Executive Summary School Accountability Report Card, 2005-06

For Kern Avenue Elementary School

Address: 356 Kern Ave., McFarland CA 93250-   **Phone Number:** (661) 792-3033
Principal: Ty Bryson   **Grade Span:**   K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Narrative to be provided by LEA

Student Enrollment

Group	Enrollment
Number of Students	857
African American	0.7 %
American Indian or Alaska Native	0.2 %
Asian	0.8 %
Filipino	0.0 %
Hispanic or Latino	94.9 %
Pacific Islander	0.0 %
White (Not Hispanic)	3.4 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	89.2 %
English Learners	48.0 %
Students with Disabilities	9.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	40
Teachers Without Full Credential	6
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

Narrative to be provided by LEA

Repairs Needed

Narrative to be provided by LEA

Corrective Actions Taken or Planned

Narrative to be provided by LEA

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	%
Mathematics	%
Science	%
History-Social Science	%
Foreign Language	%
Health	%
Science Laboratory Equipment (grades 9-12)	%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$
District	$
State	$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	28
Mathematics	34
Science	15
History-Social Science	

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	674
Statewide Rank (from 2005 API Base Report)	2
2006-07 Program Improvement Status	In PI

School Completion

Indicator	Result
Graduation Rate	

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	
Completed All Courses Required for University of California	
California State University Admission	

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School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

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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	**District Name**	McFarland Unified
Street	356 Kern Ave.	**Phone Number**	(661) 792-3081
City, State, Zip	McFarland, CA 93250-	**Web Site**	http://www.mcfarlandusd.com/
Phone Number	(661) 792-3033	**Superintendent**	Dr. Bill Brand (Interim)
Principal	Mr. Ty Bryson	**E-mail Address**	
E-mail Address		---	---

School Description and Mission Statement
This section provides information about the school's goals and programs.

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

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	Grade Level	Number of Students
Kindergarten	155	**Grade 8**	0
Grade 1	159	**Ungraded Elementary**	0
Grade 2	135	**Grade 9**	0

Grade 3	140	Grade 10	0
Grade 4	132	Grade 11	0
Grade 5	136	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	857

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	0.7	White (not Hispanic)	3.4
American Indian or Alaska Native	0.2	Multiple or No Response	0.0
Asian	0.8	Socioeconomically Disadvantaged	89.2
Filipino	0.0	English Learners	48.0
Hispanic or Latino	94.9	Students with Disabilities	9.0
Pacific Islander	0.0	---	---

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	2003-04 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2004-05 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2005-06 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	19.9	7			21.3	3	4		19.4	8		
1	19.7	6			19.1	7			19.9	7		
2	20.0	6			19.9	7			19.3	7		
3	19.8	6			20.2	3	3		20.0	7		
4	28.5		4		26.4		5		25.7	2	5	
5	30.3		6		27.8		5	1	25.6	1	4	
6												
K-3	20.0	1										
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

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

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten trough grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K			
1			
2			
3			

II. School Climate

School Safety Plan

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

School Discipline Practices

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

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions						
Expulsions						

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.

School Facility Conditions 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	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks			
Mechanical Systems			
Windows/Doors/Gates (interior and exterior)			
Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)			
Structural Damage			
Fire Safety			
Electrical (interior and exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)			
Restrooms			
Sewer			
Playground/School Grounds			
Other			

IV. Teachers

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	35	37	40	128
Without Full Credential	7	8	6	32
Teaching Outside Subject Area of Competence				---

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by NCLB 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 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	87.8	12.2
All Schools in District	87.0	13.0
High-Poverty Schools in District	85.0	15.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

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		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---

| Other | | --- |

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.

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		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)
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 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	---	---		$52,616
Percent Difference - School Site and District	---	---		
State	---	---	$4,743	$54,823
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.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,944	$36,796
Mid-Range Teacher Salary	$54,367	$54,062
Highest Teacher Salary	$69,216	$68,679
Average Principal Salary (Elementary)	$87,357	$83,916
Average Principal Salary (Middle)	$93,580	$86,752
Average Principal Salary (High)	$98,036	$92,915
Superintendent Salary	$111,300	$121,387
Percent of Budget for Teacher Salaries	36.1	40.2
Percent of Budget for Administrative Salaries	4.1	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	13	20	28	13	17	22	36	40	42
Mathematics	15	24	34	11	14	24	34	38	40
Science	1	34	15	5	16	13	25	27	35
History-Social Science				8	10	14	29	32	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-	Mathematics	Science	History-

	Language Arts			Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	27	33	15	
Pacific Islander				
White (Not Hispanic)	43	48	*	
Male	26	34	14	
Female	30	33	16	
Economically Disadvantaged	26	32	13	
English Learners	13	21	0	
Students with Disabilities	2	15	0	
Students Receiving Migrant Education Services	25	35	12	

Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	**2005**	**2006**	**2004**	**2005**	**2006**	**2004**	**2005**	**2006**
Reading	17	14	14	21	19	22	43	41	42
Mathematics	28	28	30	29	30	30	51	52	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	13	29

Pacific Islander		
White (not Hispanic)	*	*
Male	12	29
Female	16	31
Economically Disadvantaged	10	29
English Learners	7	18
Students with Disabilities	6	6
Students Receiving Migrant Education Services	12	27

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	

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	2003-04	2004-05	2005-06
Statewide	1	1	2
Similar Schools	2	2	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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	3	59	16	674
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	8	55	18	671
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	7	59	20	669
English Learners	--	--	15	644
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	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 Implementation	2004-2005	2004-2005
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	66.7

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state

levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

No data are available for this section

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

No data are available for this section

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

No data are available for this section

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE

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

No data are available for this section

College Admission Test Preparation Course Program
This section provides information about the school's college admission test preparation course program.

SAT Reasoning Test
This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

X. Instructional Planning and Scheduling

School Instruction and Leadership
This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Professional Development
This section provides information about the program for training the school's teachers and other professional staff.

Instructional Minutes
This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000

5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

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