



# Arvin Union School District



## 2005-2006 District Accountability Report Card

737 Bear Mountain Blvd  
Arvin, CA 93203  
661-854-6500  
<http://arvin.k12.ca.us>

### District Mission Statement

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.

Grades  
Kindergarten through Eight

### 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 2005-06 school year, Arvin Union School district has three schools with 3,127 students in grades kindergarten through eight. Student demographics are illustrated below.

Dr. Kenneth R. Bergevin  
Superintendent

### Board of Trustees

Tim Owens,  
President

William Stoner,  
Clerk

Angel Sumaya

Joycene Tarver

Fausto Sanchez

### 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

Haven Drive  
Middle School  
341 Haven Drive  
Arvin, CA 93203  
661-854-6504

### 2005-2006 District Enrollment: 3,127

Gender	# of Students	% of Enrollment
Female	1,528	48.9%
Male	1,599	51.1%
<b>Ethnicity</b>		
African American	31	1.0%
American Indian	1	0.03%
Asian	6	0.2%
Caucasian	89	2.8%
Filipino	7	0.2%
Hispanic	2,993	95.7%
<b>English Language Learners</b>		
English Learners (EL)	2,298	73.5%
Non English Learners	829	26.5%
<b>Students with Disabilities</b>		
Students with Disabilities	274	8.8%
Students without Disabilities	2,853	91.2%
<b>Free or Reduced-Price Meals</b>		
Yes	3,118	99.7%
No	9	0.3%

### 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.

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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’s, 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) 2006		
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	n/a	

AYP & Program Improvement (PI)		
	Met AYP	Qualified for PI
Arvin USD	No	Yes
Bear Mountain	No	Yes
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 teaching 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 2005-06 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 2005-06 school year, 77% 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. For the 2006-07 school year, the most current data are reported.

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 2005-06 school year, certificated staff consisted of 175 employees, including administrators. The districtwide average teaching experience was 10.8 years, and the average amount of time within the school district was 8.8 years.

Teacher Credential Status		
	Number of Teachers	Percent of Teachers
Fully Credentialed	143	92.3%
University Intern	5	3.2%
Emergency Credentials	6	3.9%
Pre-Interns	1	0.6%
Waivers	0	0.0%

Misassignments/Vacancies			
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	24	24	10
Teacher Misassignments (other)	0	0	0
<b>Total Teacher Misassignments</b>	<b>24</b>	<b>24</b>	<b>10</b>
Vacant Teacher Positions	0	0	0

## 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 to assess 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 available. 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																							
		2			3			4			5			6			7			8					
		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
		All Students																							
Arvin USD		10	19	17	12	9	14	14	27	20	15	18	20	13	14	15	15	22	19	16	18	19			
California		36	42	47	30	31	37	40	47	49	40	43	43	36	38	41	36	43	43	33	39	41			
		Females																							
Arvin USD		13	24	20	13	12	20	19	30	25	19	23	22	19	18	18	19	32	25	21	21	23			
California		39	45	51	33	35	39	43	52	54	44	46	47	39	41	44	42	49	48	37	43	45			
		Males																							
Arvin USD		8	15	14	10	5	7	9	23	14	12	12	19	10	10	11	12	15	14	11	16	17			
California		32	39	43	28	29	33	36	44	46	36	39	40	33	35	39	32	38	38	29	34	37			
		English Learners																							
Arvin USD		9	15	11	5	7	9	7	18	15	8	7	8	5	3	4	3	4	4	2	4	3			
California		18	23	27	11	12	15	15	19	24	12	13	13	6	7	8	5	9	9	3	6	6			
		Socioeconomically Disadvantaged (SED)																							
Arvin USD		9	20	16	10	8	12	15	26	18	13	17	19	15	13	14	14	22	18	17	18	18			
California		22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	20	28	28	18	22	25			
		Students with Disabilities																							
Arvin USD		11	8	4	0	7	8	2	9	3	0	2	4	3	0	6	0	0	5	6	0	5			
California		16	19	23	14	13	16	16	19	21	14	15	14	9	10	12	8	10	11	6	8	9			
		Migrant Education																							
Arvin USD		11	16	9	9	9	9	9	19	17	15	13	16	9	14	7	15	21	16	18	22	20			
California		13	16	21	10	10	13	16	20	25	16	17	20	11	15	18	13	19	21	12	15	18			
		Caucasian																							
Arvin USD		*	*	36	42	*	*	15	57	*	25	23	53	*	17	33	45	*	9	28	*	36			
California		53	61	65	48	51	55	59	68	69	60	63	63	56	58	61	59	66	63	51	58	62			
		Hispanic																							
Arvin USD		10	19	16	10	8	13	13	25	19	15	17	19	14	13	14	14	22	18	15	18	18			
California		22	28	33	17	17	22	25	32	35	25	27	29	20	22	27	22	28	28	18	23	25			

\* 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																									
Math												Science			Social Science										
2			3			4			5			6			7			5			8	8			
04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	2006	04	05	06	
All Students																									
Arvin USD	34	35	28	29	28	31	30	42	28	21	24	30	22	18	17	21	22	22	3	4	10	14	17	18	13
California	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	33	37	41	24	28	32	38	28	31	34
Females																									
Arvin USD	24	29	27	28	30	31	34	45	34	22	30	32	20	18	19	15	28	22	1	3	8	12	16	19	11
California	50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	32	37	41	22	26	30	35	26	30	31
Males																									
Arvin USD	34	32	30	30	28	31	27	39	25	19	18	27	22	18	16	21	18	21	5	5	12	16	17	18	14
California	52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	33	37	41	26	32	34	41	29	33	36
English Learners																									
Arvin USD	33	34	26	22	28	28	22	34	27	13	15	19	14	10	5	11	8	15	4	7	4	4	4	7	2
California	38	43	45	32	40	41	26	32	36	17	22	24	11	13	14	10	11	13	4	6	7	9	5	5	6
Socioeconomically Disadvantaged (SED)																									
Arvin USD	36	35	28	28	28	31	29	41	27	20	23	29	23	18	16	20	23	21	17	17	8	14	17	17	13
California	40	45	48	36	44	46	32	38	42	25	32	35	22	26	28	20	23	27	11	14	18	23	14	17	19
Students with Disabilities																									
Arvin USD	36	27	12	16	15	23	10	12	6	4	4	11	10	4	9	0	6	7	0	5	0	3	6	0	3
California	29	33	34	26	29	31	20	22	25	13	17	18	10	11	12	7	8	10	10	12	14	11	7	9	10
Migrant Education																									
Arvin USD	31	37	24	27	29	32	24	37	28	26	21	35	24	21	9	22	26	25	3	5	9	17	20	14	14
California	33	37	41	28	35	39	25	32	34	18	25	29	16	21	23	15	19	24	6	7	11	18	9	11	14
Caucasian																									
Arvin USD	*	*	36	47	*	*	31	75	*	19	31	46	*	8	25	36	*	18	6	15	38	9	34	*	18
California	67	73	74	64	70	73	61	65	68	51	58	64	51	58	58	48	61	58	42	49	52	55	41	47	51
Hispanic																									
Arvin USD	34	35	29	28	29	31	30	40	28	20	23	30	23	18	17	21	23	21	3	4	9	14	16	16	13
California	39	44	47	36	43	46	33	38	43	25	33	36	21	26	29	18	28	28	11	14	18	23	14	17	20

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