



Haven Drive Middle School

341 Haven Drive, Arvin CA 93203 ♦ (661) 854-6540

2008-2009 School Accountability Report Card

Principal
David Bowling



Arvin Union
School District

<http://www.arvinschools.com>

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District Mission Statement

We believe in the worth and dignity of every individual involved in the learning process. Based on this belief, the mission of the Arvin Union School District, in partnership with parents and community, is to provide each student the opportunity to develop intellectually, emotionally, physically, and socially. Through this process, all students may become responsible and contributing members of society.

Principal's Message

Haven Drive Middle School offers a well rounded educational experience that puts the focus on the individual needs of every student. The teachers and administrators have created a "College-Going Culture" that exposes all students to the potential benefits of attending schools of higher education. The school's AVID program (Advancement Via Individual Determination) further prepares over one-fourth of the student population with the learning skills necessary to be successful in all future educational endeavors.

Haven Drive students meet success by:

- Working with AVID track teachers and the AVID elective teacher to build academic skills
- Engaging in regional and county academic activities
- Participating in Language Arts and Math intervention opportunities during and/or after the school day for students demonstrating difficulty in mastering curriculum
- Involvement in extracurricular sports and clubs
- Attending Summer School and After School programs

Haven Drive Middle School employs a unique graduation policy during the school year in order to emphasize the importance of key core subjects. Students are now eligible for graduation based on the following four criteria:

1. Students must maintain a cumulative 2.0 GPA in math during both the 7th and 8th grade.
2. Students must maintain a cumulative 2.0 GPA in language arts during both the 7th and 8th grade.
3. Students must maintain a 2.0 GPA in all other classes cumulatively during both the 7th and 8th grade.
4. Students must pass the U.S. Constitution Exam in the 8th grade.

The school has placed emphasis on providing all students with opportunities to be successful with the curriculum and the school's strict expectations for graduation. A home grown program known as "Academic All-Stars" offers struggling students ways to earn extra credit for graduation while getting extra help in language arts and math. The All-Stars meet after school for intervention classes, or weekend academics occurring five weekends per quarter with Haven Drive teachers in order to master subject matter and to develop study skills to increase the likelihood of finding success during the regular school day. All students are also provided with "Academic All-Star" binders to help plan and organize the academic year. All-Stars also earn exclusive incentive rewards including awards, privileges, and special recognition letters mailed home to the parents of these students.

The use of educational technology to enhance curriculum is prevalent across the school. Each teacher has a laptop computer, an LCD projector, and a SMART board in the classroom. Used together, these tools provide a dynamic learning environment bringing audio and visual stimuli into every lesson. Computers are available for student use in a variety of locations across campus. There are a total of four dedicated fixed labs across the school available to students and teachers to conduct research, complete reports for class assignments, and independent practice with Orchard software for math and language arts.

The school is proud of the many achievements made during the school year in academic, sports, and other extra-curricular events. Haven Drive is proud of API results reflecting growth to serve as a testament that when led by encouragement to be successful, students will rise to the occasion. It is a demonstration of Haven Drive's school-wide commitment to a culture of high expectation.

School Profile

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally renowned as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere.

Established in 1945, Haven Drive Middle School is one of four schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Haven Drive served 716 students in grades seventh through eighth during the 2008-09 school year. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	1.4%
American Indian	0.0%
Asian	0.4%
Caucasian	2.5%
Filipino	0.0%
Hispanic or Latino	95.7%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Haven Drive Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Haven Drive Middle School has found that good discipline is a solid foundation on which to build an effective school. The goal of Haven Drive Middle School's discipline program is to provide students with positive reinforcement and opportunities to learn self-discipline through a Progressive Discipline Program.

Parents and students are informed of discipline policies at the beginning of each school year through the student handbook, Open House, and Back to School Night. Updates are communicated during the year through newsletters, parent conferences, and classroom postings.

The following Suspensions and Expulsions table illustrates total cases for the last three years, as well as the percentage of enrollment.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	250	115	536	318	294	853
Suspension Rate	24.0%	16.6%	74.9%	9.9%	8.9%	25.4%
Expulsions	13	2	14	14	22	22
Expulsion Rate	1.2%	0.3%	2.0%	0.4%	0.7%	0.7%

Recognition Programs

It is the desire of the Haven Drive Middle School staff to encourage positive behavior and to provide incentives and attainable goals for all students. With this in mind, Haven Drive Middle School has developed an extensive list of schoolwide recognition programs including:

- Academic All Star Incentives
- Perfect Attendance
- Math Field Day Awards
- Spelling Bee Award
- Classroom Awards
- California Junior Scholarship Federation
- Platinum and Gold Honor Society
- Graduation Honor Awards
- Quarterly Academic Certificates and Incentives
- \$2,000 College Scholarships (4 awards per year)

Extracurricular Activities

Haven Drive Middle School recognizes that extracurricular activities enrich the educational and social development of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities included:

- Leadership Field Trip
- History Day
- Oral Language Festival
- Dances
- AVID
- Band
- Sports Trips
- Constitution Day
- All-Star Activities

School Attendance & Enrollment

Regular attendance at Haven Drive Middle School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The attendance clerk monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters will be sent home if absences become a problem. Arvin Union School District is in the process of developing a School Attendance and Review Board (SARB). Students with excessive tardies, trancies and absences will be referred to the SARB.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences.

The chart illustrates the enrollment trend for the past three years.

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
7th	340	350	366
8th	356	343	350

Class Size

Haven Drive Middle School maintained a schoolwide average class size of 27.1 students and a pupil-to-teacher ratio of 22:1 for the 2008-09 school year. The chart illustrates average class size and the number of classrooms for each range of students, by subject area.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	25	24	27	11	9	4	35	20	18	2	1	1
Mathematics	28	26	28	1	7	5	36	31	24	2	-	8
Science	28	25	28	-	5	4	30	19	20	-	-	-
Social Science	28	26	26	2	2	4	29	24	24	2	-	-

Counseling & Support Staff

It is the goal of Haven Drive Middle School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The pupil to counselor ratio is 716:1. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. When additional assistance is necessary, the following resources have been made available.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
AB 1802 Counselor	2	2.0
Counselor	1	1.0
Library Clerk	1	1.0
Nurse	1	1.0
Psychologist	2	2.0
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aides	4	2.0
SDC Aide	5	3.0
Technology Coordinator	1	0.3
Technology Teacher	1	1.0

Students identified as English Language Learners (ELL) participate in immersion classes and are grouped by fluency level. Teaching strategies and instructional materials have been developed from the Specially Designed Academic Instruction Delivered in English (SDAIE) methodology.

A Gifted and Talented Education (GATE) program is available for those students that qualify. Students receive challenging instruction within the traditional classroom.

The instructional focus is language arts for all students. Sixth grade students receive embedded advanced instruction in math and language arts.

The AVID (Advancement Via Individual Determination) program is offered as an elective course for sixth through eighth grade students. AVID provides curriculum and tutoring to prepare students for college level instruction. In addition, students are encouraged to explore career options using the Career Path software.

Curriculum Development

All curriculum development at Haven Drive Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Haven Drive Middle School's curriculum is an on-going process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

The District Curriculum Committee and Haven Drive Leadership Team, consisting of teachers and administration, evaluate the success of the curriculum and instructional methods. These teams determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

School Facilities & Safety

Built in 1945, Haven Drive Middle School offers a safe and secure campus for students, staff, and visitors. Currently Haven Drive Middle School consists of 46 classrooms, a library, five computer labs, a multipurpose room/cafeteria, a staff room, one gym, one playground, and a video studio. Facility information is current as of October 2009. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Haven Drive Middle School's Comprehensive School Site Safety Plan is revised each fall by school administrators and classified staff to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. A key element of the Safety Plan is disaster management training for the staff.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards.

Fire drills are held once a month, while earthquake and lock down drills are held once a year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of six to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms were fully functional.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2009-10 school year the district allocated \$45,000 for the deferred maintenance program. This represents 0.16% of the general fund budget. The district approved the following deferred maintenance projects for this school: front office steps upgrade. Please see the district for a complete list of deferred maintenance projects.

The table shows the results of the most recent school facilities inspection, as of October 2009. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 8/25/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Parent & Community Involvement

Haven Drive Middle School recognizes the positive correlation between parent and community involvement and the success of students.

Parents and community members are encouraged to join the teachers and District administrators in the many activities, programs, and organizations that support its students, such as: The School Site Council, PTA, and Parent Institute. The school and district partner with community service organizations and local businesses to hold the "ASUD Fall Festival" in October. The Festival offers a safe Halloween experience for children and offers information for local health and human services through local and county auspices. Each year, the event draws thousands of Arvin parents and their children for a fun and cheerful experience.

Contact Information

Parents who wish to participate in Haven Drive Middle School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (661) 854-6540.

Student Achievement & Testing

Student achievement is the district's highest priority. Arvin Union School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Science for the most recent three-year period, is shown.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	17	18	22	21	23	28	43	46	50
Mathematics	26	26	33	26	29	34	40	43	46
Science	13	20	14	17	29	23	38	46	50
History/Social Science	*	*	*	15	17	22	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	29	26	28	21
Pacific Islander	*	*	*	*
Caucasian	59	41	45	55
Males	26	28	30	23
Females	34	25	27	21
Socioeconomically Disadvantaged	29	26	29	22
English Learners	10	12	9	5
Students with Disabilities	4	2	*	*
Migrant Education	27	26	20	16

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	1	1	2	
Similar Schools Rank	6	5	8	
All Students				
Actual Growth	16	27	-6	642
Socioeconomically Disadvantaged				
Actual Growth	16	28	-4	641
Hispanic or Latino				
Actual Growth	15	25	-3	640
English Learners				
Actual Growth	0	21	12	626

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2004-2005
Year in PI (2009-10)	Year 5	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	100.00%

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.

Physical Fitness

In the spring of each year, Haven Drive Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2008-09 school year, 42.5% of seventh grade students met the HFZ.

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/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

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

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.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each 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
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Instructional Materials

Arvin Union Elementary School District held a Public Hearing on September 16, 2008, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The most recent textbooks (as of October 2009) for are illustrated in the chart.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	English Language Development	High Point	2006	Yes	0.0%
7th-8th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
7th-8th	Health	N/A	N/A	Yes	0.0%
7th	Mathematics	McDougal Littell	2002	Yes	0.0%
8th	Mathematics	McDougal Littell	2008	Yes	0.0%
7th-8th	Science	Holt, Rinehart & Winston	2008	Yes	0.0%
7th-8th	Social Science/ History	McDougal Littell	2008	Yes	0.0%

Library Information

The Haven Drive Middle School library, which is staffed by a full-time library clerk, is stocked with over 10,833 titles and videos that are available to check out. Students visit the library on a regular basis and are encouraged to visit before and after school. Professional resources are also available for teachers and staff.

Computer Resources

Haven Drive Middle School has two laptop labs with 30 computers each and three computer labs containing 30 computers. One is a general use lab the second lab is for the Industrial Technology class. All classrooms are equipped with an average of five Internet-connected computers, SmartBoards, LCD projector, and a laptop. Students receive computer-assisted instruction from a full-time computer teacher in various software programs, including Orchard Language Arts and Math, PowerPoint and Scholastic Reading.

Computer Resources			
	06-07	07-08	08-09
Computers	315	315	230
Students per computer	3.3	2.2	3.1
Classrooms connected to Internet	315	315	47

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Kern County, which contain numerous computer workstations. For more information on hours and locations please visit: <http://www.kerncountylibrary.org/>.

Teacher Assignment

Arvin Union School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Haven Drive Middle School had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	45	29	42	152
Without Full Credentials	5	8	1	6
Working Outside Subject	0	0	0	0

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	11.0%	89.0%
District	58.0%	42.0%
High-Poverty Schools in District	58.0%	42.0%
Low-Poverty Schools in District	0.0%	0.0%

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	12	4	0
Misassignments of Teachers (other)	0	13	0
Total Misassignments of Teachers	12	17	0
Vacant Teacher Positions	0	1	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics included: Focused Approach: Systematic English Language Development for Grades K-6 and Constructing Meaning for Grades 7-8.

Teacher & Administrative Salaries as a Percentage of Total Budget

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table illustrates the teacher and administrative salary at the district and compares it to the state (based on 2007-08 financial statements).

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$54,171
District	\$56,064
Percentage of Variation	3.38%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	14.59%

Average Salary Information

Teachers - Principal - Superintendent

2007-08

	District	State
Beginning Teachers	\$41,846	\$41,031
Mid-Range Teachers	\$62,153	\$63,366
Highest Teachers	\$76,618	\$80,596
Elementary School Principals	\$93,293	\$100,937
Middle School Principals	\$94,339	\$105,066
High School Principals	-	\$106,534
Superintendent	\$117,835	\$147,438

Salaries as a Percentage of Total Budget

Teacher Salaries	36.0%	41.0%
Administrative Salaries	4.0%	6.0%

Expenditures & Services Funded

Arvin Union School District spent an average of \$8,183 to educate each student (based on 2007-08 audited financial statements). The chart provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Arvin Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Special Education Master Plan
- Instructional Materials
- Home-to-School Transportation
- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- Peer Assistance and Review (PAR)
- Healthy Start
- School Improvement Program (SIP)
- Staff Development
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Discretionary Grants

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$9,319
From Restricted Sources	\$3,803
From Unrestricted Sources	\$5,516
District	
From Unrestricted Sources	\$9,319
Percentage of Variation between School & District	40.81%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	0.07%

Data Sources

Data within the SARC was provided by Arvin Union Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

