

Kern Avenue Elementary 2008-09
School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



McFarland Unified

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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 on 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.

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

School Description and Mission Statement (School Year 2008-09)

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

Mission Statement

The mission of Kern Avenue School is to ensure success of all students' social, emotional, and academic needs while providing a safe learning environment that promotes good values and positive self-image. We acknowledge that a quality staff is the key to ensure a quality education and we are committed to the development of professional skills and full human potential.

To accomplish this mission, the school's vision is 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 2009 Kern Avenue's enrollment is 1,016 students. Kern Avenue was built in 1936 and is located 28 miles North of Bakersfield.

The school has a total of 54 certificated staff, including a Principal, Vice Principal, 2 Reading Coaches, and a part-time Counselor, and Computer Teacher. 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 21 instructional aides provide direct instructional support for our students.

Kern Avenue students are primarily of Hispanic descent and make up the largest sub-group of students, accounting for approximately 94% of the total student population. Approximately 70% 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 75% of the staff being of Hispanic descent.

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

Opportunities for Parental Involvement (School Year 2008-09)

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

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 that helps 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. 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 receives 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.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	159
Grade 1	181
Grade 2	174
Grade 3	151
Grade 4	163
Grade 5	136
Total Enrollment	964

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.62 %	White (not Hispanic)	1.76 %
American Indian or Alaska Native	0.10 %	Multiple or No Response	1.35 %
Asian	0.21 %	Socioeconomically Disadvantaged	100.00 %
Filipino	0.00 %	English Learners	60.00 %
Hispanic or Latino	95.95 %	Students with Disabilities	12.00 %
Pacific Islander	0.00 %	N/A	N/A

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	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.9	9			18.8	9			17.6	9		
1	19.6	7			19.8	9			20.0	9		
2	20.0	8			19.0	7			19.0	9		
3	19.4	7			19.9	8			18.8	8		
4	27.3	1	5		26.8		5		23.1		7	
5	27.0		5		30.4		5		27.2		5	
K-3												
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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. Included in this committee are certificated staff, classified staff, parents, and MOT personnel. Many concerns are addressed; from fire drills, intruder alerts to infestation of ants and spiders 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
- 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.1	4.8	4.0	15.7	18.3	21.3
Expulsions	0.0	0.0	0.0	0.5	0.7	0.9

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

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

School Facility Good Repair Status. (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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 Rating	—	✓	—	—	

V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	42	45	50	158
Without Full Credential	7	6	2	15
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers
 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96	4
All Schools in District	92.2	7.8
High-Poverty Schools in District	91.9	8.1
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	1.0	964
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	<p>Grades K-5 utilize the 2002 SRA / Open Court Curriculum as the language arts core curriculum. This curriculum was adopted in 2002 by the State of California and May of 2002 by the McFarland Unified School district. Grades 4-5 utilize the 2005 Sopris West Language! 3rd Edition for language arts intervention curriculum. This curriculum was adopted by the state in 2002 and adopted by the McFarland Unified School District in May 2002. All language arts textbooks, at all grade levels, are California state standards based. Materials are available for all students.</p>	0
Mathematics	<p>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</p>	0
Science	<p>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.</p>	0

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
History-Social Science	Grades K-5 utilize the 2007 Harcourt School, Reflections curriculum as the social studies core. This curriculum was adopted in 2005 by the State of California and June of 2006 by the McFarland Unified School district. All social studies textbooks and materials are California Standards Based. Materials are available for all students.	0
Foreign Language	n/a	0
Health	n/a	0
Science Laboratory Equipment (grades 9-12)	n/a	0
Visual and Performing Arts	n/a	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$1,000.66	\$60.40	\$769.07	\$56,262.00
District	N/A	N/A	\$171.19	\$59,359
Percent Difference - School Site and District	N/A	N/A	349.25 %	-5.22 %
State	N/A	N/A	\$5,512	\$60,994
Percent Difference - School Site and State	N/A	N/A	-86.05 %	-7.76 %

Types of Services Funded (Fiscal Year 2008-09)

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

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Student services and programs funded at Kern Avenue:

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

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,941
Mid-Range Teacher Salary	\$60,058	\$59,686
Highest Teacher Salary	\$77,961	\$77,828
Average Principal Salary (Elementary)	\$94,252	\$94,258
Average Principal Salary (Middle)	\$98,965	\$98,271
Average Principal Salary (High)	\$103,975	\$104,869
Superintendent Salary	\$125,000	\$142,247
Percent of Budget for Teacher Salaries	35.00 %	38.20 %
Percent of Budget for Administrative Salaries	4.50 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

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The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	26	24	25	22	26	25	43	46	50
Mathematics	38	43	44	25	27	29	40	43	46
Science	19	25	22	15	23	25	38	46	50
History-Social Science	0	0	0	17	19	22	33	36	41

Standardized Testing and Reporting 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	44	22	
Pacific Islander				
White (not Hispanic)	47	47		
Male	21	41	27	
Female	30	47	17	
Economically Disadvantaged	26	44	22	
English Learners	15	36	5	
Students with Disabilities	15	27	*	
Students Receiving Migrant Education Services	19	39	19	

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.4	28.1	18.5
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

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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 Academic Performance Index (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	2006	2007	2008
Statewide	2	2	2
Similar Schools	5	7	6

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

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	16	4	-14	677
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	10	-14	677
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	13	12	-14	677
English Learners	10	6	-2	655
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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-services provided on-site through the district office, the County Superintendent of Schools office, and through the Migrant

program;

- Local conferences through the county offered regularly throughout the year for opportunities to further staff development;

- Demonstration lessons by classroom teachers and observations by BTSA providers lend additional support in developing

exemplary teaching practices;

- A district ELD coordinator and An EL Resource Teacher at each site provide ongoing support for English Language Learners

through classroom modeling, scheduling release time for teachers to visit each other and providing support with additional

instructional materials;

- Two on site, full-time Reading Coaches to support teachers in the implementation of standards-based instructional practices and to

establish pacing charts and consistent assessment tools for measuring mastery of content standards in language arts;

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

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92