

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Kern Avenue Elementary	District Name	McFarland Unified
Principal	Maria E. Gonzalez-Salgado	Superintendent	Jim Schiffman
Street	356 Kern Ave.	Street	601 Second St.
City, State, Zip	McFarland, CA 93250-	City, State, Zip	McFarland, CA 93250-1121
Phone Number	661-792-3033	Phone Number	661-792-3081
FAX Number	661-792-6036	FAX Number	661-792-2447
Web Site	www.mcfarlandusd.com	Web Site	www.mcfarlandusd.com
E-mail Address	magonza3@zeus.kern.org	E-mail Address	jschifzeus.kern.org
CDS Code	15-73908-6009765	SARC Contact	

School Description and Mission Statement

Information about the school, its programs, and its goals.

Kern Avenue is an elementary school, offering a range of grade levels from K-5. It has a standard nine-month calendar. As of October 2005, Kern Avenue's enrollment is **857**. Students at Kern Avenue Elementary found teachers to be as accessible based on the student-teacher ratio. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 48 certificated staff, including a Principal and Vice Principal, Reading Coach, part-time Counselor, computer teacher, and with the District providing us accessibility to a Math Coach and ELD Coach. In addition, we also have access to a technology support team. Inclusive, there are 19 instructional aides to provide direct instruction to the students. Our largest subgroup is of Hispanic descent, which is 94% of the total population. Approximately, 50% of the Hispanic population is identified as ELD Learners, which matches the staff diversity of approximately 59% Hispanic. Kern Avenue is in year 2 in Program Improvement. We are a school-wide Title I school with 93% of our students socioeconomically disadvantaged.

The mission of Kern Avenue School is to ensure success of all students' social, emotional, and academic needs while providing a safe learning environment that promotes good values and positive self-image. We acknowledge that a quality staff is the key to ensure a quality education and we are committed to the development of professional skills and full human potential.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Maria E. Gonzalez-Salgado	Contact Person Phone Number	661-792-3033
<p>Parent involvement opportunities include: School Site Council, DELAC/ELAC Parent Committee, Parent Education Workshops, Family Literacy Nights, Quarterly Awards Assemblies, Paw Pride Student of the Month Reception, Recruitment of Parent Volunteers, abiding by the School Compact, Spring Festival/Carnival, Back-To-School-Night, Open House, Student Study Team Meetings, Kindergarten Orientation, Drama and Chorus concerts, Christmas Program, Kindergarten Graduation, Fall & Spring Parent Conferences.</p> <p>There is an EL Coordinator who works with the District EL Director to plan parent meetings and on-going parent trainings throughout the year. The Reading Coach, along with the Browning Road Elementary School coach, plan Literacy Night parent meetings to keep parents informed about state requirements, grade level standards and school expectations. We invite and encourage parents to participate in our awards assemblies and bi-monthly student of the month receptions, to recognize and reward students for academic achievement and outstanding behavior. Parents are also invited to attend and provide feedback on their child during Student Study Teams to help staff strategize and plan a successful program to help their child academically, and support the teacher in the classroom. There are also several activities throughout the year, as described above, to encourage parents to be a part of the school community and school culture.</p>			

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	155	Grade 9	0
Grade 1	159	Grade 10	0
Grade 2	135	Grade 11	0
Grade 3	140	Grade 12	0
Grade 4	132	Ungraded Secondary	0
Grade 5	136		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	857

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	6	0.7	Hispanic or Latino	813	94.9
American Indian or Alaska Native	2	0.2	Pacific Islander	0	0.0
Asian	7	0.8	White (Not Hispanic)	29	3.4
Filipino	0	0.0	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	September, 2005	Date Last Discussed with Staff	August 24, 2005
<p>Kern Avenue has a well developed School Safety Plan that is updated yearly. We also have a crises committee that meets regularly to address concerns within the school. Including in this committee are certificated staff, classified staff, and MOT personnel. Many concerns are addressed from fire drills, intruder alerts to infestation of ants and spiders to facilities and supplies. Below are a few items also addressed in our School Safety Plan:</p> <ul style="list-style-type: none">• School Wide Safety Procedures in place• Safety Drill's Practiced• Kern Avenue Guide to Handling Emergency Procedures flipchart completed and updated• We have a closed campus• Security gates• Visitor Sign In/Sign Out logs in the office• Staff & District personnel ID Badges• Movement of new Kindergarten playground equipment to meet OSHA requirements• Crossing guards & gate duty aides• Yard duty aides• Student rules for use of playground equipment during recess & freezing at the sound of the bell• Schoolwide rules in place in computer lab, library, and classrooms to increase time on task, rules in place in the cafeteria to facilitate student lunch, and expected student behavior in the office.			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>Effective discipline in a caring environment is high priority at Kern Avenue School. Students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. Paw Pride awards and parent reception, point system, activity days, and quarterly awards assemblies are a few ways children are recognized and a positive climate is maintained in the classroom, as well as on the playground. Because classroom disruptions and aggressive behavior, interferes with good teaching and a safe learning environment, school-wide time to teach guidelines are posted throughout the school. Problems are handled through parent contacts, non-participation in special events, detention, in-house suspensions, and home suspensions. Many school-wide procedures are in place.</p> <p>We are also implementing Kern Avenue School's Absolutes: 1) NO VIOLENCE, 2) NO DRUGS, ALCOHOL, OR WEAPONS, 3) NO DISRESPECT TO ADULTS, and CHILDREN OR PROPERTY. The big DO'S: 1) WORK HARD. 2) LEARN A LOT. 3) HAVE FUN.</p> <p>A large percentage of our parents attended parent conferences in the Spring of 2005 and in the Fall of 2005. We also have other events like Back-to-School Night in the Fall and Open House in the Spring, were a large percentage of our parents also attend. In addition, we have ELAC Parent Meetings, Literacy Nights, School Site Council monthly meetings, Student Study Team Meetings, Quarterly Awards Assemblies and Paw Pride Receptions, that encourage parental attendance. Our school have included a school carnival last year, which encourages community support and parental involvement.</p>

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	107	99	32			
Rate of Suspensions	14	8	0.037			
Number of Expulsions	0	0	0			
Rate of Expulsions	0	0	0			

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Kern Avenue is expecting growth this school year with the opening of a new apartment complex within its school boundaries. At present, we have classroom space available at the school site. Two new portable classrooms have been installed to accommodate the growth. An application was also submitted to the state for funding to remodel the older area of the school. We are still in the planning stages of remodeling the older part of the school, sometime in the near future.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)		X	Water damage in cafeteria tiles to be replaced; Minor holes in rm. 42 to be patched
Hazardous Materials (interior and exterior)		X	Cracking paint in "J" wing: was power washed and repainted
Structural Damage	X		
Fire Safety		X	Fire extinguishers expired or missing, will be replenished or replaced
Electrical (interior and exterior)		X	Electrical outlet was burned out, has been replaced.
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)		X	Inside water fountain, rm. 52, too low, was repaired.
Restrooms		X	"J" wing bathrooms are projected to be modernized next year, Soap dispensers missing, have been replaced throughout campus
Sewer	X		
Playground/School Grounds	X		
Other		X	Modernization project for the "J" wing will be undergoing this summer / fall with main focus on restrooms and ADA compliance.

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are 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/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	13	13	20	12	13	17	35	36	40
Mathematics	16	15	24	11	11	14	35	34	38
Science		1	34	12	5	16	27	25	27
History-Social Science				10	8	10	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	*		19		33
Mathematics	*	*	*		23		38
Science		*	*		32		*
History-Social Science							

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	19	20	7	18	0	18
Mathematics	25	23	12	22	9	25
Science	38	31	23	33	*	29
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT 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/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	16	17	14	19	21	19	43	43	41
Mathematics	28	28	28	25	29	30	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	*		13		*
Mathematics	*	*	*		28		*

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	8	18	8	14	7	14
Mathematics	25	31	13	26	21	32

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	21.3	25.4	16.7	20.9	26.8	14.3	24.5	26.7	22.3
7				10.6	5.8	15.0	28.8	30.9	26.8
9				13.8	11.0	16.2	26.7	25.8	27.5

Academic Performance Index (API)

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.

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 school wide 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: In order 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 10 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 schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	99	99	Percent Tested	99	99	100
API Base Score	543	594	599	API Growth Score	596	597	657
Growth Target	13	10	10	Actual Growth	53	3	58
Statewide Rank	1	1	1				
Similar Schools Rank	3	2	2				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			

API Base Score	537	589	598	API Growth Score	592	597	651
Growth Target	10	8	8	Actual Growth	55	8	53
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	534	581	590	API Growth Score	584	588	648
Growth Target	10	8	8	Actual Growth	50	7	58

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	Yes	No
African American	N/A	N/A	Yes	N/A	N/A	Yes

American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes
Asian	N/A	N/A	Yes	N/A	N/A	Yes
Filipino	No	N/A	Yes	No	N/A	Yes
Hispanic or Latino	No	No	No	No	Yes	No
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes
White (not Hispanic)	N/A	N/A	Yes	N/A	N/A	Yes
Socioeconomically Disadvantaged	No	No	No	No	Yes	No
English Learners	No	No	No	No	No	No
Students with Disabilities	N/A	N/A	Yes	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		---
Year in Program Improvement (Implementation Level)	Year 2	---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	50.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

No data are available for this section

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003			2004			2005					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.6	7			19.9	7			21.3	3	4	
1	18.1	7			19.7	6			19.1	7		
2	19.5	6			20.0	6			19.9	7		
3	18.8	6			19.8	6			20.2	3	3	
4	25.3		6		28.5		4		26.4		5	
5	27.8		5		30.3		6		27.8		5	1
6												
K-3					20.0	1						
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

No data are available for this section

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	35.1
All Schools in District	45.2
High-Poverty Schools in District	40.7
Low-Poverty Schools in District	33.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	42	42	45
Teachers with Full Credential	34	35	37
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	6	8
Pre-Internship	5	1	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4	1	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	--	--	--
Total Teacher Misassignments	--	--	--

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	2.2	4.6
Master's Degree	8.9	11.1
Bachelor's Degree plus 30 or more semester hours	40.0	47.7
Bachelor's Degree	46.7	36.0
Less than Bachelor's Degree	2.2	0.7

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	---	---	---

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

The teacher evaluation form had been aligned with the California Teaching Standards since January, 2001. All probationary and temporary teachers are evaluated yearly and tenured teachers are evaluated every other year, with the option of being evaluated every five years, according to their teacher's contract. A pre-conference is conducted with every teacher before their formal observations to review with the principal their lesson plan and what they would like the evaluator to focus on during their lesson. Each observation is then followed up with a post-conference. Tenured teachers are observed twice, and probationary and temporary teachers are observed four times throughout the year, before the formal evaluation is completed for each teacher. A minimum of thirty minutes observation is required, but can be as long as 60 minutes, depending on the lesson plan of the observation at any given grade level.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

All substitute teachers must have passed CBEST (California Basic Educational Skills Test) and possess a BA degree. All substitute teachers are on an approved County list where we can call from to substitute at our school. Most of our substitute pool is from families who have come through the school district and whose children now attend one of our schools. We have been very fortunate to have highly qualified substitute teachers in our district.

However, due to the many release days that our district provides and allows for their teachers throughout the school year to plan their educational program, and any conferences/trainings that the staff attends, there are times that this impacts our substitute pool and our instructional program. Every effort is made to ensure that Kern Avenue coordinates with each school site so as not to inundate the substitute pool and still provide the staff release time for the opportunity to train and/or plan their educational program within their grade levels.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	50%
Library Media Teacher (Librarian)	100%
Psychologist	25%
Social Worker	0
Nurse	25%
Speech/Language/Hearing Specialist	25%
Resource Specialist (non-teaching)	100%
Other	0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1	1:850

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The school district has adopted a Math curriculum—Scotts Foresman, an ELD supplemental program—Hampton-Brown Avenues, and the Open Court Reading in the K-5th grades. Due to the test results from last spring we will be emphasizing reading comprehension, math, and written language standards. In the area of reading comprehension, we will be stressing more reading at home by utilizing the Reading Counts incentive program.

The mathematics program is aligned with the California State Standards for K-5, which includes hands-on activities and manipulatives to reinforce concepts being taught. We will also be emphasizing written language. Each grade level will concentrate on the writing standards. Staff was trained on the Step Up to Writing, during the summer, as a supplemental program to assist students with the writing standards in each grade level. Each student will also have a Writing Portfolio with samples of students work and assessments.

Staff is receiving ongoing training on the use of new technology purchased in the district—EduSoft and Infinite Campus Student System. Kern Avenue school has two computer labs, one lab has forty-two stations, including a handicapped station, and a computer lab teacher is available to teach computers. All students at Kern Avenue School are scheduled to attend the computer class weekly.

Kern Avenue is a Reading First School. All K-3 and most 4th – 5th teaching staff have attended, are attending, or will be attending, the AB466 training in Language and are currently teaching Open Court Language Arts. All 4th – 5th grade teachers who are teaching the State Approved Intensive Reading Program—Language! for our students who are identified as Below Basic or Far Below Basic according to the STAR scores, have also been AB466 trained. All K-5 teaching staff has also been AB466 trained in Math during the Summer of 2005, and training will be offered to new staff at our school site at a later date. Training was also provided for teachers on Avenues, the ELD supplemental program, on writing strategies. The McFarland Unified School District staff has attended over 10,000 hours of in-service training during the summer of 2005.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Staff Development activities will be used to ensure successful implementation of school plan and district goals which include: Structured English Immersion Program, Open Court Reading for Reading First Implementation, ELD standards and implementation, Technology trainings, Language Arts and Math Standards trainings, Class size reduction trainings, Drug Prevention/Awareness, PQR/CCR Training, Tobacco Education Program, School-wide Discipline Program – Time to Teach, Special Education, 504 and ADHD training, Step Up to Writing training, Standards – Based Instruction for Language Arts, ELD, and Mathematics, direct instruction and differentiated instruction in the classroom. In addition, there is on-going staff development for staff on Reading First implementation, by the Reading Coach and on how to effectively implement the new Math curriculum by the district Math Coach and the new ELD curriculum by the District ELD Coach.

As stated above, most teachers have been AB466 trained in Language Arts, Math, and Language! and also trained in the new ELD supplemental curriculum and in Step Up to Writing, and various other trainings to facilitate the classroom teacher with strategies to use with their students.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades

1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Kern Avenue has adopted the Open Court Reading program for K-5th grades. This program has a significant number of supplementary material to facilitate learning and assess student achievement through the program assessments provided by the publishers. Staff find this to be a very effective program.
Mathematics	Kern Avenue adopted the Scott-Foresman Mathematics program in K-5 th grades. This program also has a significant number of supplementary material to facilitate learning and assess student achievement through the program assessments provided by the publishers.
Science	Houghton Mifflin Science was adopted in 1999
History-Social Science	Houghton Mifflin Social Studies was adopted in 1999 , This school year, we will be looking for a new adoption for the 2005-06 school year.

Kern Avenue Students have access to both quality and adequate quantity of good resources and materials. Most K-3rd grades have a minimum of four computers per classroom, and the fourth and fifth grades have seven computers per classroom. There are also two computer labs, one contains forty-two stations and the other has thirty. All students have access to the computers. Many network software programs have been purchased for student use in various curricular areas. Our library maintains approximately 13,550 books, which is about 14 books per students. In addition, there are 22 sets of classroom novels as well as about 2,000 other books for student's reading. We are currently implementing the Open Court curriculum as our adopted core Reading Program, and students in grades K-2 are provided with take-home reading books to keep at home forming their own personal library.

Our new math program is Scotts-Foresman, which are standards based. We have also adopted Hampton Brown Avenues, a new ELD supplemental program and staff has been trained on the use of the ELD program. In addition, we also purchased Excel Math, which is a supplemental to our Math curriculum.

Another supplemental program we purchased recently is Leapfrog books and Leapads with headphones for grades K-2 and Leapfrog Turbo Math Twists for grade 3-5 and also the Spelling Turbo for grades 3-5. These are very interactive books in which the story comes alive at the tap of a pen. The words can be sounded out phonetically, pictures on the page make various sounds, and the story can be read for each individual student. These are very interactive books in which the story comes alive at the tap of a pen. The words can be sounded out phonetically, pictures on the page make various sounds, and the story can be read for each individual student.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	We are in compliance with the Williams Settlement Act. Sufficient books are available for all students in all grade levels.
Mathematics	We are in compliance with the Williams Settlement Act. Sufficient books are available for all students in all grade levels.
Science	We are in compliance with the Williams Settlement Act. Sufficient books

	are available for all students in all grade levels.
History-Social Science	We are in compliance with the Williams Settlement Act. Sufficient books are available for all students in all grade levels.
Foreign Language	Not Applicable
Health	Not Applicable
Science Laboratory Equipment (grades 9-12)	Not Applicable

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	38,735	36,000
1	61,180	50,400
2	61,180	50,400
3	61,180	50,400
4	58,060	54,000
5	58,060	54,000

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are a total of 14 minimum days in the year. According to the MTA contract, there is a minimum day before major holidays (Thanksgiving, Winter break and Spring break) and on the last day of school. The district has also provided minimum days during parent conference weeks in the Fall and the Spring.

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,220	\$35,309
Mid-Range Teacher Salary	\$53,301	\$53,828
Highest Teacher Salary	\$67,859	\$68,027
Average Principal Salary (Elementary)	\$89,001	\$82,530
Average Principal Salary (Middle)	\$91,745	\$85,123
Average Principal Salary (High)	\$96,614	\$91,421
Superintendent Salary	\$101,286	\$118,587
Percent of Budget for Teacher Salaries	36.8	40.4
Percent of Budget for Administrative Salaries	4.3	5.8

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$21,502,971	\$7,565	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Student services funded for Computer Lab Teacher, Title I and EIA/LEP Instructional aides, GATE After School Program, After school Intervention classes for K-3rd grades, Chorus after school, Oral Language, Math Field Day, Spelling Bee, and Reading Specialist.