

September 19, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works 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 2005-06 school year, the District budgeted \$65,000 for the deferred maintenance program. This represents 0.76% of the District's general fund budget.

Deferred Maintenance Projects

There are no deferred maintenance projects planned for the school in the 2005-06 school year. The District's complete deferred maintenance plan is available at the District office.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Guadalupe Union School District spent an average of \$7,124 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student* 2003-04		
Guadalupe Union School District	Statewide Average	
	All Elementary School Districts	All Districts
\$7,124	\$6,643	\$6,919

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund State funding, Guadalupe Union School District receives State and Federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$2,459 per student in Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Gifted and Talented Pupils
- Special Education
- Eisenhower Math and Science
- Staff Development
- Instructional Materials
- Home-to-School Transportation
- Title I Program
- School Based Coordination Program
- Safe and Drug Free Schools Program
- Educational Technology Assistance Grants
- Peer Assistance and Review Program

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having less than 1,500 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	GUSD	State Average
Beginning Teachers	\$35,177	\$36,605
Mid-Range Teachers	\$57,667	\$56,479
Highest Teachers	\$78,039	\$69,452
Elementary Principals	\$89,929	\$86,793
Middle School Principals	\$86,420	\$89,269
Superintendent	\$110,192	\$122,177
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.3%	42.3%
Administrative Salaries	6.1%	5.9%

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 nine years, backed by more than 18 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.

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. Monthly curriculum "Showcase Nights" show parents what their children are learning in the classroom.

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.

Kermit McKenzie Junior High School

GUADALUPE UNION SCHOOL DISTRICT

4710 W. Main Street, Guadalupe, CA 93434
(805) 343-1951

Ms. Celia Ramos, Principal

2004-2005 Annual School Accountability Report Card



Guadalupe Union School District

4465 Ninth Street
P.O. Box 788
Guadalupe, CA 93434
(805) 343-2114
(805) 343-6155 FAX
<http://www.sbceo.org/~guadsd/>

2004-05 Board of Education

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David Rodriguez, Vice President
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District Administration

Hugo E. Lara
Superintendent

Linda Denton
Director of Curriculum and Instruction

Cynthia White
Fiscal Services Coordinator

Roberta Hall
Special Education Coordinator/
School Psychologist

Alma Hernandez de Wilson
Healthy Start Coordinator

Matthew Dwyer
Director of Food Services

Sandra Scolari
Director of Maintenance/
Operations and Transportation

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 2005-06 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 the Positive Action Program School wide.

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.

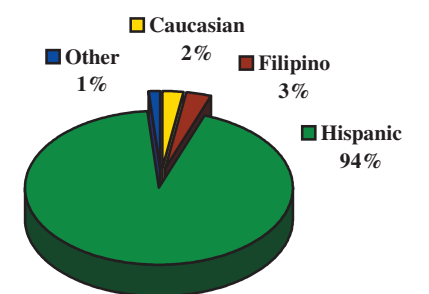
--Celia Ramos, Principal

Community & 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 our students. The District serves 1,211 students in grades K-8.

During the 2004-05 school year, Kermit McKenzie Junior High School served 422 students in grades 6-8. The school operates on a traditional school

% of Student Enrollment by Ethnicity



calendar. Kernit McKenzie Junior High School is committed to providing a strong instructional program for all students to ensure excellence in education.

Discipline & Climate for Learning

Students at Kernit 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 Kernit 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.

Kernit McKenzie JHS		GUSD	
2003	2004	2003	2004
173	292	212	332
46.10	71.70	17.70	27.40
2	9	2	9
0.53	2.21	0.17	0.74
Expulsions (%)		Expulsions (%)	
Expulsions (#)		Expulsions (#)	
Suspension (%)		Suspension (%)	

We recognize our students for their achievements throughout the year, in the classroom and at the end of the year assembly. Students who demonstrate positive behavior may be rewarded with a quarterly ice cream social. Students are also rewarded for good attendance records and the Presidential Fitness Awards.

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
- Math Club
- MESA
- Band

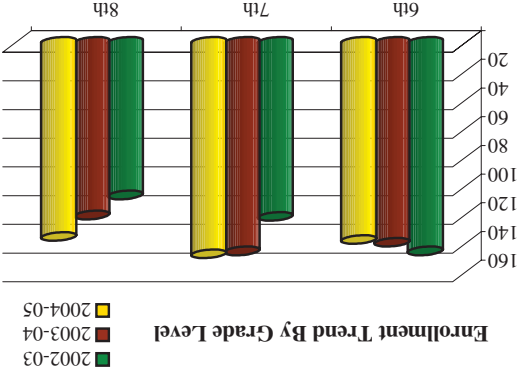
We are very proud of our school band, called the "Green Machine." At least 90 students participate in the band, and have won many competitions. Last year, they participated in their division at the Magic Mountain competition, the Orchard Christmas Parade, and the Santa Maria Parade.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other middle schools in the area.

- Flag Football
- Cross Country
- Basketball
- Golf

Regular attendance at Kernit 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. School-wide enrollment at the beginning of the 2004-05 school year was 422 students.

School Enrollment & Attendance



Class Size

Kernit McKenzie Junior High School maintained a schoolwide average class size of 28 students. 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.

Teaching Load Distribution		Classrooms containing:	
Class Size	Students	Students	Students
03	04	05	03
24	27	26	8
2	3	13	23
2	1	1	9
2	1	1	10
1	1	1	10
28	29	27	1
28	29	27	1
28	29	29	2
2	0	1	6
2	0	1	12
2	0	1	8
3	1	1	3
3	1	1	1

Instructional Time

During the 2004-05 school year, Kernit McKenzie Junior High School offered 63,202 instructional minutes, which exceeded State requirements. We offered 180 days of instruction comprised of 159 regular days and 21 minimum days. The school has three late start days a year. Minimum and late start days are used for staff development, curricular planning meetings, and parent/teacher conferences.

Textbooks & 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 August 11, 2005, 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, with the exception of science textbooks for grades 6-8, are aligned to the California State Content Standards and Frameworks and are selected from the State's most recent list of standards-based materials. Students in grades 6-8 use Standards-based teacher created science materials instead of textbooks in the curriculum. 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
6-8	Language Arts	Holt, Rinehart, and Winston	2001-02	
6	Math	Harcourt Brace	2000-01	
7	Pre-Algebra	Pemice Hall	2000-01	
8	Algebra	McDougal-Littell	2000-01	
6	Social Science	Harcourt Brace	2000-01	
7	Social Science	Harcourt Brace	2000-01	
8	Social Science	McDougal-Littell	2000-01	

The computer lab at Kernit 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

Computers	52	101	112
Students per computer	7.2	4.0	3.8
Classrooms connected to Internet	21	21	21

School Facilities & Safety

Kernit McKenzie Junior High School is situated on 11 acres. School facilities span nearly 30,000 square feet, and include 17 offices, restrooms, and storage rooms. The facility strongly supports classrooms, a library, computer lab, cafeteria, administrative space. Facility information was current as of September 19, 2005.

School Facility Conditions

Facilities Information current as of September 19, 2005	
Interim Evaluation	Instrument Guidelines
Facility in Good	Yes
Deficiency & Remedial Actions Taken or Planned	No

Gas Leaks	X
Mechanical Systems	X
Windows/Doors/Gates	X
Interior Surfaces (walls, floors, & ceilings)	X
Hazardous Materials	X
Structural Damage	X
Fire Safety	X
Electrical (interior/exterior)	X
Pest/Vermis Infestation	X
Drinking Fountains	X
Restrooms (inside/outside)	X
Sewer	X
Playground/School Grounds	X
Other	X

Safety

Kernit 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, routine, and emergency
- 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
- 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 October 2004.

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. As of

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Regular and comprehensive evaluations promote improvement of teaching skills and increased levels of student achievement. Evaluations recognize exemplary skills and accomplishments of staff and identify areas needing improvement. Non-tenured teachers are evaluated at least once a year and tenured teachers are evaluated every other year. Evaluations are performed by the principal and a District administrator; both have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are aligned with the California Standards for the Teaching Profession:

- Engaging and Supporting All Students In Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Substitute Teachers

Guadalupe Union School District has experienced some difficulty in obtaining substitute teachers to fill in for absent teachers. In the event that a substitute cannot be obtained, the principal or resource teacher will assume the role of substitute.

Training & Curriculum Improvement

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.

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. In the 2004-05 school year, the District implemented resources for students in grades 3-8 to focus on writing skills.

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. For the 2004-05 school year, staff development activities focused on: Closing the Achievement Gap Through Differentiated Instruction, A Community About Writing, Writing - A Response to Literature, and Open Court Writing (grades K-2).

Kermit McKenzie Junior High School provides additional staff planning and professional development opportunities throughout the school year. Topics for staff development focused on improving reading, writing, and science literacy.

Counseling & Support Services

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.

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Outreach Counselor	1	0.6
Psychologist	1	As needed
Health Clerk	1	0.4
Speech/Language Specialist	1	0.2
Adaptive PE Specialist	1	As needed
Resource Specialist	1	1.0
Special Day Class Teacher	1	1.0
School Resource Officer	1	0.5
Computer Aide	1	0.5
Library Aide	2	0.4
Campus Supervisor	4	1.0

Guadalupe Union School District's emphasis is on a well balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. It is the District's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, Kermit McKenzie Junior High School is able to offer programs to meet the individual needs of its students.

The Gifted and Talented Education (GATE) program is offered to students in grades 6-8 who have been recognized as capable of attaining high levels of achievement by their teachers and identified through State testing programs. Students in the GATE program are clustered and receive specialized instruction in their regular classroom.

Kermit McKenzie Junior High School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students are clustered in their regular classroom and receive differentiated instruction. The school maintains open communication with parents regarding their child's progress throughout the school year.

English Language Learners (ELL) receive supplemental assistance from bilingual aides in their regular classroom to develop speaking, reading, and writing skills in English. These students include those in the District's Migrant Education Program. Students receive at least 30 minutes of English Language Development instruction a day. The school also offers two classes for "Newcomer's" taught by CLAD-certified teachers.

Students with special needs receive additional assistance in a Special Day Class (SDC) for students with learning disabilities or with a Resource Specialist Program (RSP) teacher.

Guadalupe Union School District participates in the Santa Barbara County Special Education Local Plan Area (SELPA). The SELPA helps ensure all students with identified disabilities receive a quality public education, according to the Individuals with Disabilities Education Act. Professionals and experts in the field of special education are readily available to serve the District and its students who require an alternative educational solution based upon their physical and emotional needs. A District representative meets monthly with the SELPA team to discuss student progress.

Student Achievement

In addition to district-established performance objectives, the State and Federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the State's Academic Performance Index.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Kermit McKenzie Junior High School did not meet all of the 2005 AYP criteria and has been identified for Program Improvement.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Guadalupe Union School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. API scores are displayed on page 4.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

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

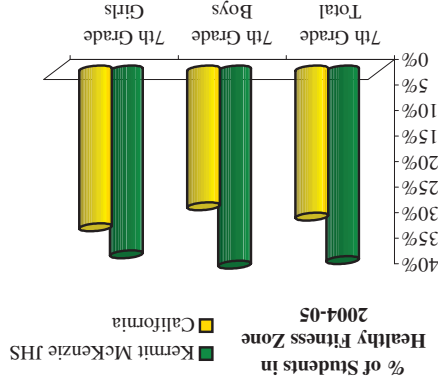
Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress						
California Standards Test (CST)						
English/Language Arts						
Year Ending	Participation Rate		% Proficient & Advanced			
	04	05	04	05		
Target	95%		24.4%			
All Students	Met	%	Met	%	Met	%
English Learners	Yes	99	Yes	100	Yes	17.4
SED^	Yes	99	Yes	100	No	10.9
Hispanic or Latino	Yes	99	Yes	100	Yes	17.4
	Yes	99	Yes	100	Yes	22.0
Math						
Year Ending	Participation Rate		% Proficient & Advanced			
	04	05	04	05		
Target	95%		26.5%			
All Students	Met	%	Met	%	Met	%
English Learners	Yes	99	Yes	99	Yes	23.8
SED^	Yes	98	Yes	100	No	23.6
Hispanic or Latino	Yes	99	Yes	99	Yes	23.8
	Yes	99	Yes	99	No	24.7
Academic Performance Index (API)						
Year Ending	04		05			
	Met	Score	Met	Score		
Target	Minimum score of 560 or 1 point increase					
Scores	Yes	621	Yes	630		

^SED = Socioeconomically Disadvantaged

Physical Fitness Testing

In the spring of each year, Kernit 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. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).



California Standards Tests

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. 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 can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math 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. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

API School Results

All Students	Base		
	2002	2003	2004
Percent Tested	98	98	98
API Score	583	631	625
API Growth Score	630	620	630
Growth Target	11	8	9
Actual Growth	47	-11	5
Statewide Rank	3	4	3
Eligible for Awards	9	10	9
Eligible for IU/SP	Not funded		

Subgroups	Base		
	2002	2003	2004
Percent Tested	98	98	98
API Score	583	631	625
API Growth Score	630	620	630
Growth Target	11	8	9
Actual Growth	47	-11	5
Statewide Rank	3	4	3
Eligible for Awards	9	10	9
Eligible for IU/SP	Not funded		

Federal Awards & Intervention Programs	2003			2004			2005		
	Yes	No	PI	Yes	No	PI	Yes	No	PI
Identified for Program Improvement (PI)	No	No	N/A	No	No	N/A	No	No	N/A
Exited Title I PI	No	No	N/A	No	No	N/A	No	No	N/A
Number of Years in PI	N/A			N/A			N/A		

California Standards Test (CST)	2003, 2004, 2005		
	03 04 05	03 04 05	03 04 05
Language Arts	14	12	13
Math	14	13	13
General	23	21	21
Algebra I	16	15	16
Science	16	14	12

Sixth Grade	All Students		
	Females	Males	Total
English Learners	19	14	35
Non English Learners	30	29	35
SED	16	15	13
Migrant Education	12	8	15
Hispanic or Latino	14	12	13

Seventh Grade	All Students		
	Females	Males	Total
English Learners	6	3	8
Non English Learners	39	24	52
SED	23	13	33
Migrant Education	20	12	36
Hispanic or Latino	20	12	31

Teacher Assignment

Guadalupe Union School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Kernit McKenzie Junior High School had 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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 or year.

Misassignments/Vacancies	03-04			04-05			05-06		
Misassignments of Teachers of English Learners	4	4	0	4	4	0	4	4	0
Vacant Teacher Positions	0	0	0	0	0	0	0	0	0

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 94.7% of core academic classes at Kernit McKenzie Junior High School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Guadalupe Union School District Report Card*.

District Assessments

To attain accurate and valid measures of educational progress, students need multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In the Guadalupe Union School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. These measures include Holt modification strategies and possible at-risk intervention programs.

Subject Area	Reading			Math		
	03 04 05	03 04 05	03 04 05	03 04 05	03 04 05	03 04 05
All Students	6	7	8	7	7	8
Kernit McKenzie JHS	31	18	32	32	24	23
GUSD	31	18	32	32	24	23
California	45	46	45	45	46	41
Subgroups						
Females	35	16	34	39	17	25
Males	27	20	30	26	31	21
SED	31	18	32	32	24	23
English Learners	18	4	15	18	5	10
Non English Learners	47	32	48	46	39	37
Migrant Education	28	15	30	29	22	22
Special Education	8		8			
Hispanic or Latino	30	16	32	31	22	23

SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher Credential Status

Teacher Credential Status	03	04	05
Fully Credentialed	19	20	21
Emergency Credentials	1	1	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	19	20	21
Working Outside Subject Area	0	0	0
Average Years Teaching	13.4	14.2	11.9
Average Years in District	9.9	10.3	8.7

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher Education Levels

Teacher Education Levels	03	04	05
Doctorate	0.0%	0.0%	0.0%
Master's Degree +30*	9.5%	9.5%	23.8%
Master's Degree	23.8%	23.8%	61.9%
Bachelor's Degree +30*	61.9%	61.9%	4.8%
Bachelor's Degree	4.8%	4.8%	0.0%
Less Than Bachelor's	0.0%	0.0%	0.0%
None Reported	0.0%	0.0%	0.0%