School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

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 at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
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
This section provides information about the school's goals and programs.

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

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.

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

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

Grade Level	Number of Students
Kindergarten	182
Grade 1	158
Grade 2	160
Grade 3	135
Grade 4	149
Grade 5	136
Total Enrollment	920

Student Enrollment by Group

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	1 %	White (not Hispanic)	3.48 %
American Indian or Alaska Native	0.22 %	Multiple or No Response	0.22 %
Asian	0.43 %	Socioeconomically Disadvantaged	86 %
Filipino	0 %	English Learners	52 %
Hispanic or Latino	95 %	Students with Disabilities	13 %
Pacific Islander	%		

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	2004-05				2005-06				2006-07			
	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	21.3	3	4		19.4	8			20	9		
1	19.1	7			19.9	7			19.6	7		
2	19.9	7			19.3	7			20	8		
3	20.2	3	3		20	7			19.4	7		
4	26.4		5		25.7	2	5		27.3	1	5	
5	27.8		5	1	25.6	1	4		27		5	
6												
K-3												
3-4												
4-8												
Other												

II. School Climate

School Safety Plan
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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.5	8.1	7.1	15.2	12.6	15.7
Expulsions	0	0	0	0.3	0.4	0.5

III. School Facilities

School Facility Conditions and Improvements
This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Kern Avenue is experiencing growth this school year with the opening of a new apartment complex within its school boundaries and new construction of homes. At present, we are very near capacity at the school site. Portable classrooms have been installed to accommodate 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 Good Repair Status

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]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status

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]	[ ]	[ ]

IV. Teachers

Professional Development

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

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 at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	37	40	42	144
Without Full Credential	8	6	7	21
Teaching Outside Subject Area of Competence				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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.5 %	6.5 %
All Schools in District	93 %	7 %
High-Poverty Schools in District	93 %	7 %
Low-Poverty Schools in District	100 %	0 %

V. Support Staff

Academic Counselors and Other Support Staff

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	920
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

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
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.

A curriculum 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 newcomers lab for non-English proficient students is available for ELD tutoring in the after-school program, and 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 and students attend ELD lab for 45 minutes in the after-school program until they can exit into the regular language academy classrooms. 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).

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	All reading textbooks, at all grade levels, are California state standards based. Currently, K-5th grades have adopted and are implementing Open Court Reading curriculum. Materials are available for all students.	0%
Mathematics	The new math curriculum, Scotts Foresman Math has been adopted at our school district and is currently being implemented at our school site. All grade levels work collaboratively to develop "Journey Guides" that help align the current math text with state standards. Materials are available for all students.	0%
Science	The California Standards based McMillan/McGraw-Hill Science curriculum was selected for use in our school district and is fully implemented at our school site. Materials are available for all students.	0%
History-Social Science	The California Standards based social studies curriculum Reflections, by Harcourt School Publishers has been selected by our school district adoption committee and is fully implemented at our school site. Materials are available for all students.	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and 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	---	---		$56,287
Percent Difference – School Site and District	---	---		
State	---	---	$4,943	$56,613
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,622	$36,572
Mid-Range Teacher Salary	$58,309	$55,815
Highest Teacher Salary	$74,234	$70,985
Average Principal Salary (Elementary)	$96,551	$86,995
Average Principal Salary (Middle)	$94,251	$90,820
Average Principal Salary (High)	$103,975	$96,447
Superintendent Salary	$117,916	$128,495
Percent of Budget for Teacher Salaries	36 %	39 %
Percent of Budget for Administrative Salaries	5 %	6 %

VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.*

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	20	28	26	17	22	22	40	42	43
Mathematics	24	34	38	14	24	25	38	40	40
Science	34	15	19	16	13	15	27	35	38
History-Social Science				10	14	17	32	33	33

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	25	37	20	
Pacific Islander				
White (not Hispanic)	43	57	*	
Male	23	36	23	
Female	28	40	16	
Economically Disadvantaged	23	36	15	
English Learners	13	26	12	
Students with Disabilities	3	7	15	
Students Receiving Migrant Education Services	22	32	18	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site 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.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	14	14	29	19	22	23	41	42	42
Mathematics	28	30	38	30	30	32	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	**Mathematics**
African American	*	*
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	27	37
Pacific Islander		
White (not Hispanic)	*	*
Male	21	40
Female	38	37
Economically Disadvantaged	29	37
English Learners	13	16
Students with Disabilities	*	*
Students Receiving Migrant Education Services	28	31

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *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.*

Grade Level	Percent of Students Meeting Fitness Standards
5	27

IX. 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 CDE Web site 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	2004-05	2005-06	2006-07
Statewide	1	2	2
Similar Schools	2	7	5

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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	59	16	16	689
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	55	18	14	684
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	59	20	13	681
English Learners	N/A	15	10	652
Students with Disabilities	N/A			

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 CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

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	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7