Kermit McKenzie Intermediate School

4710 West Main Street, P.O, Box 788 • Guadalupe, CA 93434-0788 • 805-343-1951 • Grades 5-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Guadalupe Union School Distrtict

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School Description
MISSION STATEMENT:

"The Guadalupe Union School District will provide each student the academic, social, and technological skills that will prepare them for a successful high school experience. In collaboration with parents and community, we will assist our students in becoming independent thinkers, lifelong learners, college and career oriented, and responsible, productive members of society."

CORE VALUES and BELIEFS:

The Guadalupe Union School District Board of Trustees value and believe in:
- Ensuring our students receive a high-quality education in a nurturing environment.
- Partnering with parents and the community to ensure every student reaches their full potential.
- Teaching students how to create and maintain positive relationships.
- Using technology in a safe, productive, and innovative manner.

COMMUNITY DESCRIPTION

The Guadalupe Union School District (TK-8) is located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents.

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in November 2019, was 1,289 students in Kindergarten through 8th Grade. The student population is 96.35% Hispanic, 1.94% White, .31% Black, .16% Asian, .47% American Indian or Alaska Native, .08% Pacific Islander and .31% Multiple.

FROM THE PRINCIPAL

I would like to welcome you to the Kermit McKenzie Intermediate School's Annual School Accountability Report Card (SARC) and thank you for taking time to explore it. The McKenzie staff is made up of passionate intermediate school educators who believe very strongly in our role in developing the "whole child". We hold high expectations for academic achievement, but also understand the changes the student in this age group encounters in regards to their physical, social and emotional development. Our collective vision can be defined within our new campus motto of Bobcat PRIDE – Perseverance, Responsibility, Integrity, Discipline, and Excellence. We want our students to persevere when times get rough, be responsible in making the right choices that lead towards success, demonstrate integrity with excellent conduct, stay dedicated and disciplined to achieve goals, and show their excellence by being the best they can be. Together with parents we have an opportunity to guide these students through their mistakes, which are inherent to their development as young adolescents, and turn them into positive learning experiences.

It is our belief that the most successful children are a result of a solid partnership among the school, the home, and the community. Our team is excited and looking forward to building upon the existing relationships, as well as creating new ones, that will assist students in achieving success and afford them the opportunity to ultimately choose their own path, whether that be college or career. I welcome parents, staff, and community members as part of McKenzie's success team and encourage them to share their concerns and feedback so that we can best serve our students.

Mr. Alexander R. Jáuregui, Principal

#BobcatPRIDE #TeamMcKenzie

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
Grade 5	155
Grade 6	136
Grade 7	151
Grade 8	144
Total Enrollment	586

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Filipino	0.3
Hispanic or Latino	97.4
White	1.4
Two or More Races	0.2
Socioeconomically Disadvantaged	82.4
English Learners	47.8
Students with Disabilities	9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Kermit McKenzie	17-18	18-19	19-20
With Full Credential	20	27	27
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Guadalupe Union	17-18	18-19	19-20
With Full Credential	♦	♦	67
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Kermit McKenzie Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	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.

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

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. As a result of the site visit on September 3, 2019, pursuant to the Williams Settlement, Guadalupe Union School District had zero findings and was determined to have (1) "sufficient" standards-aligned instructional materials in four core subject areas, (2) facility conditions that do not "poses an emergency or urgent threat to the health or safety of pupils or staff", and (3) the schools provide accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, and visual and performing arts for use in the classroom and to take home. Textbooks in all subject areas are aligned with the California Content Standards and are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making textbooks used in the school the most current available.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	5th Grade - Wonders; McGraw Hill. Adoption year 2019. 6th-8th - Study Sync; McGraw Hill. Adoption year 2017. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	5th Grade - Eureka Math. Adoption year 2014. 6th-8th - CPM. Adoption year 2015. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	5th - 8th - Science; Prentice Hall. Adoption year 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	5th - 8th - My World/Mi Mundo; Pearson. Adoption year 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Positive Prevention Plus **The textbooks listed are from most recent adoption:** Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kermit McKenzie Intermediate School sits on eleven acres. School facilities span 30,000 square feet, and include 28 classrooms, a media center, workout room, student services center, cafeteria, administrative offices, restrooms, and storage rooms.

The November 2016 election addressed the need for a school facilities bond, allowing for the construction of a new middle school to be built at the southeast corner of the new Pasadera Development Project, the addition of an eight classroom wing at the current site and upgrade of playfields. Developers have begun construction on a new housing development. During the course of the next several years as the new (800) homes are built, it is estimated that 448 new students will enroll in our district. It is estimated that each new residential unit will generate 0.6 students for grades kindergarten through eighth grade. Until the new housing development is complete and the district is able to build a new junior high school, adequate facilities will continue to be a challenge. The Guadalupe Union School District participates in the State Financial Hardship program which provides assistance for districts that cannot provide all or part of their local share for a School Facility project.

Future planned projects include upgrading of bell and intercom system; increasing security at entrances; and pavement rehabilitation at Kermit McKenzie Intermediate School.

MAINTENANCE 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 are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and safety related repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE
The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office of the district office. The site administration team works with the maintenance, custodial and operational staff to develop preventative maintenance and cleaning schedules to ensure a clean, safe campus.

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	16	25	21	25	50	50
Math	4	12	11	15	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	19.6	20.3	12.4
7	20.9	25.5	20.3

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.

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	581	572	98.45	25.17
Male	295	289	97.97	23.18
Female	286	283	98.95	27.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	561	554	98.75	24.73
White	12	10	83.33	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	482	475	98.55	21.68
English Learners	353	345	97.73	18.84
Students with Disabilities	40	39	97.50	15.38
Students Receiving Migrant Education Services	61	61	100.00	19.67
Homeless	--	--	--	--

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	582	578	99.31	12.46
Male	296	293	98.99	14.33
Female	286	285	99.65	10.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	562	558	99.29	12.19
White	12	12	100.00	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	483	479	99.17	11.48
English Learners	354	351	99.15	10.54
Students with Disabilities	40	40	100.00	20.00
Students Receiving Migrant Education Services	61	61	100.00	13.11
Homeless	--	--	--	--

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)
Parents and the community are very supportive of the education program at Kermit McKenzie Intermediate School. Parents and community members are always welcome to visit the campus. Our school programs are enriched by contributions of local organizations such as the local Kiwanis Club, Guadalupe Historical Society, local American Legion, the Barajas Foundation (Jaime Barajas - Info@BarajasFoundation.org), the Boys and Girls Club of the Central Coast (Roberto Rodriguez - 805-922-7163), and ASES (After School Education and Safety Program) (Alejandra Mora, 805-343-2114), among many others.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating at curriculum nights, as well as attending school-wide events held throughout the year, including the annual Back-to-School Night, quarterly Coffee with the Principal, etc. Parents are kept abreast of school activities and events through ParentSquare announcements, school newsletters, the school website, social media (Dolores Rosas, Office Manager - 805-343-1951), School Site Council (SSC), English Learners Advisory Committees (ELAC/DELAC), Migrant Education Program Parent Advisory Council (Dr. Sandra Bravo, 805-343-2114), progress reports, report cards, and grade level parent conferences.

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
Kermit McKenzie Intermediate School is a closed campus. All visitors are required to sign in and wear visitor badges during their stay. During lunch, breaks, before and after school, Site Administration, Campus Safety Assistants, crossing guards, School Resource Officer (SRO), and teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (S 187) of 1997. The plan provides students and staff members a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: Current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency policies related to suspension and expulsion, notification to teachers and sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff throughout the school year during various safety training opportunities and emergency drills. The plan was last updated and reviewed with the school staff in January 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.2	8.4	10.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.3	3.8	5.2
Expulsions Rate	0.0	0.0	0.0

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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	

*   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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	7	10	1	24	7	8		25	5	11	
Mathematics	25	3	9	1	21	5	11		24	4	9	1
Science	28	1	8	1	28		10		29		9	1
Social Science	28		8	2	26	2	9		29		9	1

*   Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3

Professional development is based on identified needs in support of student achievement. Curriculum, assessment data, California Content Standards and statewide assessment measures in all core content areas, as well as those associated with bilingual programs, are utilized for analysis, discussion, and professional development planning. All student subgroups (English Learner, Low Income, Students with Disabilities (SWD), Homeless and Foster Youth, grade levels, etc. are considered in developing and determining professional development actions. Instructional materials adoptions, supplemental support programs, AVID, local assessment and progress monitoring tools and protocols, and additional programs are supported by teacher development via dedicated non-student professional development days, during and after school trainings, release time for teacher collaboration, participation in off-site conferences and professional growth workshops provide ongoing opportunities throughout the year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,280	$49,378
Mid-Range Teacher Salary	$76,380	$77,190
Highest Teacher Salary	$102,440	$96,607
Average Principal Salary (ES)	$135,630	$122,074
Average Principal Salary (MS)	$135,630	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$180,473	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	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	$10,340	$1,091	$9,249	$85,288
District	N/A	N/A	$9,249	$82,856.00
State	N/A	N/A	$7,506.64	$69,324

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	2.9
School Site/ State	20.8	20.7

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.

Types of Services Funded

Title I, Title II, Title III, Migrant Education, Title IV, LCFF, Home-to-School Transportation, Special Education, Emergency Repair Programs, AVID, After School Education and Safety (ASES), After School Tutoring, Intensive Reading and Math support classes, Newcomer supports, English Learner services, Supplemental Instructional Materials, and Staff Development.

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.