Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ope/sarc/data.htm. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at http://www.cde.ca.gov/demographics/glossary.

School Information		District Information	
School Name	Kern Avenue Elementary	**District Name**	McFarland Unified
Principal	Ermelinda Ozuna	**Superintendent**	David Bailey
Street	356 Kern Ave.	**Street**	601 Second St.
City, State, Zip	Mcfarland, CA 93250-	**City, State, Zip**	McFarland, CA 93250-1121
Phone Number		**Phone Number**	
FAX Number		**FAX Number**	
Web Site		**Web Site**	
E-mail Address		**E-mail Address**	
CDS Code	15-73908-6009765	**SARC Contact**	

School Description and Mission Statement

Kern Avenue is regular elementary school, offering a range of grade levels from K-5. It has a standard nine-month calendar. Kern Avenue's enrollment is 726, which is 202 more than the county average. Students at Kern Avenue elementary found teachers to be as accessible based on the student-teacher ratio. There were about 17 students per teacher at Kern Avenue School, compared to 18 students county average. **Kern Avenue is dedicated to providing quality educational programs in a safe environment where individuals are celebrated for their uniqueness and value. Kern Avenue is committed to the concept of enhancing school pride and self-worth to achieve personal best, recognizing that success depends on a strong partnership between home , school, and community.**

Opportunities for Parental Involvement

Contact Person Name	Ermelinda Ozuna	Contact Person Phone Number	792-3033

Parent involvement opportunities include: School Site Council, ELAC Parent Committee, Parent Education Workshops, Raising Reader's Workshops, Families for Prevention Videos for Parents, Monthly Coffee with Parents, Family Math Day, Quarterly Awards Assemblies, Recruitment of Parent Volunteers, Abiding by the School Compact, Spring Festival, Back-To-School Night, Family Support Team Meetings, Kindergarten Orientation, Drama and Chorus concerts, Christmas Program, Kindergarten Graduation, Parent Conference, and daily breakfast with parents.

I. Demographic Information

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

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	123	Grade 9	0
Grade 1	127	Grade 10	0
Grade 2	118	Grade 11	0
Grade 3	113	Grade 12	0
Grade 4	153	Ungraded Secondary	0
Grade 5	115		

Student Enrollment, by Ethnic Group
Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	2	0.3	Hispanic or Latino	706	94.3
American Indian or Alaska Native	5	0.7	Pacific Islander	0	0.0
Asian	4	0.5	White (Not Hispanic)	32	4.3
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff

- School Safety Plan in place and revised yearly
- Crisis Response Team meets regularly
- School Wide Safely Procedures in place
- Safety Drill's Practice
- Kern Avenue Guide to Handling Emergency Procedures completed
- Closed Campus
- Security Gates
- Visitor Sign in /Sign Out
- Staff ID Badges
- Installation of New Playground Equipment that is Safety inspected

School Programs and Practices that Promote a Positive Learning Environment

Effective discipline in a caring environment is high priority at Kern Avenue School. Students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. "Paw Pride" awards, point system, activity days, and quarterly awards assemblies are a few ways children are recognized and positive climate is maintained. Classroom disruptions and aggressive behaviors interfere with good teaching and a safe learning environment. Problems are handled through parent contacts. Non-participation in special events, detention, in house suspensions, and home suspensions. Kern Avenue School staff was trained this year in a school wide discipline program called Time to Teach. Many School Wide procedures are in place.

We are also implementing **Kern Avenue School's Absolutes: 1) NO VIOLENCE 2) NO DRUGS, ALCOHOL, OR WEAPON1 NO DISRESPECT TO ADULTS, CHILDREN, OR PROPERTY. THE BIG DO'S: 1) work hard! 2) LEARN A LOT! 3) HAVE FUN!** A survey of parents, teachers, students, and support staff was conducted. They were asked how they felt about the way the staff handled discipline. All responded with good to superior rating. Ninety-eight percent of our parents attended parent conferences. We also have other events like Back-to School Night, Raising Readers Workshops, Family Math Day, and 2nd Cup of Coffee with parents, ELAC parent meetings, School Site Council monthly meetings, Family Support Team Meetings, and Quarterly Awards Assemblies that encourage parental attendance.

Suspensions and Expulsions

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

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	50	81	107			
Rate of Suspensions	6	9	14			
Number of Expulsions	0	0	0			
Rate of Expulsions	0	0	0			

School Facilities

We are now utilizing all of the classroom space available at the school site. Two new portable classrooms will be installed to accommodate the growth. An application was also submitted to the state for funding to remodel the older area of the school. These classrooms were re-opened for use within the last five years.

III. Academic Data

Standardized Testing and Reporting (STAR)
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students
Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									

Performance Level									
Proficient or Advanced	7	8	13	8	9	12	30	32	35
Not Tested	9	4	0	7	8	1	6	8	1
Mathematics									
Proficient or Advanced		10	16		8	11		31	35
Not Tested		2	0		19	8		10	6
Science									
Proficient or Advanced					10	12		30	27
Not Tested			100		71	91		57	84
History/Social Science									
Proficient or Advanced					8	10		28	28
Not Tested			100		16	74		11	73

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced					12		22
Not Tested					0		0
Mathematics							
Proficient or Advanced					16		22
Not Tested					0		0
Science							
Proficient or Advanced							
Not Tested					100		100
History/Social Science							
Proficient or Advanced							
Not Tested					100		100

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	10	16	3	28	12	3	14	
Not Tested	0	0	0	0	0	0	0	
Mathematics								
Proficient or Advanced	17	15	8	28	16	5	17	

Not Tested	0	0	0	0	0	0	0	
Science								
Proficient or Advanced								
Not Tested	100	100	100	100	100	100	100	
History/Social Science								
Proficient or Advanced								
Not Tested	100	100	100	100	100	100	100	

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	20	21	16	18	19	19	44	45	43
Mathematics	38	44	28	28	31	25	53	55	50

NRT - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					15		22
Mathematics					27		43

NRT - Subgroups

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

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	14	18	3	31	15	0	17	
Mathematics	29	26	15	44	27	3	30	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Language /Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003

K									
1						75 %			88%
2						95%			95%
3						95%			97%
4						71%			66%
5						86%			61%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at http://www.cde.ca.gov/statetests/pe/pe.html. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	8.4	13.8	2.0	10.4	14.3	6.8	23.1	24.5	21.7
7				12.4	9.8	14.3	27.2	28.9	25.5
9				21.4	12.5	32.5	24.2	22.7	25.7

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools

most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at http://www.cde.ca.gov/psaa/api/ or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	100	Percent Tested	100	100	99
API Base Score	495	538	543	API Growth Score	533	554	596
Growth Target	15	13	13	Actual Growth	38	16	53
Statewide Rank	2	2	1				
Similar Schools Rank	6	7	3				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	484	535	537	API Growth Score	528	549	592
Growth Target	12	10	10	Actual Growth	44	14	55
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	477	526	534	API Growth Score	519	545	584
Growth Target	12	10	10	Actual Growth	42	19	50

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	2
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	33.3
Exited Title 1 Program Improvement	Yes	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	Yes	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ayp/ or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	No	---	---	No
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A

Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	No	---	---	No
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	N/A
Socioeconomically Disadvantaged	---	---	No	---	---	No
English Learners	---	---	No	---	---	No
Students with Disabilities	---	---	N/A	---	---	No

IV. School Completion (Secondary Schools)

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

> *These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

Dropout Rate and Graduation Rate
Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

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

Grade	2001				2002				2003			
	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	16.14	7			18.57	7			17.57	7		
1	18.00	7			17.17	6			18.14	7		
2	20.00	7			18.00	7			19.50	6		
3	17.50	6			18.29	7			18.83	6		
4	23.60		5		27.75		4		25.33		6	
5	28.00	1	4	1	29.80		5		27.80		5	
6												
K-3												
3-4												
4-8												
Other												

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

No data are available for this section

Class Size Reduction Participation
California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credentials
Data reported are the number of teachers (full-time and part-time). Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	43	42	42
Teachers with Full Credential (full credential and teaching in subject area)	29	29	34
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	14	15	9
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers
The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

> K-3 teaching staff has all attended the AB 466 training. All teaching staff have intern status or are fully credentialed.

Teacher Evaluations

> The teacher evaluation form was revised according to California Standards January, 2001.

Substitute Teachers

> All substitute teachers must have passed CBEST (California Basic Educational Skills Test) and possess a BA degree.

Counselors and Other Support Staff

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

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Academic Counselors

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

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

This year will be different in several curricular areas. First, due to the test results from last spring we will be emphasizing reading comprehension, math, and written language standards. In the area of reading comprehension, we will be stressing more reading at home by utilizing the "Readers Are Leaders" incentive program. The mathematics program is also Standards based for K-5 which includes hands-on activities and manipulatives to reinforce concepts being taught. We will also be emphasizing written language. Each grade level will concentrate on the writing standards. Staff is also being trained on Project WRITE as a supplemental program to assist students with the writing standards in each grade level. Every student at Kern Avenue School will write a book, which will be displayed at the Book Fair. Trophies are provided for the winners. Each student will also have a Writing Portfolio with samples of students work and assessments. Staff is also being trained on the use of technology software. Two computers labs have been opened one new thirty station lab was recently purchased and a computer lab teacher was hired to teach computers. All students at Kern Avenue School will have computer class weekly. Kern Avenue is a Reading First School. All K-3 teaching staff has attended the AB466 training and are currently teaching Open Court Language Arts.

Professional Development

Staff Development activities will be used to ensure successful implementation of school plan and district goals which include: Structured English Immersion Program, Open Court Reading for Reading First Implementation, Success for All Reading Program, ELD standards and implementation, Technology in services, Language Arts and Math Standards in services, Class size reduction in services, Drug Prevention/Awareness, PQR/CCR training, Tobacco Education Program, School-wide Discipline Program—Time to Teach, Special Education, 504 and ADHD training, Project WRITE training, Standards –Based Instruction for language Arts, ELD, and Mathematics. Direct instruction, and differentiated instruction.

Quality and Currency of Textbooks and Other Instructional Materials

Kern Avenue Students have access to both quality and adequate quantity of good resources and materials. Each classroom has a minimum of four computers per classroom. Fourth and Fifth grades have seven computers per classroom. There are also two computer labs one contains twenty stations and the other has thirty. All students have access to the computers. Many network software programs have been purchased for student use in various curricular areas. Our library maintains approximately 13, 550 books, which is about 14 books per student. In addition, there are 22 sets of classroom novels as well as about 2,000 other books for student's reading. We are currently implementing

Success for All Reading Program with Open Court as the adopted core Reading Program, and students in grades K-2 are provided with reading books to keep. They are able to form their own personal library at home. Our math program is SRA, which is Standards based. We have also adopted Great Source Language Program and staff has been trained on the use of both the newly adopted language and reading programs. The Hampton-Brown series was adopted for English Language Development. Another supplemental program we purchased recently is Leapfrog books and Leapads with headphones for grades K-2 and Leapfrog Turbo math twists for grades 3-5 and also the Spelling Turbo for grades 3-5. These are very interactive books in which the story comes alive at the tap of a pen. The words can be sounded out phonetically, pictures on the page make various sounds, and the story can be read for each individual student.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	38,010	36,000
1	53,810	50,400
2	53,810	50,400
3	53,810	50,400
4	58,055	54,000
5	58,055	54,000

Total Number of Minimum Days

There are a total of 14 minimum days in the year.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course	Number of	Number of	Completion Rate	Number of	Number Earning	Graduation Rate

Enrollment	Concentrators	Completers		Completers	Diploma	

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, comapred to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35158	33904
Mid-Range Teacher Salary	50539	51643
Highest Teacher Salary	58520	66015
Average Principal Salary (Elementary)	83900	81560
Average Principal Salary (Middle)	81529	
Average Principal Salary (High)	92381	
Superintendent Salary	98350	110173
Percent of Budget for Teacher Salaries	37.22	41.08
Percent of Budget for Administrative Salaries	4.45	5.88

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at http://www.cde.ca.gov/fiscal/financial/.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
$19132725	$7120	$6770	$6719

Types of Services Funded

Student services funded for Computer Lab teacher, Reading tutoring, ELD lab for incoming students, GATE after school program, after school Homework Clubs, after school Math Stars Club, The Scholastic News, educational fieldtrips, after school Science Explorer Club, Leapfrog Tutors, Chorus after school, Oral Language, Math Field Day, Spelling Bee, and Reading Specialist.