Kern Avenue Elementary School
2012-13
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Kern Avenue Elementary

Bobcats

Contact Information (School Year 2013-14)

356 West Kern Ave.

McFarland, CA 93250

(661) 792-3033

Principal:	Mr. Smith Efada, Principal
Contact E-mail Address:	sefada@mcfarland.k12.ca.us
County-District-School (CDS) Code:	15739086009765

McFarland Unified

Contact Information (School Year 2013-14)

(661) 792-3081

www.mcfarlandusd.com

Superintendent:	Raul Maldonado
Contact E-mail Address:	rmaldonado@mcfarland.k12.ca.us

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) 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 on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information (School Year 2013-14)

Name	McFarland Unified
Phone Number	(661) 792-3081
Web Site	www.mcfarlandusd.com
Superintendent	Raul Maldonado
E-mail Address	rmaldonado@mcfarland.k12.ca.us
CDS Code	15739086009765

School Contact Information (School Year 2013-14)

Name	Kern Avenue Elementary
Street	356 West Kern Ave.
City, State, Zip	McFarland, CA 93250
Phone Number	(661) 792-3033
Principal	Mr. Smith Efada, Principal
E-mail Address	sefada@mcfarland.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

Mission Statement:

The mission of Kern Avenue School is to ensure the 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 realizing full potential.

To accomplish this mission, the school's vision is for full implementation and refinement of the following goals:

Grade-level performance of all students in reading, writing, and math at their instructional level.
Integrate and coordinate student services and provide standards based materials for grade level instruction.
Instruct to district expectations and to state standards and challenges.
Provide meaningful and regular opportunities for parents and community members to become partners in education.
Ensure access to core curriculum by budgeting for materials, by providing staff development, and by monitoring instruction.
Improve accountability by gathering data of subgroup populations and by writing specific improvement plans for those subgroups.
Develop student pride in achievement, responsibility, ethnicity, culture, heritage, and primary language proficiency of self and of others.
Lead proactively and with high expectations of staff, of student achievement, and of parent involvement.
Ensure all students will be educated in learning environments that are safe, drug free and conducive to learning.
All Limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Kern Avenue is a K-5 elementary school. It has a standard nine-month calendar. As of October 2011 Kern Avenue's enrollment is 1,100 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 64 certificated staff, including a Principal, Learning Director, 2 Reading Coaches, two Literacy Teachers and a Counselor. Our school district employs a Math Coach, ELD Coach and Technology Support Team that provide service to all district school sites. A school library clerk and 5 special education instructional aides provide direct instructional support for our students. An additional 6 safety patrol aides help to maintain supervsion of our students outside of the classroom.

Kern Avenue students are primarily of Hispanic descent and make up the largest sub-group of students, accounting for approximately 98% of the total student population. Approximately 67% of the Hispanic sub-group are identified as EL learners. Kern Avenue is a school-wide Title I school. Approximately 100% of the students have been identified as socio-economically disadvantaged and the ethnic composition of the school staff mirrors that of the student population with approximately 66% of the staff being of Hispanic descent.

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

Opportunities for Parental Involvement (School Year 2012-13)

Kern Avenue encourages parents to participate in their child's education by promoting communication through parent nights, conferences, family picnic days, and verbal and written correspondence. Kern Avenue has a parent policy that includes a parent compact to help strengthen the partnerships between the home and school. Parents, students, teachers and the Principal are asked to sign this compact during parent conferences. Teacher/Parent conferences and parent meetings are held to explain the State Standards and how to interpret their child's STAR results. Teachers present the grade level standards to parents at Back to School Night. Parents are also given a copy of the grade level standards. Parent meetings are designed to assist the parents on how they can help their child at home. Parents are able to utilize the online Parent Portal within the Infinite Campus studnet data system. The school also provides the parents with a yearly school calendar outlining the special events for the school year. Administration, teachers, and parents represent Kern Avenue's School Site Council. Parents, elected by their peers, represent the majority sub-group on the council, and represent all student sub-groups. The school site council helps to develop the school wide plan and the parent compact. The parents are welcome to observe in the classrooms, and encouraged to volunteer their assistance in the classrooms.
Kern Avenue recieves input and oversight from the School Site Council, ELAC, DELAC, Migrant, as well outside consultants regarding the planning, implementation, and evaluation of consolidated application programs.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

• California Standards Tests(CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

• California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

• California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42%	44%	37%	34%	37%	37%	54%	56%	55%
Mathematics	56%	58%	52%	41%	44%	44%	49%	50%	50%
Science	32%	40%	29%	27%	34%	28%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	32%	39%	38%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37%	44%	28%	38%
All Students at the School	37%	52%	29%	N/A
Male	32%	49%	28%	N/A
Female	41%	54%	29%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	36%	51%	28%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	33%	49%	26%	N/A
English Learners	22%	41%	3%	N/A
Students with Disabilities	13%	28%	N/A	N/A
Students Receiving Migrant Education Services	33%	45%	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	17.8%	14.7%	23%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	1	3	3
Similar Schools	3	6	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	52	6	-30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	53	6	-30
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	51	7	-30
English Learners	54	12	-39
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	711	733	2,346	723	4,655,989	790
Black or African American	1		7		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	2		2		406,527	906
Filipino	1		8		121,054	867
Hispanic or Latino	697	732	2,297	723	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	8		26	679	1,200,127	853
Two or More Races	2		5		125,025	824
Socioeconomically Disadvantaged	703	733	2,315	724	2,774,640	743
English Learners	520	712	1,479	681	1,482,316	721
Students with Disabilities	57	604	212	515	527,476	615

Adequate Yearly Progress

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

• Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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	No	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	169
Grade 1	194
Grade 2	175
Grade 3	195
Grade 4	166
Grade 5	201
Total Enrollment	1100

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.4
Filipino	0.1
Hispanic or Latino	97.9
Native Hawaiian/Pacific Islander	0
White	1.4
Two or More Races	0.00
Socioeconomically Disadvantaged	98.9
English Learners	73.2
Students with Disabilities	5.8

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.3	8	0	0	24	0	8	0	24		7	
1	20	9	0	0	20.3	9	0	0	19	10		
2	18.9	9	0	0	19.4	10	0	0	19	9		
3	18.9	10	0	0	18.8	9	0	0	20	10		
4	22.9	4	4	0	21.4	5	5	0	24	2	5	
5	26.8	0	5	0	26.3	0	6	0	20	2	8	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

Kern Avenue has a well developed School Safety Plan that is updated yearly. We also have a safety committee that meets regularly to address concerns within the school. Included in this committee are certificated staff, classified staff, parents, and MOT personnel. Many concerns are addressed; from fire drills, intruder alerts, infestation of insects and rodents to facilities and supplies. Below are 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 and cameras
• Visitor Sign In/Sign Out logs in the office
• Staff & District personnel ID Badges
• Crossing guards & gate duty aides
• Yard duty aides
• Student Bobcat Safety Patrol
• 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

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	63	53	57	19.74	9.2	
Expulsions	1	1	0	0.39	0	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The Kern Avenue school was originally built in the 1930s and construction of new buildings has occurred periodically up until 2007. No new construction or additional buildings have been added since that time due to limited electrical power capacity for the site. Although some buildings are aged, all aspects of the facility are well maintained and kept in good repair with the exception of the original school building which is constructed of unreinforced masonry. No students are housed in this building. It is used exclusively as a storage area for surplus furniture and equipment.
The most recent Williams Inspection report graded the site as exemplary with a score over 99%.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	
Interior: Interior Surfaces	—	✔	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✔	—	—	
Electrical: Electrical	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✔	—	
Safety: Fire Safety, Hazardous Materials	✔	—	—	
Structural: Structural Damage, Roofs	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	53	57	58	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98	2
All Schools in District	87	13
High-Poverty Schools in District	87	13
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	2	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Grades K-5 utilize the 2010 Macmillan/Mcgraw-Hill California Treasures Curriculum as the language arts core curriculum. This curriculum was adopted in 2008 by the State of California and May of 2009 by the McFarland Unified School district. Grades 4-5 utilize the 2009 Hampton-Brown Inside Language, Literacy and Content for language arts intervention curriculum. This curriculum was adopted by the state in 2008 and adopted by the McFarland Unified School District in May 2009. All language arts textbooks, at all grade levels, are California state standards based. Materials are available for all students.	Grades K-5th utilize the 2010 Macmillan/Mcgraw-Hill California Treasures. Grades 4-5th utilize 2009 Hampton-Brown Inside Language, Literacy and Content	0%
Mathematics	Grades K-5 utilize the 2008 Houghton Mifflin, California Math. This curriculum was adopted in 2008 by the State of California and in May 2009 by the McFarland Unified School District. All grade levels work collaboratively to develop "Pacing 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	Grades K-5th utilize the 2008 Houghton Mifflin, California Math	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.	Grades K-5 utilize the 2008 Macmillan McGraw-Hill, California Science Curriculum	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
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.	Grades K-5 utilize the 2007 Harcourt School, Reflections Curriculum	0%
Foreign Language	n/a		0%
Health	n/a		0%
Science Laboratory Equipment (grades 9-12)	n/a		0%
Visual and Performing Arts	n/a		0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$59,389
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	$63,166
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

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
• Learning Director

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,811	$38,578
Mid-Range Teacher Salary	$60,058	$59,798
Highest Teacher Salary	$76,461	$78,044
Average Principal Salary (Elementary)	$103,272	$95,442
Average Principal Salary (Middle)	$79,865	$98,080
Average Principal Salary (High)	$107,095	$106,786
Superintendent Salary	$140,690	$150,594
Percent of Budget for Teacher Salaries	0.36%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

XII. Instructional Planning and Scheduling

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-service programs 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