning community in order to align and improve our practices in implementing the California Common Core State Standards, and the instructional shifts inherent in those documents. Beginning in the 2016-2017 school year, administrative, certificated, and classified staff participated in professional development delivered by The Leader In Me; ongoing training for new staff and coaching for all staff is in place. Our professional learning was focused on essential components in growing leaders in our community, beginning with our school. Kernville Elementary School has implemented Positive Behavior Intervention and Supports (PBIS) through a federal School Climate Transformation Grant. Kernville Elementary School has received a gold PBIS Implementation Award from the California PBIS Coalition in 2022 and 2023.

The District has engaged in the Continuous Improvement Process with the Kern County Superintendent of Schools to address areas of need. A District Team meets regularly to continually monitor the implementation of the action plan that was developed for all school sites. The District's focus continues to be on ensuring that students are able to read, with an added emphasis on student progress towards grade level standards in mathematics. The District Continuous Improvement Team is also focused with the goal of sustaining Positive Behavior Intervention and Supports at each school site. Goals and action steps are focused on creating systems for tracking student progress and providing interventions when students struggle with reading at all levels. Starting in the 2021-2022 school year and continuing through 2023, reading intervention through small group instruction has been provided to students during the school day.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	21
Grade 2	18
Grade 3	19
Grade 4	17
Grade 5	24
Total Enrollment	123

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.7%
Male	46.3%
American Indian or Alaska Native	3.3%
Asian	1.6%
Black or African American	0.8%
Filipino	0.8%
Hispanic or Latino	26.8%
Two or More Races	2.4%
White	63.4%
English Learners	2.4%
Foster Youth	0.8%
Homeless	8.1%
Socioeconomically Disadvantaged	69.9%
Students with Disabilities	12.2%

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.

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)	6.80	100.00	35.00	85.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	4.87	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.00	9.74	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	6.80	100.00	41.00	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)	7.50	100.00	36.60	73.29	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	8.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.20	10.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	2.14	11953.10	4.28
Unknown	0.00	0.00	3.00	6.00	15831.90	5.67
Total Teaching Positions	7.50	100.00	49.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kernville Union Elementary School District held a Public Hearing on September 12, 2023 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.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Benchmark (2016)	Yes	0
Mathematics	K-5 Envision (2016)	Yes	0
Science	Amplify Science (2021)	Yes	0
History-Social Science	K-5 Houghton Mifflin (2005)	Yes	0

School Facility Conditions and Planned Improvements

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 900 students. The district Board of Education and employees have been working tirelessly to improve the academic achievements of our students. The age of our schools created a need to address our facilities. With the passing of two general obligation bonds and matching state funds, the district modernized all their schools, made health and safety improvements, and replaced 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 from 1986 through 1997.

The chart shows the results of the most recent school facilities inspection. 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 Maintenance and Operations staff to develop cleaning schedules to ensure a clean and safe school. A team of two 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. The District has implemented a strict cleaning process with additional cleaning daily with approved cleaners to reduce the spread of COVID-19 on the school campus.

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. A preventive maintenance form is used to report necessary repairs 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 maintains an ongoing and major maintenance account for maintenance and repairs. One percent of total expenditures are held in this account.

Year and month of the most recent FIT report	May 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			As of 5/2023
Interior: Interior Surfaces	X			As of 5/2023
Cleanliness:	X			As of 5/2023

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			As of 5/2023
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			As of 5/2023
Safety: Fire Safety, Hazardous Materials	X			As of 5/2023
Structural: Structural Damage, Roofs	X			As of 5/2023
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			As of 5/2023

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	49	29	26	47	46
Mathematics (grades 3-8 and 11)	45	49	18	17	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	58	57	98.28	1.72	49.12
Female	32	32	100.00	0.00	59.38
Male	26	25	96.15	3.85	36.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	52.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	38.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	57	55	96.49	3.51	49.09
Female	32	31	96.88	3.12	45.16
Male	25	24	96.00	4.00	54.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	36	94.74	5.26	47.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	34	94.44	5.56	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	47.06	42.11	21.76	26.52	29.47	30.29

2022-23 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	22	19	86.36	13.64	42.11
Female	16	14	87.50	12.50	50.00
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	15	83.33	16.67	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	12	80.00	20.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	24	24	24	24	24

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.

2023-24 Opportunities for Parental Involvement

Our school builds teams of teachers, students, parents, and community members to enhance the academic and social emotional learning environment. These teams include:

1. School Site Council: The School Site Council (consisting of school staff, parents, and community members) is a major governing body that meets regularly to address programs as well as varying components that make up the school. They act as a communication liaison between the community and the school.
2. Parent Teacher Club: The Parent Teacher Club hosts fundraisers and promotes school programs by supplying additional funds for teachers and students.
3. Student Assistance Teams: Student Assistance Teams meet to discuss strategies to help struggling children with academics, attendance and/or behavior.
4. District Advisory/Budget Committee: The District Advisory/Budget Committee, lead by the superintendent, provides stakeholder input regarding needs for expenditures.
5. Positive Behavior Intervention System (PBIS) Leadership Teams: School site PBIS Leadership Teams work in collaboration with District PBIS Team to improve school climate by implementing systematic approaches to creating a positive learning environment.

Kernville Elementary School has developed many partnerships in the community. Local businesses donate to the school including: Sierra Gateway Store, Pizza Barn, Kern River Brewing Company, Something Sweeter, Primo's Deli, and El Rio. They provide many incentives for programs that help improve attendance and academic achievement.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	134	129	67	51.9
Female	69	68	33	48.5
Male	65	61	34	55.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	2	2	2	100.0
Black or African American	1	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	34	34	21	61.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	87	82	41	50.0
English Learners	3	3	2	66.7
Foster Youth	1	1	0	0.0
Homeless	13	12	9	75.0
Socioeconomically Disadvantaged	97	92	59	64.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	18	12	66.7

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.67	0.00	0.55	5.86	5.35	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.11	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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, as Kernville Elementary School is a closed campus to unscheduled visitors. 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. Due to the current health and safety policies in place as a result of the COVID-19 Pandemic, only pre-registered volunteers who have completed health and safety training are allowed on campus. Currently, parents are volunteering in classrooms and at school events on a regular basis.

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, and drug awareness.

The School Site Council reviews the plan annually and makes recommendations for updating the plan as needed. It is then submitted to the Board of Trustees for approval. The plan was last reviewed in March 2022 and 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. The district safety committee updated and presented it to the school board and it was approved in Spring of 2022.

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.

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	12	2		
1	10	2		
2	12	1	1	
3	16	1		
4	18	1		
5	20	1		

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	19	1		
1	21		1	
2	21		1	
3	20	1		
4	20	1		
5	16	1		

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	0	1	0
1	21	0	1	0
2	18	1	0	0
3	19	1	0	0
4	17	1	0	0
5	12	1	1	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$15,858	$5,789	$10,069	$76,429
District	N/A	N/A	$8,579	$69,266
Percent Difference - School Site and District	N/A	N/A	16.0	9.8
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	27.9	0.9

Fiscal Year 2022-23 Types of Services Funded

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

- Title I , IV
- Special Education
- ESSA
- LCAP- Supplemental/concentration

*E-LOP

*Community Schools Implementation Grant

- Class Size Reduction
- School Climate Transformation Grant - funding PBIS
- School Counselors are available at each site
- Increased paraprofessional support for small group instruction in both ELA and Math
- Reading intervention teacher
- ASES after school care and after school tutoring

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,963	$48,481
Mid-Range Teacher Salary	$69,231	$73,129
Highest Teacher Salary	$89,839	$99,406
Average Principal Salary (Elementary)	$118,743	$117,381
Average Principal Salary (Middle)	$122,251	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$133,000	$138,991
Percent of Budget for Teacher Salaries	25.67%	29.34%
Percent of Budget for Administrative Salaries	5.35%	5.99%

Professional Development

As a result of summative and formative data analysis, opportunities for staff development are provided at both the district and individual school sites for administrators, teachers, and classified staff. Staff members are provided these growth opportunities: planning Core Instruction and for Response to Instruction/Intervention (RTI) utilizing the Common Core State Standards and ongoing formative data collection, developing teaching and learning strategies, and learning methodologies for reinforcement of positive behavior. In addition, every Wednesday is a minimum day where teachers meet in grade level teams to collaborate as a Professional Learning Community(PLC), including teachers from both Wallace Elementary and Kernville Elementary. One Wednesday a month is dedicated to provide teachers the opportunity to receive Professional Development. Following these opportunities, teachers are supported by their school site administrator providing coaching and feedback regarding their progress. Teachers are supported during implementation through individual coaching, grade level team collaboration, staff meetings and monitoring and discussion of student data during weekly PLCs.

The Continuous Improvement Team, including staff from all sites and administration, work together to determine next steps in academic and behavioral training needs for staff. The District is implementing Tier 1, Tier 2, and Tier 3 intervention and supports. These trainings have been offered during the school day with the school psychologists, school counselors, teachers, social workers, paraprofessionals and administrators.

The District has worked with Advanced Collaborative Solutions to train administrators and staff on the use of Achievement Teams to strengthen the PLC process. The Achievement Teams training helps teacher teams to administer common formative assessments, analyze the results, and have productive conversations around teaching practices and student learning. This process will help teachers to build on each others strengths and learn from each other while implementing highly effective teaching practices and monitoring their effectiveness through short assessment cycles. The District has invested in the use of DigiCoach, a digital observation tool that provides coaching tips and feedback to teachers.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	