



Bear Mountain Elementary School

1501 Hood St, Arvin, CA 93203 ♦ (661) 854-6590

2007-2008 School Accountability Report Card

Principal
Aurora Moran



**Arvin Union
School District**

<http://www.arvinschools.com>

Jerelle Kavanagh
Superintendent

Board of Trustees

William Stoner,
President

Joycene Tarver,
Clerk

Tim Owens
Hilda Sumaya
Virgie Witte

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

The future success of our students is of supreme importance at Bear Mountain Elementary School. Every aspect of our curriculum is designed to ensure that the children in our care are provided with the academic, emotional and life skills to achieve success. Bear Mountain Elementary provides a highly competent and deeply caring faculty who are qualified to ensure that our students are prepared to reach their maximum potential. Our goals for this academic year are as follows:

- 1) To achieve the required government standards for AYP in all subgroups.
- 2) All Bear Mountain students will improve by at least one level of proficiency on the California Standards Test.
- 3) 85% of all Bear Mountain Elementary's English Language Learners will grow at least one level of proficiency as measured by the CELDT exam.

We believe that the best opportunity for the success of our students is made available with the active participation of parents in their child's education. The communication between student, parent and teacher represents an environment in which a child feels both supported and challenged and free to pursue academics with great vigor. Together, we can foster a stimulating, positive and curriculum-focused learning environment that will give our students the best possible background to be successful adults. Bear Mountain Elementary is proud of our academic progress and the work which has been accomplished. Thank you for your support in our endeavors.

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 1995, Bear Mountain Elementary School is one of four schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Bear Mountain served 1,043 students in grades kindergarten through six during the 2007-08 school year. The table illustrates student body demographics.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	1.1%
American Indian	0.1%
Asian	0.2%
Caucasian	4.0%
Filipino	0.1%
Hispanic or Latino	94.4%
Pacific Islander	0.1%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Bear Mountain Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Bear Mountain Elementary School has found that good discipline is a solid foundation on which to build an effective school. The goal of Bear Mountain 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.

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 parent meetings, newsletters, and posting.

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	61	39	92	197	318	294
Suspension Rate	5.8%	3.7%	8.8%	6.3%	9.9%	8.9%
Expulsions	0	1	1	8	14	22
Expulsion Rate	0.0%	0.1%	0.1%	0.3%	0.4%	0.7%

Recognition Programs

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

- Good Behavior Day
- Student of the Month
- Perfect Attendance
- Lunch with the Principal
- Honor Roll
- Reading Awards
- Book Busters
- Classroom Awards

Extracurricular Activities

Bear Mountain 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:

- Homework Club
- Field Trips
- Arvin Advantage
- Athletic Teams
- Football
- Migrant After School Program

School Attendance & Enrollment

Regular attendance at Bear Mountain Elementary 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 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. Students with excessive tardies, truanies or unexcused absences are referred to the district Truancy Officer.

Regular daily attendance is a priority at Bear Mountain Elementary School. 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.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	191	168	173
1st	168	194	137
2nd	163	181	163
3rd	159	165	150
4th	195	151	135
5th	177	197	130
6th	-	-	155

Counseling & Support Staff

It is the goal of Bear Mountain 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 counseling and support services, on a part-time and/or full-time basis.

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.

Bear Mountain Elementary School offers intervention programs and tutoring services for those students who need additional assistance, including: Arvin Advantage, Migrant Extended Day and Homework Clubs.

Bear Mountain participates in the State's Healthy Start program, which serves qualifying students and their families throughout the district, providing medical and nutritional services, supplemented with other professional assistance and referrals.

Students identified as English Language Learners (ELL) may participate in the High Point Program, which offers instruction within the traditional classroom using district-adopted curriculum.

A Gifted and Talented Education (GATE) program is available for those students who qualify. Students receive challenging supplemental instruction in their traditional classrooms.

When additional assistance is necessary, the following resources have been made available.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian	1	1.0
Nurse	1	1.0
Psychologist	2	1.0
Resource Specialist Program (RSP) Teacher	1	2.0
RSP Aide	2	3.0
SDC Aide	4	2.0
Special Day Class (SDC) Teacher	3	3.0
Speech & Language Therapist	1	1.0

Class Size

Bear Mountain Elementary School maintained a schoolwide average class size of 21.7 students and a pupil-to-teacher ratio of 21.7:1 for the 2007-08 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		
	06	07	08	06	07	08	06	07	08	06	07	08
K	24	15	19	-	11	9	8	-	-	-	-	-
1st	21	19	20	1	10	7	7	-	-	-	-	-
2nd	20	20	20	4	5	4	4	4	4	-	-	-
3rd	20	18	19	3	9	8	5	-	-	-	-	-
4th	31	24	32	-	-	-	6	6	3	-	-	1
5th	28	26	32	-	-	-	6	7	4	-	-	-
6th	-	-	28	-	-	-	-	-	5	-	-	-

Curriculum Development

All curriculum development at Bear Mountain 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 writing and implementation of Bear Mountain Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated each summer to align with the state standards, district goals, and the statewide assessment program.

The District Curriculum Committee and Bear Mountain Leadership Team, consisting of teachers and administrators 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 and Safety

Built in 1995, Bear Mountain Elementary School offers a safe and secure campus for students, staff, and visitors. Currently Bear Mountain consists of 42 classrooms, a library, a multipurpose room, one staff room, and three playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. Facility information is current as of October 2008.

The table below shows the results of the most recent school facilities inspection as of October 2008. 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: 08/19/08				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Bear Mountain Elementary School's Comprehensive School Site Safety Plan is revised each spring, by school administrators and a staff representative, 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. Key elements of the safety plan include: practicing procedures for emergencies and locking all campus gates.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held four times a year while earthquake and lockdown drills are held twice 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 (October 2008), 100% of the 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 2008-09 school year the district allocated \$119,954 for the deferred maintenance program. This represents 0.42% of the general fund budget. Please see the district for a complete list of deferred maintenance projects.

Parent & Community Involvement

Bear Mountain 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 volunteer in classrooms and join the teachers and administrators in the many activities, programs, and organizations that support students, such as: Parent Club, School Site Council (SSC), and the District Advisory Committee. Bear Mountain Elementary School has a Family Resource Center, which links parents to different resources to meet their needs, such as counseling, and assistance with food and clothing. Resource Officers visit the campus often and assist with projects, such as graffiti clean up.

Contact Information

Parents who wish to participate in Bear Mountain Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (661) 854-6590.

Data Sources

Data within the SARC was provided by Arvin Union Elementary School District, retrieved from the 2007-08 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.



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 Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics.

The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

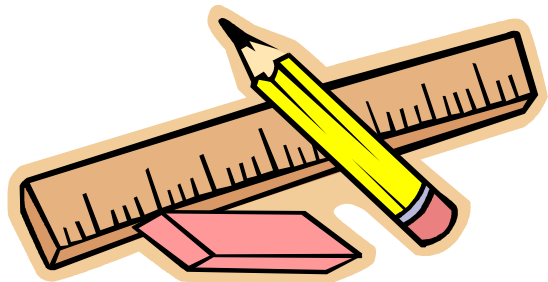
Federal Intervention Program

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	2003-2004	2004-2005
Year in PI (2008-09)	Year 5	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	75.00%

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
06	07	08	06	07	08	
All Students						
School	13	15	18	29	21	35
District	15	16	23	33	25	36
State	37	38	38	55	56	56
Males						
School	12	15	16	31	20	38
Females						
School	14	16	20	27	22	31
Socioeconomically Disadvantaged						
School	11	14	17	28	20	35
Hispanic						
School	13	14	18	30	20	35
Students with Disabilities						
School	22	*	0	31	*	9
English Learners						
School	12	10	15	30	17	34

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



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

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, and Science (grade 5) for the most recent three-year period, is shown below.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
Language Arts															Math					Science													
2			3			4			5			6			2			3		4		5		6		5							
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08				
All Students																																	
School	12	21	23	10	11	15	16	21	16	20	17	16	**	**	19	20	29	28	26	25	39	26	29	21	31	21	22	**	**	18	7	13	21
District	17	24	23	14	14	17	20	26	24	20	20	24	15	20	21	28	35	33	31	29	43	28	32	33	30	26	28	17	24	22	10	16	25
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	9	16	19	7	9	14	12	18	17	16	13	10	**	**	12	21	30	35	31	23	43	21	27	18	30	17	18	**	**	14	8	11	20
District	14	17	18	7	10	14	14	20	19	19	15	17	11	15	18	30	37	33	31	28	42	25	27	31	27	23	21	16	23	23	12	16	26
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	16	26	26	11	13	16	20	23	15	25	22	22	**	**	28	19	27	20	21	26	33	30	31	24	32	25	26	**	**	22	6	14	21
District	20	31	29	20	18	20	25	32	28	22	27	29	18	26	25	27	33	34	31	30	44	34	37	35	32	30	35	19	24	22	8	15	25
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Migrant Education																																	
School	4	24	17	6	8	12	18	23	16	20	15	17	**	**	23	14	26	28	27	25	34	27	32	21	37	24	27	**	**	20	5	15	22
District	9	23	18	9	7	8	17	23	15	16	20	19	7	20	20	24	29	31	32	22	36	28	35	26	35	29	26	9	30	20	9	16	20
State	21	24	24	13	15	15	25	25	28	19	21	23	18	20	24	41	42	42	39	41	42	37	40	44	29	29	33	23	24	26	11	13	20
Socioeconomically Disadvantaged																																	
School	12	19	23	7	9	14	15	20	15	19	16	14	**	**	20	20	28	27	24	24	39	25	29	21	30	19	20	**	**	18	5	12	18
District	16	23	23	12	13	16	18	25	22	19	20	23	14	20	21	28	34	33	31	28	42	27	32	32	29	25	28	16	23	22	8	15	24
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32
Hispanic or Latino																																	
School	11	20	22	9	10	15	16	21	15	20	16	17	**	**	20	20	28	26	26	24	38	26	30	23	30	20	23	**	**	18	7	12	20
District	16	24	23	13	14	17	19	25	23	19	20	23	14	20	22	29	35	32	31	29	41	28	33	34	30	25	28	17	23	22	9	15	26
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32
Students with Disabilities																																	
School	*	0	0	15	*	0	5	*	*	6	6	*	**	**	0	*	6	8	31	*	8	5	*	*	19	6	*	**	**	0	0	0	*
District	4	3	5	8	0	0	3	0	4	4	3	0	6	0	0	12	16	16	23	12	19	6	6	16	11	7	0	9	0	0	0	0	0
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26
English Learners																																	
School	8	19	17	7	9	14	12	17	12	7	10	13	**	**	13	18	27	20	24	19	38	26	27	21	20	17	17	**	**	14	2	10	15
District	11	19	18	9	10	12	15	20	18	8	13	17	4	8	12	26	33	27	28	24	40	27	29	29	19	23	22	5	14	16	4	11	19
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17

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

** No 6th grade enrollment.

Physical Fitness

In the spring of each year, Bear Mountain 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 2007-08 school year, 16.0% 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.

Instructional Materials

Arvin Union Elementary School District held a Public Hearing on September 18, 2007, 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 2008) for Bear Mountain Elementary School are illustrated in the chart.

Library Information

The Bear Mountain Elementary School library is stocked with numerous titles as well as videos and audiotapes that are available to check out. Students visit the library, which is staffed by a full-time librarian, on a regular basis and are encouraged to visit before and after school. Two computers are available in the library for students to access resources and information online.

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/>.

Computer Resources

Every classroom has at least seven Internet-connected computers where students receive computer-assisted instruction, including Orchard Language Arts and Math, Scholastic Reader, and keyboarding programs.

Teacher Assignment

Arvin Union School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Bear Mountain Elementary had 42 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.



API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	1	1	1	
Similar Schools Rank	6	2	2	
All Students				
Actual Growth	-18	10	8	626
Socioeconomically Disadvantaged				
Actual Growth	-19	9	12	623
Hispanic or Latino				
Actual Growth	-14	10	9	626
Students with Disabilities				
Actual Growth	-	-	-	-
English Learners				
Actual Growth	-4	12	9	619

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
K-5	English/Language Arts	Houghton Mifflin	2003	Yes	0.0%	
6th	English/Language Arts	Prentice Hall	2003	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%	
K-5	English Language Development	Avenues	2006	Yes	0.0%	
6th	English Language Development	High Point	2006	Yes	0.0%	
K-6	Health	Pearson Scott Foresman	2008	Yes	0.0%	

Computer Resources				
	05-06	06-07	07-08	
Computers	204	265	265	
Students per computer	5.2	4.0	3.9	
Classrooms connected to Internet	45	56	50	

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	48	56	42	146
Without Full Credentials	1	3	6	19
Working Outside Subject	0	0	0	0

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.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	2	4	0
Misassignments of Teachers (other)	0	1	8
Total Misassignments of Teachers	2	5	8
Vacant Teacher Positions	0	1	1

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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	64.6%	35.4%
District	79.1%	20.9%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	100.0%	0.0%

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.

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$56,240
District	\$55,838
Percentage of Variation	0.72%
School & State	
All Unified School Districts	\$61,488
Percentage of Variation	8.54%



Expenditures & Services Funded

Arvin Union School District spent an average of \$7,678 to educate each student (based on 2006-07 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,834
From Restricted Sources	\$3,729
From Unrestricted Sources	\$5,105
District	
From Unrestricted Sources	\$5,105
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	3.68%

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

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 2006-07 financial statements).

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$40,782	\$39,773
Mid-Range Teachers	\$60,572	\$61,167
Highest Teachers	\$74,703	\$78,093
Elementary School Principals	\$79,324	\$97,851
Middle School Principals	\$89,542	\$102,064
Superintendent	\$121,757	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	41.0%
Administrative Salaries	4.1%	5.9%