



Arvin Union School District



2007-2008 District Accountability Report Card

737 Bear Mountain Blvd
Arvin, CA 93203
661-854-6500
<http://www.arvinschools.com>

Grades
Kindergarten through Eight

Jerelle Kavanagh
Superintendent

Board of Trustees

William Stoner,
President

Joycene Tarver,
Clerk

Tim Owens

Hilda Sumaya

Virgie Witte

Schools

Sierra Vista
Elementary School
300 Franklin Street
Arvin, CA 93203
661-854-6560

Bear Mountain
Elementary School
1501 Hood Street
Arvin, CA 93203
661-854-6590

El Camino Real
Elementary School
911 El Camino Real Road
Arvin, CA 93203
661-854-6500

Haven Drive
Middle School
341 Haven Drive
Arvin, CA 932003
661-854-6504

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.

Community & District 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. During the 2007-08 school year, Arvin Union School District has four schools with 3,312 students in grades kindergarten through eight. Student demographics are illustrated below.

2007-2008 District Enrollment: 3,312

Gender	# of Students	% of Enrollment
Female	1,631	49.2%
Male	1,681	50.8%
Ethnicity		
African American	31	1.0%
American Indian	2	0.1%
Asian	7	0.2%
Caucasian	105	3.2%
Filipino	3	0.1%
Hispanic or Latino	3,162	95.5%
Pacific Islander	1	0.03%
English Language Learners		
English Learners (EL)	2,355	71.1%
Non English Learners	957	28.9%
Students with Disabilities		
Students with Disabilities	228	6.9%
Students without Disabilities	3,084	93.1%
Free or Reduced-Price Meals		
Yes	3,080	93.0%
No	232	7.0%

Adequate Yearly Progress

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 Adequate Yearly Progress (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 the district performance are displayed below.

Adequate Yearly Progress (AYP) 2008		
Arvin USD		
Made AYP Overall	No	
Met AYP Criteria	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API	Yes	
Graduation Rate	No	

Arvin USD	AYP & Program Improvement (PI)	
	Met AYP	Qualified for PI
Bear Mountain	No	Yes
El Camino Real	No	No
Haven Drive	No	Yes
Sierra Vista	No	Yes

Title I Funding and No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional instructional staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress toward meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria.

NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's annual School Accountability Report Card.

Teacher Assignment

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. During the 2007-08 school year, 79.1% of core academic classes in the Arvin Union School District were taught by highly qualified teachers.

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.

Arvin Union School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth as well as for the benefit of the school. During the 2007-08 school year, certificated staff consisted of 207 employees, including administrators. The districtwide average teaching experience was 7.7 years, and the average amount of time within the school district was 6.0 years.

Teacher Credential Status		
	Number of Teachers	Percent of Teachers
Fully Credentialed	146	88.5%
University Intern	22	13.3%
Emergency Credentials	6	3.6%
District Intern	2	1.2%
Pre-Interns	0	0.0%
Waivers	0	0.0%

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	10	22	5
Teacher Missassignments (other)	0	1	25
Total Teacher Missassignments	10	23	30
Vacant Teacher Positions	0	1	2

California Standards Test

Arvin Union School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which includes the California Standards Tests (CST) administered each spring to students in grades two through eleven. The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assesses student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The state target for every student is to score at the Advanced or Proficient level. Summative Math scores for eighth grade are not shown. For more information on course specific tests, please visit: <http://star.cde.ca.gov/>.

How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report, the percentage of students achieving Advanced and Proficient levels is reported. Data is broken down by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. Comparative school level results may be obtained in each school's annual School Accountability Report Card which is available at the school and district offices.

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

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

Subgroups

Results for All Students

Using the results of district assessments, state assessments (including the California Achievement Test {CAT/6}, the California Standards Tests), benchmark tests, and student grades, Arvin Union School District creates a multiple measures matrix for each student. The district provides various intervention programs for students who are performing below grade level standards. The table on the above and on the following page indicates students' performance on the California Standards Tests according to their rating as Advanced (A) and Proficient (P).

English Learners

English Learners (EL) are students whose primary language is not English, and who have low proficiency in the English language. Students are identified as English Learners through the California English Language Development Test (CELDT). Arvin Union School District offers EL students immersion classes, where they are grouped by fluency level. Many teachers also utilize Specially Designed Academic Instruction Delivered in English (SDAIE) methodology.

Socioeconomically Disadvantaged

According to the State Board of Education, students may be categorized as Socioeconomically Disadvantaged (SED) if neither of the students' parents received a high school diploma, or if the students participate in the Free or Reduced-Price Lunch Program.

Migrant Education

Participants in Migrant Education programs include students who change schools during the year as a result of their families' working in agriculture, fishing, dairy, or logging industries.

Special Education

In the state of California, Special Education is specially designed instruction for students with disabilities, offered at no cost to the parent. Arvin Union School District provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options, such as Resource Specialist Program (RSP) and Special Day Class (SDC).

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science		Social Science						
	6			7			8			6			7			8					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
District	15	20	21	19	25	31	19	15	24	17	24	22	22	23	19	14	18	33	13	15	17
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
District	11	15	18	14	17	25	17	10	16	16	23	23	21	23	22	16	18	32	14	16	16
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
District	18	26	25	25	32	38	23	18	30	19	24	22	22	24	18	12	18	34	11	14	18
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Migrant Education																					
District	7	20	20	16	19	26	20	13	17	9	30	20	25	20	18	17	19	22	14	9	14
State	18	20	24	21	24	25	18	20	23	23	24	26	25	26	27	18	24	32	13	16	16
Socioeconomically Disadvantaged																					
District	14	20	21	18	23	31	18	14	24	16	23	22	21	22	19	14	18	33	13	15	17
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Hispanic or Latino																					
District	14	20	22	18	25	31	18	14	23	17	23	22	21	24	19	14	18	32	13	15	16
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Caucasian																					
District	33	50	0	9	27	72	36	0	46	25	50	0	18	27	45	9	0	54	18	0	39
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
Students with Disabilities																					
District	6	0	0	5	7	0	5	3	4	9	0	0	7	8	0	3	3	8	3	0	8
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
English Learners																					
District	4	8	12	4	10	13	3	1	9	5	14	16	15	11	8	4	7	17	2	4	7
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

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