

California Department of Education

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2017–18 Local Educational Agency Accountability Report Card

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This section provides the local educational agency's (LEA's) contact information

Local Educational Agency Name	Arvin Union
Phone Number	(661) 854-6500
Website	http://www.arvinschools.com
Superintendent	Dr. Michelle McLean, Superintendent
Email Address	mmclean@arvin-do.com
County-District-School (CDS) Code	15-63313-0000000

Section I. Accountability

2018 California School Dashboard Accountability System

The federal Elementary and Secondary Education Act (also referred to as ESEA) no longer requires states to produce Adequate Yearly Progress (also referred to as AYP), but requires states to develop a new accountability system by 2017–18. The California School Dashboard (also referred to as the Dashboard) was first released in Spring 2017.

The Dashboard was produced for California's 10,000 public schools in over 1,000 local educational agencies¹ (also referred to as LEAs). The Dashboard is California's new accountability system that is based on multiple measures. These measures are used to determine LEA and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (also referred to as EL) progress, suspension rates, and parent engagement. In the Dashboard, charter schools' (local funded and direct funded) data are not "rolled up" or included in the LEA-level data.

To view LEA information provided on the Dashboard, visit the California Accountability Model and School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/>.

The Technical Guide to the California School Dashboard is located at <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf>.

To view Arvin Union's Dashboard, visit the California Accountability Model and School Dashboard web page at <https://www.caschooldashboard.org/reports/15633130000000/2018>

¹A LEA is a school district or a county office of education.

Section II. Graduation Rate (Four-Year Cohort)

The Four-Year Adjusted Cohort Graduation Rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

For more information on the ACGR, visit the Information about Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/sd/sd/acgrinfo.asp>.

2017–18 Graduation Rate (Four-Year Cohort)

Table 1 displays information on the LEA-level graduation rate (four-year cohort) by student group.

Table 1 Graduation Rate (Four-Year Cohort)

There is no data for table Graduation Rate (Four-Year Cohort).
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Note 1: Due to rounding, the sum of the cohort graduation rate may not total 100 percent.

Note 2: Socioeconomically disadvantaged (also referred to as SED) students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program, or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Section III. California Assessment of Student Performance and Progress Test Results

The California Assessment of Student Performance and Progress (also referred to as CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting Program, which became inoperative on July 1, 2013.

California has adopted more rigorous academic standards that emphasize not only subject knowledge, but also the critical thinking, analytical writing, and problem-solving skills students need to be successful in college and career. These standards set a higher bar for California students to help ensure they are prepared to succeed in the future.

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and California Alternative Assessments (also referred to as CAAs) for English language arts/literacy (also referred to as ELA)** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Standards Tests (also referred to as CSTs), California Modified Assessments (also referred to as CMAs), and California Alternative Performance Assessments (also referred to as CAPAs) for science** in grades five, eight, and ten.

Further CAASPP information can be found on the California Department of Education (also referred to as CDE) CAASPP web page at <https://www.cde.ca.gov/ta/tg/ca/>.

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments of grade-level learning that measure progress toward college and career readiness.

Information on the Smarter Balanced Summative Assessments can be found at the CDE Summative Assessment web page at <https://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (also referred to as CCSS) for students with significant cognitive disabilities. The CAA was field tested during the 2014–15 school year and became operational during the 2015–16 school year.

Further CAA information can be found on the CDE California Alternative Assessments web page at <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>.

The CST for science is required for all students in grades five, eight, and ten unless their Individualized Education Program indicates assessment with the CMA or CAPA.

Information about the CAASPP system science assessments can be found at the CDE California Science Test web page at <https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

The data displayed in the Local Educational Agency Accountability Report Card (also referred to as LARC) may differ from other data sources because the inclusion and exclusion rules are different for the LARC.

2017–18 CAASPP Test Results in ELA and Mathematics For All Students, Grades Three through Eight and Grade Eleven

Table 2 displays information on how students served by the local educational agency (also referred to as LEA) achieved in ELA and mathematics compared to students in the state as a whole.

Table 2 CAASPP Test Results

Subject	LEA Number Tested	LEA Percent of Students Meeting or Exceeding the State Standards	State Number Tested	State Percent of Students Meeting or Exceeding the State Standards
English language arts/literacy	1,993	32.74%	3,276,529	50.32%
Mathematics	2,021	23.07%	3,223,516	39.16%

Note 1: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 2: Inclusion and exclusion rules are different for the LARC than for other public assessment reports.

Two-Year Trend (2016–17 and 2017–18) CAASPP Test Results in ELA, Grades Three through Eight and Grade Eleven

Table 3 displays the most recent two-year trend data in student achievement in ELA in grades three through eight and grade eleven.

Table 3 ELA

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2016–17	368	367	99.73%	0.27%	21.65%
03	2017–18	337	334	99.11%	0.89%	23.03%
04	2016–17	334	331	99.10%	0.90%	27.48%
04	2017–18	361	361	100.00%	0.00%	29.77%
05	2016–17	351	349	99.43%	0.57%	25.96%
05	2017–18	324	323	99.69%	0.31%	33.76%
06	2016–17	345	343	99.42%	0.58%	30.82%
06	2017–18	354	352	99.44%	0.56%	37.61%
07	2016–17	289	289	100.00%	0.00%	34.33%

07	2017–18	335	335	100.00%	0.00%	27.64%
08	2016–17	292	290	99.32%	0.68%	38.13%
08	2017–18	289	288	99.65%	0.35%	46.29%

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 3: Inclusion and exclusion rules are different for the LARC than for other public assessment reports.

Two-Year Trend (2016–17 and 2017–18) CAASPP Test Results in Mathematics, Grades Three through Eight and Grade Eleven

Table 4 displays the most recent two-year trend data in student achievement in mathematics in grades three through eight and grade eleven.

Table 4 Mathematics

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2016–17	369	368	99.73%	0.27%	27.35%
03	2017–18	339	336	99.12%	0.88%	25.95%
04	2016–17	334	330	98.80%	1.20%	21.15%
04	2017–18	369	369	100.00%	0.00%	26.59%
05	2016–17	351	348	99.15%	0.85%	17.75%
05	2017–18	330	329	99.70%	0.30%	26.05%
06	2016–17	345	341	98.84%	1.16%	25.15%
06	2017–18	360	357	99.17%	0.83%	23.85%
07	2016–17	289	289	100.00%	0.00%	18.28%
07	2017–18	340	339	99.71%	0.29%	16.88%
08	2016–17	289	286	98.96%	1.04%	18.91%
08	2017–18	293	291	99.32%	0.68%	18.37%

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 3: Inclusion and exclusion rules are different for the LARC than for other public assessment reports.

Two-Year Trend (2016–17 and 2017–18) CAASPP Test Results in Science, Grades Five, Eight, and Ten

The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (also referred to as CA NGSS). The new California Science Test (also referred to as CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19. Therefore, the 2016–17 and 2017–18 data are not available.

Table 5 displays the most recent two-year trend data in student achievement in science in grades five, eight, and ten.

Table 5 Science

There is no data for table Science.

Part A. California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy

2017–18 California Assessment of Student Performance and Progress (also referred to as CAASPP) Test Results in English Language Arts/Literacy (also referred to as ELA) by Student Group, Grades Three through Eight and Grade Eleven

Table 6 displays information on enrollment; the number and percentage of students tested; and the percent met or exceeded in CAASPP ELA for the local educational agency (also referred to as LEA), by student group, for grades three through eight and grade eleven.

Table 6 ELA – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	2,000	1,993	99.65%	0.35%	32.74%
Male	997	994	99.70%	0.30%	25.52%
Female	1,003	999	99.60%	0.40%	40.06%
Black or African American	16	16	100.00%	0.00%	16.67%

American Indian or Alaska Native	--	--	--	--	0.00%
Asian	--	--	--	--	0.00%
Filipino	--	--	--	--	100.00%
Hispanic or Latino	1,912	1,905	99.63%	0.37%	32.66%
White	63	63	100.00%	0.00%	36.67%
Two or More Races	--	--	--	--	66.67%
Socioeconomically Disadvantaged	1,936	1,931	99.74%	0.26%	31.91%
English Learners	1,135	1,132	99.74%	0.26%	11.15%
Students with Disabilities	176	174	98.86%	1.14%	6.17%
Students Receiving Migrant Education Services	288	288	100.00%	0.00%	30.92%
Foster Youth	--	--	--	--	20.00%

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: ELA test results include the Smarter Balanced Summative Assessment and the California Alternative Assessment (also referred to as CAA). The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note 4: Socioeconomically disadvantaged (also referred to as SED) students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program, or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 5: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 6: Inclusion and exclusion rules are different for the Local Educational Agency Accountability Report Card (also referred to as LARC) than for other public assessment reports.

Part B. California Assessment of Student Performance and Progress Test Results in Mathematics

2017–18 California Assessment of Student Performance and Progress (also referred to as CAASPP) Test Results in Mathematics by Student Group, Grades Three through Eight and Grade Eleven

Table 7 displays information on enrollment; the number and percentage of students tested; and the percent met or exceeded in CAASPP Mathematics for the local educational agency (also referred to as LEA), by student group, for grades three through eight and grade eleven.

Table 7 Mathematics – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	2,031	2,021	99.51%	0.49%	23.07%
Male	1,011	1,007	99.60%	0.40%	21.38%
Female	1,020	1,014	99.41%	0.59%	24.79%
Black or African American	16	16	100.00%	0.00%	0.00%
American Indian or Alaska Native	--	--	--	--	0.00%
Asian	--	--	--	--	0.00%
Filipino	--	--	--	--	50.00%
Hispanic or Latino	1,940	1,930	99.48%	0.52%	22.65%
White	65	65	100.00%	0.00%	38.98%
Two or More Races	--	--	--	--	66.67%
Socioeconomically Disadvantaged	1,966	1,958	99.59%	0.41%	22.34%
English Learners	1,167	1,162	99.57%	0.43%	10.53%
Students with Disabilities	175	172	98.29%	1.71%	6.25%
Students Receiving Migrant Education Services	305	304	99.67%	0.33%	23.66%
Foster Youth	--	--	--	--	0.00%

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternative Assessment (also referred to as CAA). The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note 4: Socioeconomically disadvantaged (also referred to as SED) students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program, or NSLP), or have a direct certification for free or reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

Note 5: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 6: Inclusion and exclusion rules are different for the Local Educational Agency Accountability Report Card (also referred to as LARC) than for other public assessment reports.

Section IV. Teacher Qualifications

Information on teacher qualifications required by the federal Elementary and Secondary Education Act (also referred to as ESEA) can be found at the California Department of Education (also referred to as CDE) Improving Teacher and Principal Quality web page at <https://www.cde.ca.gov/nclb/sr/tq/>.

Detailed information on teacher qualification data can be found on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

2017–18 Teacher Credentials

Table 8 displays information on the professional qualifications of teachers in the local educational agency (also referred to as LEA), including the percentage of teachers teaching with an emergency or provisional credential.

Table 8 Teacher Credentials

Type of Credential	Percent
Emergency or Long-Term Emergency Permits	2.26%
Provisional Internship Permit	5.26%

Note: Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100 percent.

2017–18 Teacher Education Levels

Table 9 displays information on the professional qualifications of teachers in the LEA, including the percentage of teachers at each education level.

Table 9 Teacher Education Levels

Education Level	Percent
Doctorate degree	0.00%
Special Degree	0.00%
Master's degree plus 30 or more semester hours	3.76%
Master's degree	11.28%
Fifth Year within Baccalaureate	0.00%
Fifth Year	0.00%
Fifth Year Induction	0.00%
Bachelor's degree plus 30 or more semester hours	48.87%
Bachelor's degree	36.09%
Associate degree	0.00%
No degree indicated	0.00%

Section V. National Assessment of Educational Progress Results

The National Assessment of Educational Progress (also referred to as 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, social studies, technology and engineering literacy, and the arts. Student scores for the NAEP are reported as scale scores and performance levels (i.e., Basic, Proficient, and Advanced). The participation of students with disabilities and English language learners is reported based on the number of students identified, excluded, and assessed.

Sampling

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-level results and is not reflective of either the local educational agency (also referred to as LEA) or the individual school.

Comparing NAEP Results to the California Assessment of Student Performance and Progress (also referred to as CAASPP) Results

Comparisons of student performance on the NAEP and student performance on the CAASPP cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight, and twelve and for long-term trends assesses ages nine, thirteen, and seventeen. Additionally, the NAEP only provides state-level test results for grades four and eight. The CAASPP system reports results for elementary, middle, and high school grade levels.

The CAASPP system assessments are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CAASPP program assesses English language arts/literacy, encompassing reading, writing, speaking/listening, and research.

Scores on the CAASPP and other assessments are not directly comparable to those on NAEP. For NAEP, the averages and percentages presented are estimates based on representative samples of students rather than, as for CAASPP, based on entire populations.

Finally, the questions students respond to on the NAEP are only a sample of the knowledge and skills covered by the NAEP assessment frameworks. Each student selected for NAEP takes a small part of the overall assessment; only when scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do.

State-level NAEP Results

The U.S. Department of Education administers NAEP assessments in reading and mathematics in January through March of every odd-numbered year, and reports state-level results on the Nation's Report Card. As of March 2019, the most recent state-level NAEP results in reading and mathematics available are from 2017. The data in the following two tables reflect results from NAEP assessments that took place during the 2016–17 school year.

More Information

Detailed information regarding the NAEP results, including participation rates and test results for each subject and grade level, can be found on the National Center for Education Statistics Nation's Report Card website at <https://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results by Grade Level, All Students

Table 10 displays the scale scores and achievement levels on the NAEP Results for reading (2017) and mathematics (2017) for grades four and eight.

Table 10 All Students

Subject and Grade Level	State Average Scale Score	National Average Scale Score	State Percent at below Basic Achievement Level	State Percent at Basic Achievement Level	State Percent at Proficient Achievement Level	State Percent at Advanced Achievement Level
Reading 2017, Grade 4	215	221	39%	30%	23%	8%
Reading 2017, Grade 8	263	265	28%	40%	28%	4%
Mathematics 2017, Grade 4	232	239	29%	40%	25%	6%
Mathematics 2017, Grade 8	277	282	38%	33%	20%	9%

NAEP Reading and Mathematics Results by Grade Level, Students with Disabilities, and/or English Language Learners

Table 11 displays the state and national participation rates on the NAEP for reading (2017) and mathematics (2017) for students with disabilities and/or English language learners for grades four and eight.

Table 11 Results by Grade Level, Students with Disabilities, and/or English Language Learners

Subject and Grade Level	State Participation Rate Students With Disabilities and/or English Language Learners	National Participation Rate Students With Disabilities and/or English Language Learners	State Participation Rate Students With Disabilities	National Participation Rate Students With Disabilities	State Participation Rate English Language Learners	National Participation Rate English Language Learners
Reading 2017, Grade 4	94%	91%	87%	88%	95%	92%

Reading 2017, Grade 8	89%	89%	87%	88%	90%	89%
Mathematics 2017, Grade 4	92%	92%	83%	89%	95%	93%
Mathematics 2017, Grade 8	92%	90%	91%	89%	92%	90%

Questions: SARC Team | sarc@cde.ca.gov | 916-319-0406
