



Sierra Vista Elementary School

300 Franklin St., Arvin CA 93203 ♦ (661) 854-6560
2008-2009 School Accountability Report Card

Principal
Angelica Salinas



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

Our staff at Sierra Vista is committed to building a positive learning environment for all our students. We have a rigorous academic, standards based program that teaches students to work both cooperatively and independently and to become lifelong learners. Our campus is clean, well maintained, and safe as documented by the Williams Facilities Inspection Report. Our goal is for all students to develop grade level or above grade level skills in reading, writing, and math, and to be nationally competitive. We have high expectations, and based on formative and summative data, are working to provide an arduous curriculum to prepare students for school success throughout their educational years.

Community & 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 1951, Sierra Vista Elementary School is one of four schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Sierra Vista served 908 students in grades kindergarten through five during the 2008-09 school year. Our kindergarten through sixth grade school have a cougar as the mascot. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.7%
American Indian	0.3%
Asian	0.1%
Caucasian	3.1%
Filipino	0.0%
Hispanic or Latino	95.8%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Sierra Vista Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. In order to build an effective, safe school environment, Sierra Vista Elementary School follows an intervention approach to discipline. The goal of Sierra Vista Elementary School's discipline program is to provide students with opportunities to learn self-discipline through the Boys' Town Model of Discipline. This program emphasizes 16 basic skills that are important for effective peer relations and becoming a positive, contributing member of society. Every two weeks students focus on one skill and practice it continuously. The school wide rules are posted in every classroom as is the list of consequences for breaking them. There is also an intervention discipline program containing steps to help students make good choices. Students will first receive classroom management, then they will be referred to the office. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and Back to School Night. Updates are communicated during the year through the Parent/Student Handbook, Parent Club Meetings, parent bulletin, and classroom posting of school rules.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as the percentage of enrollment. Cases are reported as total number of incidents, not total number of students, as some students may have been involved on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	29	65	88	318	294	853
Suspension Rate	2.6%	7.9%	9.7%	9.9%	8.9%	25.4%
Expulsions	0	5	1	14	22	22
Expulsion Rate	0.0%	0.6%	0.1%	0.4%	0.7%	0.7%

Recognition Programs

Sierra Vista Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. With this in mind, Sierra Vista Elementary has developed an extensive list of school-wide recognition programs, including:

- Lunch with the Principal
- Student of the Month
- Cougar Pride
- Standardized Testing Recognition Awards
- Citizenship Awards
- Classroom Awards
- Principal List
- Perfect Attendance
- Caught Being Good
- Behavior and academics awards

Extracurricular Activities

Sierra Vista Elementary 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. During the 2007-08 school year the extracurricular activities included:

- Daytime/Afterschool Intervention
- Migrant Saturday School
- Band
- Migrant Afterschool Program
- Arvin Advantage
- Field Trips
- Sports

School Enrollment & Attendance

Regular attendance at Sierra Vista Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. 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 are excessive.

Students with continued excessive tardies, truancies or unexcused absences are referred to the district Truancy Officer, through the School Attendance and Review Board (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
K	200	107	122
1st	186	134	136
2nd	187	122	142
3rd	179	115	138
4th	185	121	122
5th	174	110	131
6th		119	117

Counseling & Support Staff

It is the goal of Sierra Vista Elementary 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 school provides qualified personnel to offer support services, on a part-time and/or full-time basis. The chart illustrates the resources that have been made available to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Coach	1	1.0
Librarian	1	1.0
Nurse	1	As Needed
Psychologist	2	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	2.0
Special Day Class (SDC) Teacher	3	3.0
Speech & Language Therapist	1	0.5
Technology Aide	1	1.0
Technology Coordinator	1	0.2

Students diagnosed with special needs are provided specific services by qualified staff to enhance their success. Resource Specialists and a Speech/Language Therapist provide support in addition to traditional classrooms. A Special Day Class for special needs provides tailored instruction for students who qualify. Sierra Vista Elementary School has a total of three Special Day Classes (SDC) on campus. There is one SDC for severely handicapped students and two classes for mild to moderate handicapped.

Sierra Vista Elementary School participates in the State's First Five (Child Readiness) program. This program serves qualifying students and their families throughout the district, providing medical and nutritional services supplemented with other professional assistance and referrals.

Sierra Vista Elementary School is dedicated to providing each student the opportunity to succeed in future educational endeavors. To help reach that goal, Sierra Vista offers English immersion classes to students who are designated as English Language Learners (ELL). Students are grouped by their level of fluency and receive support either in class or through after school programs.

Sierra Vista offers an after-school program, Arvin Advantage, for at-risk students who need assistance with daily assignments, or intervention with core subjects. Additional intervention programs are available for all students within the regular day setting.

Class Size

Sierra Vista Elementary School maintained a schoolwide average class size of 21.1 students and a pupil-to-teacher ratio of 21.1:1 for the 2008-09 school year. The chart illustrates average class size and the number of classrooms for each range of students, by grade level.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	19	18	20	10	6	6	-	-	-	-	-	-
1	18	19	19	10	7	7	-	-	-	-	-	-
2	20	17	20	9	7	6	-	-	1	-	-	-
3	18	16	19	10	7	7	-	-	-	-	-	-
4	26	29	24	-	-	-	7	4	5	-	-	-
5	29	27	24	-	-	-	6	4	5	-	-	-
6	-	30	29	-	-	-	-	4	4	-	-	-

Curriculum Development

All curriculum development at Sierra Vista Elementary 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 implementation of Sierra Vista Elementary School's curriculum is aligned to the state standards. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

The Curriculum Committee, consisting of grade level staff representatives, administrators and community members evaluate the success of the curriculum and instructional methods. The committee determines any areas of strength or 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.

The Reading First Program was implemented for students in kindergarten through third grade. Teachers were trained in the Houghton Mifflin Reading/Language Arts textbooks and also received assistance in improving their instruction from Reading Coaches. The program is still in place at Sierra Vista. In the 2008-09 school year 100% of the kindergarten teachers, 100% of the first grade teachers, and 100% of the third grade teachers received advanced training in the Reading First Program. Every student has two and half hours of uninterrupted reading in the morning.

School Facilities & Safety

Built in 1951, Sierra Vista Elementary School offers a safe and secure campus for students, staff, and visitors. Currently Sierra Vista Elementary School consists of 50 classrooms, a library, one computer lab, a multipurpose room/cafeteria, a staff room, two playgrounds, and an administrative office. At the time of publication, 100% of the restrooms were fully functional. 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.

Sierra Vista Elementary School's Comprehensive School Site Safety Plan is revised each winter by the School Site Council and grade level staff to ensure the protection of students, staff, and school property. All staff members have copies of the plan and annually review the school site safety policies. Key elements of the safety plan include: Emergency Contacts, Disaster Preparedness, and Injury Prevention.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Fire drills are held once a month while earthquake drills are held once a quarter. Lockdown procedures are practiced by staff and students on a regular basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and the location of emergency supplies.

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 eight 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. The chart illustrates the results of the most recent facilities inspection.

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: playground upgrades. Please see the district for a complete list of deferred maintenance projects.

School Facility Conditions				
Date of Last Inspection: 08/25/2009				
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

Sierra Vista Elementary School is aware of 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: School Site Council, Action Plan Leadership Team, Parent Club, and Title I Parent Workshops.

Sierra Vista Elementary School encourages all parents to become involved in the school. Parents and community members may volunteer in the classroom and as field trip chaperones. Parent conferences and Back to School Nights are designed to welcome parents, seek input, and answer questions. Parents are encouraged to make an appointment with their child's teacher or principal any time. Quarterly newsletters go out to parents with strategies to help students at home.

Contact Information

Parents who wish to participate in Sierra Vista Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (661) 854-6560.

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	25	20	27	21	23	28	43	46	50
Mathematics	36	30	33	26	29	34	40	43	46
Science	19	19	16	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	28	34	15	*
Pacific Islander	*	*	*	*
Caucasian	18	23	*	*
Males	23	33	15	*
Females	32	34	16	*
Socioeconomically Disadvantaged	27	33	15	*
English Learners	21	29	7	*
Students with Disabilities	14	20	10	*
Migrant Education	29	38	23	*

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

Physical Fitness

In the spring of each year, Sierra Vista Elementary School is required by the state to administer a physical fitness test to all students in fifth 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, 15% of fifth grade students met the HFZ.

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	1	
Similar Schools Rank	4	4	4	
All Students				
Actual Growth	8	4	3	650
Socioeconomically Disadvantaged				
Actual Growth	10	3	4	648
Hispanic or Latino				
Actual Growth	10	4	4	650
English Learners				
Actual Growth	17	2	6	643

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, a state mandated monitoring provider, 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	No	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	1999-2000	2004-2005
Year in PI (2009-10)	Year 5	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	100.00%

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.

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

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 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
K-5	English Language Development	Avenues	2006	Yes	0.0%
6th	English Language Development	High Point	2006	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th	English/ Language Arts	Prentice Hall	2003	Yes	0.0%
K-6	Health	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2002	Yes	0.0%
6th	Mathematics	McDougal Littell	2002	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Social Science/ History	Pearson Scott Foresman	2006	Yes	0.0%
6th	Social Science/ History	Pearson/ Prentice Hall	2006	Yes	0.0%

Library Information

The Sierra Vista Elementary School library is stocked with numerous titles as well as videos and audiotapes that are available to check out. Students visit the library on a regular basis and are encouraged to visit before and after school. Four computers are available in the library for students to access resources and information online. Professional resources are also available for teachers and staff.

Computer Resources

Sierra Vista Elementary has two computer labs with 30 workstations, and all classrooms are equipped with four-to-five Internet-connected computers. All teachers have laptop computers, projectors and Smartboards. Students in kindergarten through sixth grade receive computer-assisted instruction, including Reading Counts and Orchard Language Arts and Math.

	Computer Resources		
	06-07	07-08	08-09
Computers	275	275	180
Students per computer	4.0	3.0	5.0
Classrooms connected to Internet	275	275	51

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, Sierra Vista Elementary had 42 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	53	38	42	152
Without Full Credentials	4	3	1	6
Working Outside Subject	0	0	0	0



Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of Teachers of English Learners	3	1	0
Misassignments of Teachers (other)	0	3	0
Total Misassignments of Teachers	3	4	0
Vacant Teacher Positions	0	0	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". 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	\$39,760
District	\$56,064
Percentage of Variation	29.09%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	37.31%

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

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.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	58.0%	42.0%
High-Poverty Schools in District	58.0%	42.0%
Low-Poverty Schools in District	0.0%	0.0%

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 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%