

Kermit McKenzie Junior High School

GUADALUPE UNION SCHOOL DISTRICT

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(805) 343-1951

Ms. Celia Ramos, Principal

2007-08 Annual School Accountability Report Card

Published in the 2008-09 School Year



Guadalupe Union School District

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District Administration

Hugo E. Lara
Superintendent

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Director of Curriculum and Instruction

Kim Greer
Director of Business Services

Roberta Hall
Education Services Coordinator

Alma Hernandez de Wilson
Healthy Start Coordinator

Benita Gail LaTour
Interim Director of Food Services

Sandra Scolari
*Director of Maintenance/
Operations and Transportation*

Board of Education

Anna Marie Santillan Michaud, *President*
David Rodriguez, *Vice President*
Diana Arriola, *Clerk*
MaryLou Sabedra-Cuello, *Member*
Maria Luisa Baro, *Member*

District Mission Statement

The Guadalupe Union School District, in partnership with parents, community, business, and other service agencies, will provide each student the opportunity for a meaningful and appropriate education to acquire the skills needed to succeed, not just survive, in society. We are committed to providing this learning through mutual respect in a safe, clean, and pleasant environment.

Principal's Message

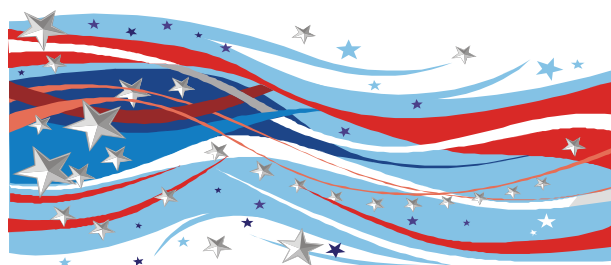
I'd like to welcome you to the Kermit McKenzie Junior High School Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of Kermit McKenzie Junior High School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well. In the 2008-09 school year, the staff will continue to target these goals:

- Improvement in all Literacy Areas for all students: Reading, Writing, Mathematics, Social Studies, Science, and Physical Education.
- Improvement in enhancing and development of Parent/Community Networks.
- Maintaining and enhancing a Safe School Learning Environment.
- Implementation of Professional Learning Communities.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Kermit McKenzie Junior High School in making our students' experience here not only a memorable one, but also an enjoyable one.



School Profile

Guadalupe is located 175 miles northwest of Los Angeles in Santa Barbara County, with a population of approximately 6,000. The Guadalupe Union School District strives to provide a quality education for all its students, with a wide range of programs, and a talented staff dedicated to the needs of its students. The District serves approximately 1,120 students in grades K-8.

During the 2007-08 school year, Kermit McKenzie Junior High School served 381 students in grades 6-8. The school operates on a traditional school calendar. Kermit McKenzie Junior High School is committed to providing a strong instructional program for all students to ensure excellence in education.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2007-08 | |
| | Percentage |
| African American | 0.3% |
| American Indian | 0.3% |
| Asian | 0.6% |
| Caucasian | 2.6% |
| Filipino | 1.2% |
| Hispanic or Latino | 94.4% |
| Unknown | 0.3% |
| Multiple or No Response | 0.3% |

School Leadership

Leadership at Kermit McKenzie Junior High School is a responsibility shared among District administration, school administration, instructional staff, students, and parents. Principal Celia Ramos has led the school for 12 years, backed by more than 21 years of educational experience. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the School Site Council, Leadership Team, English Language Advisory Committee, Booster Club, and Eighth Grade Graduation Committee.

Parent and Community Involvement

Parents and the community are very supportive of the education program at Kermit McKenzie Junior High School. Parents and community members are welcome to attend a special Study Night once a month, where teachers discuss different school subjects. Our programs are greatly enriched by contributions of local organizations, including Kiwanis, the Rancho de Guadalupe Chamber of Commerce, and the Guadalupe Historical Society.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events held throughout the year. Parents are kept abreast of school activities through principal's newsletters, Back-to-School Night, and Open House.

The annual Science Fair gives students the chance to display their ingenuity and understanding of science to their parents and the community. The school is also proud to have 25 parents graduate from this year's Parent Institute for Quality Education (PIQUE).

Contact Information

Parents who wish to participate in Kermit McKenzie Junior High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Celia Ramos at (805) 343-1951.

Discipline & Climate for Learning

Students at Kermit McKenzie Junior High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. We believe everyone (students, parents, and staff) has the right to be treated in a respectful and responsible manner, including being free of verbal, nonverbal, or physical abuse. Violation of these rights, as well as disruption of learning or teaching, is unacceptable.

Our school uses the Positive Action Program that develops positive attitudes towards education, and moves students away from the negative consequences of bad behavior. The goal of our discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Rules are clearly communicated and consistently enforced. The dress code policy at Kermit McKenzie Junior High School is strictly enforced.

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

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| Suspensions | 389 | 373 | 236 | 449 | 421 | 292 |
| Suspension Rate | 97.5% | 97.9% | 69.4% | 39.1% | 37.6% | 26.8% |
| Expulsions | 6 | 4 | 5 | 6 | 4 | 5 |
| Expulsion Rate | 1.5% | 1.0% | 1.5% | 0.5% | 0.4% | 0.5% |

Students are encouraged to participate in the school's many academic and extracurricular activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging in students. Extracurricular activities include:

- Associated Student Body (ASB)
- College Prep Programs
- Art Club
- AVID
- Math Club
- Upward Bound
- MESA
- ETS
- Peers Assisting Peers Program
- Band
- Flag Football
- Volleyball
- Cross Country
- Baseball
- Basketball
- Soccer
- Golf
- Track

We are very proud of our school band, called the Green Machine. At least 90 students participate in the band, and have won many competitions. Last year, they participated in their division at the Magic Mountain competition, the Orchard Christmas Parade, and the Santa Maria Parade.

School Attendance

Regular attendance at Kermit McKenzie Junior High School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Our attendance clerk monitors attendance daily, and proactively addresses attendance issues before they develop into further problems.

Class Size

The Teaching Load Distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|---|
| Average Class Size | | | Classrooms Containing: | | | | | | | | | |
| | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | |
| 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | |
| By Grade Level | | | | | | | | | | | | |
| 6th | 24 | 27 | 28 | 1 | 1 | - | 4 | 3 | 5 | - | - | - |
| By Subject Area | | | | | | | | | | | | |
| English | 24 | 25 | 25 | 6 | 4 | 3 | 13 | 19 | 10 | - | - | 1 |
| Math | 25 | 24 | 21 | 3 | 4 | 8 | 7 | 6 | 1 | - | - | 1 |
| Science | 28 | 26 | 24 | 2 | 3 | 4 | 5 | 6 | 6 | 3 | 1 | - |
| Social Science | 27 | 25 | 22 | 2 | 4 | 4 | 7 | 4 | 6 | 2 | 2 | - |

Instructional Materials

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Guadalupe Union School District held a Public Hearing on September 11, 2008, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, 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 in all subject areas are aligned with the California State Content Standards and Frameworks and are selected from the State's most recent list of standards-based materials. Guadalupe Union School District follows the State Instructional Materials Adoption Cycle that reviews instructional materials in each curricular area within a seven-year cycle.

In a textbook adoption year, the Textbook Committee, comprised of teacher representatives, school administrators, identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The Committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The Committee presents its findings to the Curriculum Council for evaluation. Prior to adoption, the proposed materials are on display for 30 days at the school office and District office for parents and teachers to review.

| District-Adopted Textbooks | | | | | |
|----------------------------|------------------------|--------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 6th-8th | English/ Language Arts | Holt, Rinehart & Winston | 2001 | Yes | 0.0% |
| 6th-8th | History/Social Science | Teacher's Curriculum Institute | 2005 | Yes | 0.0% |
| 6th-8th | Mathematics | McDougal Littell | 2007 | Yes | 0.0% |
| 6th-8th | Science | Pearson/ Prentice Hall | 2006 | Yes | 0.0% |

Computer Resources

The computer lab at Kermit McKenzie Junior High School is equipped with 32 workstations. Students visit the computer lab at least once a week, and have access to various programs, including Accelerated Reader.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 05-06 | 06-07 | 07-08 |
| Computers | 121 | 115 | 126 |
| Students per computer | 3.3 | 3.3 | 2.7 |
| Classrooms connected to Internet | 24 | 23 | 22 |

Additional Internet Access/Public Libraries

The Guadalupe Branch of the City of Santa Maria Public Library provides free internet access to all community members, including the students of the Guadalupe Union School District. There is also a computer lab at each school site that provides internet access to all students and district staff.

Data Sources

Data within the SARC was provided by Guadalupe Union Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Adequate Yearly Progress

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

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

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

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | Yes | Yes | Yes | Yes |
| Participation Rate | Yes | Yes | Yes | Yes |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | Not in PI |
| First Year in PI | 2005-2006 | - |
| Year in PI (2008-09) | Year 4 | - |
| # of Schools Currently in PI | - | 1 |
| % of Schools Currently in PI | - | 50.00% |

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API School Results | | | | |
|---------------------------------|-------|-------|-------|-----------------------|
| | 05-06 | 06-07 | 07-08 | 2008 API Growth Score |
| Statewide Rank | 2 | 2 | 2 | |
| Similar Schools Rank | 8 | 4 | 5 | |
| All Students | | | | |
| Actual Growth | -12 | 16 | 33 | 672 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | -12 | 16 | 33 | 672 |
| Hispanic or Latino | | | | |
| Actual Growth | -14 | 23 | 36 | 674 |
| English Learners | | | | |
| Actual Growth | -39 | 50 | 57 | 634 |

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the State content standards. The CSTs include English/language arts and mathematics in grades 2-11; science in grades 5, 8, 9, 10, and 11; and history/social science in grades 8, 10, and 11. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

| California Standards Test | | | | | | | | | |
|---------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2006 | 2007 | 2008 | 2006 | 2007 | 2008 | 2006 | 2007 | 2008 |
| English/Language Arts | 22 | 27 | 30 | 24 | 29 | 29 | 42 | 43 | 46 |
| Mathematics | 23 | 22 | 29 | 31 | 33 | 37 | 40 | 40 | 43 |
| Science | 27 | 22 | 42 | 18 | 18 | 29 | 35 | 38 | 46 |
| History/Social Science | 19 | 12 | 21 | 19 | 12 | 21 | 33 | 33 | 36 |

| California Standards Test (CST) Subgroups | | | | |
|--|---------------------------|-------------|---------|----------------------------|
| | English/ Language Arts | Mathematics | Science | History/ Social Science |
| Male | 24 | 29 | 47 | 25 |
| Female | 35 | 29 | 35 | 17 |
| Caucasian | * | * | * | * |
| Hispanic | 29 | 28 | 40 | 22 |
| English Learners | 1 | 10 | 13 | 4 |
| Students with Disabilities | 3 | 12 | * | |
| Students Receiving Migrant Education Services | 25 | 29 | 46 | 31 |
| Socioeconomically Disadvantaged | 29 | 29 | 42 | |

Physical Fitness

In the spring of each year, Kermit McKenzie Junior High School is required by the State to administer a physical fitness test to all students in the seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the District and State levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.



| Percentage of Students in Healthy Fitness Zone 2007-08 Test Results | |
|---|-------|
| 7th Grade | |
| School | |
| School Overall | 37.6% |
| School (Boys) | 25.5% |
| School (Girls) | 48.4% |
| District | |
| District Overall | 37.6% |
| District (Boys) | 25.5% |
| District (Girls) | 48.4% |
| State | |
| State Overall | 32.9% |
| State (Boys) | 30.2% |
| State (Girls) | 35.7% |

CAT-6

The California Achievement Test (CAT/6) is administered to grades three and seven only and compares students' performance in reading, language, spelling, and mathematics to students across the country. Results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

| CAT/6 Norm Referenced Test | | | | | | | |
|---------------------------------|----|----|----|------|----|----|--|
| % At or Above 50th Percentile | | | | | | | |
| Reading | | | | Math | | | |
| 7 | | | | 7 | | | |
| | 06 | 07 | 08 | 06 | 07 | 08 | |
| All Students | | | | | | | |
| School | 25 | 32 | 34 | 27 | 29 | 34 | |
| District | 25 | 32 | 34 | 27 | 29 | 34 | |
| State | 46 | 47 | 49 | 50 | 51 | 52 | |
| Males | | | | | | | |
| School | 21 | 36 | 23 | 30 | 37 | 29 | |
| Females | | | | | | | |
| School | 29 | 27 | 46 | 24 | 19 | 39 | |
| Migrant Education | | | | | | | |
| School | 25 | 33 | 31 | 22 | 26 | 31 | |
| Socioeconomically Disadvantaged | | | | | | | |
| School | 25 | 32 | 34 | 27 | 29 | 34 | |
| Hispanic or Latino | | | | | | | |
| School | 25 | 31 | 35 | 26 | 27 | 34 | |
| Students with Disabilities | | | | | | | |
| School | 0 | * | 7 | 0 | * | 7 | |
| English Learners | | | | | | | |
| School | 2 | 3 | 3 | 8 | 12 | 11 | |

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

Teacher Assignment

Guadalupe Union School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Kermit McKenzie Junior High School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| | Teacher Credential Status | | | District 07-08 |
|--------------------------|---------------------------|-------|-------|-------------------|
| | School | | | |
| | 05-06 | 06-07 | 07-08 | |
| Fully Credentialed | 21 | 21 | 20 | 61 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

| Misassignments/Vacancies | | | |
|--|----------|----------|----------|
| | 06-07 | 07-08 | 08-09 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 100.0% | 0.0% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | N/A | N/A |

Staff Development

All training and curriculum development at Guadalupe Union School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. The District offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Guadalupe Union School District is the recipient of a Reading First Program grant. The program focuses on reading and language arts instruction in grades K-3. The District currently uses the Open Court reading curriculum. The Reading First grant enabled teachers to focus on new areas of reading and English Language Development instruction and academic vocabulary. Teachers received appropriate training in the new program.

Counseling & Support Staff

It is the goal of Kermit McKenzie Junior High School to assist students in their academic, social, and personal development. We provide special attention to students who experience achievement or behavioral difficulty. The school now has an academic counselor that supports students with establishing academic goals and support. The academic counselor to pupil ratio is 1:381.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Adaptive PE Specialist | 1 | As Needed |
| Campus Supervisor | 4 | 1.0 |
| Health Clerk | 1 | 0.4 |
| Library Aide | 1 | 1.0 |
| Outreach Consultant | 1 | 1.0 |
| Psychologist | 1 | As Needed |
| Resource Specialist | 1 | 1.0 |
| Special Day Class (SDC) Teacher | 1 | 1.0 |
| Speech/Language Specialist | 1 | 0.2 |

Guadalupe Union School District offers extended services to students and parents through the Family Services Center at Leroy Park. State and County agencies may refer families to the Center, where counselors assist the families in finding social and community programs available to them. The center is funded by a School Readiness Grant.

School Facilities

Kermit McKenzie Junior High School is situated on 11 acres. School facilities span nearly 30,000 square feet, and include 17 classrooms, a library, computer lab, cafeteria, administrative offices, restrooms, and storage rooms. The school is undergoing major reconstruction of both classrooms in the main wing, the administration office and the kitchen. The district is also in the process of planning a new middle school to be built at the southeast corner of Highway 1 and Highway 166. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 31, 2008.

Maintenance and Repair

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

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 or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$49,941 for the deferred maintenance program. This represents 0.45% of the District's general fund budget.

Deferred Maintenance Projects

For the 2008-09 school year, the District's governing board approved deferred maintenance projects for this school that will result in projects that will coincide with the modernization project. The District's complete deferred maintenance plan is available at the District office.

| School Facility Conditions | | | | |
|---|----------------------------------|------|------|--|
| Date of Last Inspection: 09/19/2008 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | | X | | |
| Windows/Doors/Gates/Fences (Interior and Exterior) | | X | | |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | | X | | |
| Hazardous Materials (Interior and Exterior) | X | | | |
| Structural Damage | | X | | |
| Fire Safety | X | | | |
| Electrical (Interior and Exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (Inside and Outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Roofs (observed from the ground, inside/outside the building) | X | | | |
| Playground/School Grounds | X | | | |
| Overall Cleanliness | X | | | |

Safe School Plan

Kermit McKenzie Junior High School is a closed campus. All visitors are required to sign in and to wear visitor badges during their stay. During lunch, breaks, and before and after school, the principal 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 (SB 187) of 1997. The plan provides students and staff 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, 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 school staff in August 2008.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The figures shown in the Expenditures Per Pupil table below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,597 |
| From Restricted Sources | \$2,628 |
| From Unrestricted Sources | \$4,969 |
| District | |
| From Unrestricted Sources | \$4,829 |
| Percentage of Variation between School & District | 2.90% |
| State | |
| From Unrestricted Sources | \$5,300 |
| Percentage of Variation between School & State | 6.25% |

District Revenue Sources

For the 2006-07 school year, the District received approximately \$3,802 per student in Federal and State aid for the following categorical, special education, and support programs:

- Arts & Music Block Grant
- Arts Education Partnership
- Economic Impact Aid
- Enhancing Education Through Technology
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Immigrant Education Program
- Instructional Materials
- Peer Assistance and Review Program
- Reading First
- Safe and Drug Free Schools Program
- School Based Coordination Program
- Special Education
- Staff Development
- Title I Program
- 21st Century Community Learning Centers
- Community Based Tutoring Grants
- Class Size Reduction
- Staff Development
- Supplemental School Counseling

Teacher & Administrative Salaries as a Percentage of Total Budget

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

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2006-07 | | |
| | District | State |
| Beginning Teachers | \$38,513 | \$39,773 |
| Mid-Range Teachers | \$63,135 | \$61,167 |
| Highest Teachers | \$85,439 | \$78,093 |
| Elementary School Principals | \$87,236 | \$97,851 |
| Middle School Principals | \$95,298 | \$95,855 |
| Superintendent | \$121,076 | \$140,582 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 45.9% | 41.0% |
| Administrative Salaries | 6.3% | 5.9% |

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$65,639 |
| District | \$68,410 |
| Percentage of Variation | 4.05% |
| School & State | |
| All Elementary School Districts | \$61,480 |
| Percentage of Variation | 6.76% |

