Kerman-Floyd Elementary School

14655 West F Street • Kerman, CA 93630 • (559) 843-9400 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Kerman Unified School District
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District Administration

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Superintendent

Mark Ruiz
Assistant Superintendent Personnel

Kraig Magnussen
Assistant Superintendent Chief Business Official

Pamela Millspaugh
Assistant Superintendent of Educational Services

A Message from the Principal:
Welcome to Kerman-Floyd Elementary's School Accountability Report Card. As you read this report, I believe you will find that what emerges is a picture of a school with a commitment to excellence, a faculty that is professionally skilled and personally committed to meeting the learning needs of all students, and a student body that as a whole, is well disciplined and motivated. Our school community has a great amount of pride and works as a family. The school staff welcomes parent and community participation and strives to create a partnership between parents, students, and the school. Parents are welcome to visit or work in the classrooms and are highly encouraged to take part in their children's educational process.

With a large number (57 percent) of English Language Learners (ELL), Kerman-Floyd is proud to provide an ELL program that ensures success. We have been able to progress as a school and have shown great progress on the ELPAC (a Language Development Test for English Learners). During the Spring our 3rd - 6th grade students took the SBAC Standards Based Testing online.

Major Achievements:
The focus of the staff this past year was to improve the delivery of instruction to our students and to implement effective, research based curriculum to our students. Many intervention programs were implemented and targeted instruction was given to students. The teachers have attended and implemented curriculum with State Standards and new NGSS Standards with support from the Fresno County Superintendent of Schools with great success.

For the past few years staff development was focused on the RTI (Response to Intervention) model to meet the needs of our students. The staff was able to better identify needs of students and determine a plan of action to monitor their progress and make the best use of resources for every student.

We will continue to focus on EL students, using the strategies for which the staff received training, building on ways to help these students who are having difficulty in reading. We will continue to offer research based interventions during the school day as well as target instruction in the classrooms to meet their needs. We will continue to use the RTI (Response to Intervention) model to identify students at risk and fit them into an intervention program that will specifically service their deficiencies. We will continue to increase the use of technology in the classrooms to give students better access to the skills they need. We have also implemented the PBIS Process (Positive Behavioral Interventions) and Supports with great success. We have increased our attendance and decreased our suspensions and office referrals as a result of the implementation. We have also purchased several mobile computer labs for the classrooms and have a cart in every 1st - 6th grade classroom. We have also added Topcat classroom audio system to the entire school. Every teacher has a SMARTboard, projector, laptop and document camera in their classrooms as well as a teacher designated iPad. We will also focus on technology for teachers so that they are better able to analyze standardized tests and benchmark tests to determine the needs of each student. We will also focus on science this year with training provided by FCSS PD.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	93
Grade 2	94
Grade 3	95
Grade 4	103
Grade 5	96
Grade 6	101
Total Enrollment	710

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	2.4
Hispanic or Latino	93.9
White	3.2
Socioeconomically Disadvantaged	93.2
English Learners	53
Students with Disabilities	14.4
Foster Youth	0.6
Homeless	4.8

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

Teacher Credentials for Kerman-Floyd	17-18	18-19	19-20
With Full Credential	29	35	35
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kerman Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	234
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Kerman-Floyd Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Types of Services Funded

Kerman-Floyd receives federal Title I funding that provides high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. These funds are intended to provide services for students who are at risk of failing to meet state and district standards in Reading, Language Arts, and/or Mathematics. Services are to supplement the core curriculum program by providing increased instructional time, more intense instruction (individually or in small groups), and/or a different type of program using specially selected materials and/or instructional techniques. The intention of the program is to help students become successful (achieve grade level) in the core curriculum areas of reading, language arts, and mathematics. The Title I program requires parent participation and supports coordination with other programs that provide funding for specific purposes.

We receive Title III from federal to provide supplementary services for English Learners. The general purpose is to develop fluency in English as effectively and efficiently as possible, to provide equal opportunity for academic achievement, to promote positive self-concepts, and to promote cross-cultural understanding. Funds are allocated based on the number of English Learners in the school.

Kerman-Floyd also received LCFF (Local Control Facilities Funds) money from the state to provide materials and services to assist all students to achieve academic success. The process for using this budget is to assess the needs by data, staff, and parents. We have focused on adding to technology as well as bilingual tutors and a Computer Tech. We have also purchased supplemental materials to assist with the teaching of the State Standards. We have also contracted for teacher training and professional development for the staff.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Kerman-Floyd sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the District, grade level, and subject area committees coordinated by Assistant Superintendent of Educational Services. All texts must be aopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit.

Categorical funding also allows us to purchase supplementary instructional materials for English Learners in kindergarten to fourth grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to State Standards-aligned textbooks each year with new adoption cycles per core area.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	2016: McGraw Hill Wonders 2016: McGraw Hill Study Sync 2017:McGraw Hill World of Wonders	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	2015 Envision Mathematics by Pearson 2014 Digits Mathematics by Pearson	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	2008: MacMillan-McGraw: California Science	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	2019: Studies Weekly (K-2) 2019: Teachers Curriculum Institute (3-5) 2019: National Geographic (6)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kerman Floyd Elementary School was built in 1952. The irrigation system has been serviced and repaired to meet the water capacity needed. The kindergarten playground has had several worn playground equipment replaced with new equipment and wood chips have been replaced to bring the area up to code.

During the 2009-10 school year the 45 year old building that was used as the library was torn down due to the deteriorated condition of the structure. A new building is now situated on the same site.

Kerman-Floyd Elementary was selected for the last four years for an On-site Williams Visit by Fresno County. During these yearly inspections, only minor repairs were recommended. At this time, all repairs to the school have been made. The school repaired the roofs of two classroom wings and the office. A pavement and shade structure will be added to the kindergarten play area as well.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Dirty vents blowing dust (work order has been submitted).
Interior: Interior Surfaces	Fair	Water stained ceiling Tile (work order has been submitted). Carpet is worn and torn (carpet has been replaced).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No skid paint is peeling on ramp (work order has been submitted).
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems
Overall Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	37	39	45	46	50	50
Math	24	30	30	34	38	39

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

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.3	25.0	13.0

Note: 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.

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).

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	16	16

Professional development has become part of the daily work life of the Kerman Unified teaching teams. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together along with our Literacy Coaches, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The district and the school site provide professional development days for staff. These days are devoted to curriculum training, discussing achievement data, and grade level collaboration. Staff also have the opportunity to attend out of district conferences to enhance their skills as educators.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	371	98.93	39.35
Male	169	166	98.22	32.53
Female	206	205	99.51	44.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	353	349	98.87	38.97
White	12	12	100.00	33.33
Socioeconomically Disadvantaged	347	343	98.85	37.90
English Learners	241	237	98.34	35.44
Students with Disabilities	42	42	100.00	14.29
Students Receiving Migrant Education Services	15	13	86.67	23.08
Homeless	22	22	100.00	0.00

Note: 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.

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

Note: The number of students tested includes 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	375	100.00	29.60
Male	169	169	100.00	28.40
Female	206	206	100.00	30.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	353	353	100.00	28.61
White	12	12	100.00	41.67
Socioeconomically Disadvantaged	347	347	100.00	28.24
English Learners	241	241	100.00	27.39
Students with Disabilities	42	42	100.00	11.90
Students Receiving Migrant Education Services	15	15	100.00	13.33
Homeless	22	22	100.00	0.00

Note: 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.

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

Note: The number of students tested includes 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
The community and parents are critical factors that influence the success or failure of any school. Parents are encouraged to be part of their children's and the school's life. Parents are our partners in the education process with their children. The school relies on our parents to be the teachers at home so the learning process can continue beyond the school doors. Parents are needed as volunteers in the classroom, on field trips, in book fairs, as members of the School Site Council, English Learner Advisory Committee, and Parent Teacher Club. Kerman-Floyd maintains an active communication program with the community. Translation is provided at all of the meetings and conferences, and translators are always available on campus for the needs of parents. The school uses Connect-ED, which is a phone calling system that informs parents in Spanish and English of events that are happening at the school. We also send home newsletters and calendars to inform parents of meetings and activities at the school site. We always need parent volunteers for the carnivals, Read-a-Thons, Pictures with Santa, Donuts with Dad, Muffins with Mom, Track and Field Day, as well as many other important activities with the students here at Kerman-Floyd Elementary. We have also contracted with Fresno County Superintendent of Schools to provide 8 Parent Training Meetings each year on topics such as Computer Literacy, Literacy in the Home, Motivating Children for Academic Success, etc.

Please contact our school principal, Mr. Gabe Melgoza, by calling the school office at (559) 843-9401, or via email at Gabe.melgoza@kermanusd.com for further details on how to offer your time at Kerman-Floyd Elementary.

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.

School Safety Plan

Kerman-Floyd provides a safe, secure environment for learning. We have a School Safety Plan on file and available to all parents as well as the general public. The staff develops the plan with input from parents and community members to ensure a safe and nonviolent environment. Specific areas of focus coupled with appropriate strategies are featured in our School Plan. We review and update the School Plan during our School Site Council meeting on November 26, 2019. Key elements of the plan include monthly safety drills and crisis intervention plans.

Staff monitors the school grounds for 20 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. The principal includes safety behavior issues with the students each morning during morning announcements and discusses choices with the students. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay. Safety drills occur once a month and are reported to the district office. The school has a safety inspection team that monitors the facilities once each quarter to maintain a safe environment.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.7	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	3.1	3.1
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	2.0
Other	3.0

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		6		23	1	5		26		5	
1	21	1	4		24		4		22		4	
2	23		4		23		4		23		4	
3	26		4		24		4		22		4	
4	27		3		24	1	3		21	1	4	
5	28		4		27		4		29		3	
6	32		2	1	26	1	3		28	1	3	
Other**									10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,124	$46,208
Mid-Range Teacher Salary	$71,668	$72,218
Highest Teacher Salary	$88,082	$92,742
Average Principal Salary (ES)	$103,417	$134,864
Average Principal Salary (MS)	$106,068	$118,220
Average Principal Salary (HS)	$114,073	$127,356
Superintendent Salary	$209,630	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5164	747	4412	$97,926.00
District	N/A	N/A	3697	$101,233.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	17.6	-3.3
School Site/ State	-51.9	29.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.