

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Kern Avenue Elementary School	District Name	McFarland Unified School District
Street	356 West Kern Avenue	Phone Number	(661) 792-3081
City, State, Zip	McFarland, CA 93250	Web Site	www.mcfarlandusd.com
Phone Number	(661) 792-3033	Superintendent	Gabriel McCurtis
Principal	Ty Bryson	E-mail Address	webmaster@mcfarlandusd.com
E-mail Address	tbryson@mcfarland.k12.ca.us	CDS Code	15 73908-6009765

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

A Message From the Principal

Hello and welcome to Kern Avenue Elementary School- "Home of the Bobcats!" It is both a privilege and honor to serve the McFarland Community as the principal of Kern Avenue. Our faculty and staff are committed and motivated to maximizing your child's learning potential. This school year will bring many new challenges and opportunities for you and your children. With your support, our students will continue to meet the challenge of achieving continuous academic improvement.

Here at Kern Avenue, we believe that all children can learn. Our teachers are committed to teaching and ensuring that all students have the best learning opportunities to meet grade level standards with optimism and success. Our goal is to meet the learning needs of all students who come through our doors and provide them with the best research-based education practices that are available. We follow a strict, state-adopted curriculum and implement the best educational practices so that our students can meet and exceed the demanding California State Standards. The Kern Avenue staff has and will continue to receive extensive amounts of training and professional development which enables them to better serve the educational needs of our students. The entire teaching staff is highly trained and motivated to pass their knowledge on to your children.

The mission of the Kern Avenue staff is to provide a caring and safe environment in which the students grow in self-esteem, acquire knowledge, and develop qualities which contribute to an improved society. Our students are our most valuable resource and they are the reason why we are here. They not only excel academically, but are also learning about respect, ethical values, and social skills, which Kern Avenue considers to be important components for our students to master. We continually strive to create an environment where our students feel safe, comfortable, and respected.

As principal, I will continue to provide support and instructional leadership for our entire staff by creating and maintaining a clear focus on student achievement and character development. I believe that schools should not reflect what society is, but rather what society should be.

Once again, I welcome you to Kern Avenue Elementary! If you should like more information about our wonderful school, please feel free to call us, or better yet, come by for a visit!

School Profile

Kern Avenue is a K-5 elementary school. It has a standard nine-month calendar. As of December 2008 Kern Avenue's enrollment is 967 students. Kern Avenue is the oldest and largest school in the McFarland Unified School District and was built in 1936. The school site is located 28 miles North of Bakersfield in the City of McFarland. The community is a rural, residential community in the southern San Joaquin Valley.

The school has a total of 55 certificated staff, including a Principal, Vice Principal, Reading Coach, and part-time Counselor. Our school district employs a Math Coach, ELD Coordinator and Technology Support Team that provide service to all district school sites. A school library clerk and 18 instructional aides provide direct instructional support for our students.

Kern Avenue students are primarily of Hispanic descent and make up the largest sub-group of students, accounting for approximately 94% of the total student population. 50% of the Hispanic sub-group is identified as EL learners. Kern Avenue is a school-wide Title I site. Approximately 93% of the students have been identified as socioeconomically disadvantaged and the ethnic composition of the school staff mirrors that of the student population with approximately 60% of the staff being of Hispanic descent.

Kern Avenue is in year four of participation in Program Improvement.

Mission Statement

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.

Discipline & Climate for Learning

The primary focus of instruction at Kern Avenue Elementary School is to develop reading fluency and writing skills in each student. Kern Avenue Elementary School provides a consistent, systematic, standards-based language arts and math program in every K-5 classroom using state-approved core materials. Hampton-Brown Avenues is used for ELD instruction, in addition to the ELD component in the Language Arts curriculum. The district provides professional development training on the adopted curriculum for all teachers, and release time is provided for teachers to review student data and performance on content standards. A speech therapist and SDC teacher are also provided, as well as a grade two Reading Coaches.

We also provide the following timely and effective standards-based interventions:

- A differentiated GATE program
- After school Intervention/Acceleration
- Migrant Extended Day, Saturday School, and Summer School

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Parent Involvement

Kern Avenue Elementary School parents are very interested in the quality and content of their children's educations. The community demonstrates support and pride through large audience attendance and participation at school-sponsored activities, such as Back to School Night, Open House and monthly awards assemblies to celebrate excellence in attendance and academic achievement. The School Site Council is active and involved in school functions and all parents are encouraged to participate in any conference held to achieve school improvement. We also have Parent Rights for all grade levels, which are passed out during Back to School Night, so that parents are fully aware of the responsibilities of the school.

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, Fall & Spring Festival/Carnival, Back-To-School-Night, Open House, Student Study Team Meetings, Kindergarten Orientation, Christmas Program, Kindergarten Graduation, Fall & Spring Parent Conferences.

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.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	177
Grade 1	182
Grade 2	155
Grade 3	160
Grade 4	135
Grade 5	156
Total Enrollment	965

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.62%	White (not Hispanic)	2.69%
American Indian or Alaska Native	0.21%	Multiple or No Response	0.21%
Asian	0.1%	Socioeconomically Disadvantaged	98%
Filipino	0%	English Learners	51%
Hispanic or Latino	96.17%	Students with Disabilities	14%
Pacific Islander	0%		

[Average Class Size and Class Size Distribution \(Elementary\)](#)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	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	19.4	8			19.9	9			18.8	9		
1	19.9	7			19.6	7			19.8	9		
2	19.3	7			20	8			19	7		
3	20	7			19.4	7			19.9	8		
4	25.7	2	5		27.3	1	5		26.8		5	
5	25.6	1	4		27		5		30.4		5	

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

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:

- 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.

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	8.1	7.1	4.8	12.6	15.7	18.3
Expulsions	0.0	0.0	0.0	0.4	0.5	0.7

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The McFarland Unified School District makes great efforts to ensure that all schools are clean, safe and functional. Monthly School Safety Committee meetings address any concerns regarding facility safety issues and reports them to the Maintenance, Operations, and Transportation Department. Monthly walks are made by the school administration and a representative from MOT to identify any facility needs or necessary repairs. To assist in this effort, the district uses a facility inspection instrument to identify areas in need of improvement or repair.

More specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment at Kern Avenue School are listed below.

- **Age of School Buildings:** Kern Avenue has 52 classrooms, a cafeteria, library, and administration building. The oldest building on the grounds were constructed in 1932 and subsequent additions were constructed, during the 1960s, 1970s, 1990s, and most recently with addition of 4 portable classrooms in 2006.
- **Maintenance and Repair:** District maintenance staff ensures that the repair work necessary to keep the school in good 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.
- **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. 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 and other major repair projects. 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 and other major repair projects.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[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]	Hand dryers in several restrooms are inoperable, however paper towels are available in all restrooms for student use. Some plumbing issues are to be addressed during the upcoming summer break to bring our aging fixtures that are no longer functioning efficiently up to date with new water conserving fixtures.
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional growth activities are planned annually based on current need and input received from staff. The district provides three districtwide staff development days annually. In addition, teachers attend various conferences outside of the district with the intent to extend their knowledge and refine their skills.

Current and ongoing staff development includes:

- Weekly grade level meetings to analyze data, plan instruction, monitor student progress, and evaluate program effectiveness in teaching language arts, math and ELD standards;
- In-services provided on-site through the district office, the County Superintendent of Schools office, and through the Migrant program;
- Local conferences through the county offered regularly throughout the year for opportunities to further staff development;
- Demonstration lessons by classroom teachers and observations by BTSA providers lend additional support in developing exemplary teaching practices;
- A district ELD coordinator and An EL Resource Teacher at each site provide ongoing support for English Language Learners through classroom modeling, scheduling release time for teachers to visit each other and providing support with additional instructional materials;
- Two on site, full-time Reading Coaches to support teachers in the implementation of standards-based instructional practices and to establish pacing charts and consistent assessment tools for measuring mastery of content standards in language arts;

- A School Library Media Clerk for implementing plans to increase available reading materials for student at their actual reading level – take home books, Reading Counts reading program – and supervises the site librarian aide;

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	40	42	45	148
Without Full Credential	6	7	6	21
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, 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 NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.9%	6.1%
All Schools in District	94.4%	5.6%
High-Poverty Schools in District	93.7%	6.3%
Low-Poverty Schools in District	100%	0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	965
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students at Kern Avenue Elementary School have access to the core curriculum. While some may receive a modified program to meet ELD or Special Education goals, all students take pride and responsibility for their own learning. Teachers utilize hands-on, real-life situations as they provide a curriculum rich in comprehensive, challenging, and developmentally appropriate material. Problem solving skills are also an integral component of the overall curriculum.

Teachers present lessons, which address all learning modalities, by utilizing a wide variety of instructional strategies. Whole class and small group instruction, cooperative learning, peer tutoring and individual assistance promote a curriculum that is aligned with district outcomes and state frameworks. Teachers monitor progress through the use of portfolios, anecdotal records, and Benchmark Test results.

Rigorous state adopted language arts and math standards, along with our local standards, set the blueprint for our grade level expectancies. School leaders promote and encourage a high level of success within the school. High expectations for learning and behavior are clearly communicated through our School/Parent Compact, parent conferences, and formal/informal communication between home and school.

Leadership opportunities are encouraged within the district. Each site participates in shared learning, utilizing teacher expertise to move toward improved instructional practices. A district-wide Leadership Team, as well as Curriculum Committee, which include site representatives from each grade level, work to ensure articulation between the school sites. In addition, grade level meetings are held weekly to analyze assessment data as well as to discuss issues of concern across the grade levels. Two reading coaches, along with the support of an additional district math coach for new and experienced teachers and assist in supporting our goal of reaching instructional excellence.

A curriculum committee team has worked to design standards-based proficiency assessments, yearly planning guides, standards benchmarks, and grade-level teams meet weekly to further review students' work and modify instruction based on the results. The ELD-adopted program is Hampton Brown Avenues, with many manipulatives and supplemental materials to enhance the adopted programs. Every classroom K-2 also has Leapfrog Literacy Centers and a variety of leapfrog multi-level book titles. This should help increase literacy skills and expose students to the use of technology at whatever reading ability may be needed for each student. A multitude of Hampton Brown phonics level books with audio cassettes, computers with ELD software, Fast Track Phonics, word master machines, TPR (Total Physical Response) instructional materials, and numerous vocabulary building realia. ELD tutors are trained in ELD strategies. There are district criteria for students' language placement (quarterly District Writing Assessments) and other multiple measures are used to assign students to an adequate language program. All instructional staff have been trained on various aspects of the ELD pedagogy (PROJECT WRITE, Bellworks, D.O.L., Leapfrog, Excel Math, Reading Counts).

Instructional Materials

McFarland Unified School District sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks in the core subject areas. 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.

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. MUSD follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Grades K-5 utilize the 2002 SRA / Open Court Curriculum as the language arts core curriculum. This curriculum was adopted in 2002 by the State of California and May of 2002 by the McFarland Unified School district. Grades 4-5 utilize the 2005 Sopris West Language! 3rd Edition for language arts intervention curriculum. This curriculum was adopted by the state in 2002 and adopted by the McFarland Unified School District in May 2002. All language arts textbooks, at all grade levels, are California state standards based. Materials are available for all students.	0%
Mathematics	Grades K-5 utilize the 2001 Scott Foresman, California Math. This curriculum was adopted in 2001 by the State of California and in May 2005 by the McFarland Unified School District. All grade levels work collaboratively to develop "Journey Guides" that help align the current math text with state standards. All math textbook and materials are California Standards Based. Materials are available for all students.	0%
Science	Grades K-5 utilize the 2008 Macmillan McGraw-Hill, California Science Curriculum as the science core. This curriculum was adopted in 2006 by the State of California and June of 2006 by the McFarland Unified School district. All science textbooks and materials are California Standards Based. Materials are available for all students.	0%
History-Social Science	Grades K-5 utilize the 2007 Harcourt School, Reflections curriculum as the social studies core. This curriculum was adopted in 2005 by the State of California and June of 2006 by the McFarland Unified School district. All social studies textbooks and materials are California Standards Based. Materials are available for all students.	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$57,349
Percent Difference – School Site and District	---	---		
State	---	---	\$5,300	\$59,271
Percent Difference – School Site and State	---	---		

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Student services and programs funded at Kern Avenue:

- Computer Lab
- Title I and EIA/LEP Instructional aides
- GATE After School Program
- After school Intervention classes for K-5th grades
- Oral Language
- Math Field Day
- Spelling Bee
- Two Reading Coaches
- English Learner Resource Teacher
- .5 Full Time Equivalent Counselor
- District Math Coach
- Vice Principal

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,622	\$37,916
Mid-Range Teacher Salary	\$58,309	\$58,151
Highest Teacher Salary	\$76,734	\$75,396
Average Principal Salary (Elementary)	\$96,551	\$91,086
Average Principal Salary (Middle)	\$81,417	\$95,220
Average Principal Salary (High)	\$103,975	\$101,661
Superintendent Salary	\$120,000	\$136,091
Percent of Budget for Teacher Salaries	35.4%	38.5%
Percent of Budget for Administrative Salaries	5.4%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	28	26	24	22	22	26	42	43	46
Mathematics	34	38	43	24	25	27	40	40	43
Science	15	19	25	13	15	23	35	38	46
History-Social Science				14	17	19	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian				
Filipino	*	*	*	
Hispanic or Latino	24	43	24	
Pacific Islander				
White (not Hispanic)	42	53	*	
Male	20	44	34	
Female	28	43	15	
Economically Disadvantaged	25	44	25	
English Learners	9	30	4	
Students with Disabilities	8	20	0	
Students Receiving Migrant Education Services	20	40	28	

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting 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 Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	0.0

X. Accountability

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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. 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 Rank	2005-06	2006-07	2007-08
Statewide	2	2	2
Similar Schools	7	5	7

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	16	16	4	698
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18	14	10	699
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	20	13	12	698
English Learners	15	10	6	664
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2008-09)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0