

# Sierra Vista Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Sierra Vista Elementary School
<b>Street</b>	300 Franklin Street
<b>City, State, Zip</b>	Arvin CA, 93203
<b>Phone Number</b>	(661) 854-6560
<b>Principal</b>	Rosemarie Borquez
<b>Email Address</b>	rborquez@arvin-do.com
<b>School Website</b>	www.arvinschools.com
<b>County-District-School (CDS) Code</b>	15-63313-6008833

## 2022-23 District Contact Information

<b>District Name</b>	Arvin Union Elementary School District
<b>Phone Number</b>	(661) 854-6500
<b>Superintendent</b>	Georgia Rhett
<b>Email Address</b>	rhett@arvin-do.com
<b>District Website Address</b>	www.arvinschools.com

## 2022-23 School Overview

Sierra Vista Elementary is committed to enhancing learning for all Sierra Vista students with an emphasis on higher order critical thinking skills. We believe the key components that favor quality results and improvement include a rigorous curriculum that is flexible enough to support all students' learning, opportunities for students to apply and practice problem solving in all academic areas, and support for a faculty of lifelong learners who work together and provide effective instructional planning. Sierra Vista is committed to a rigorous educational program with high academic expectations. Our curriculum is designed to meet the diverse academic and social needs of students with outstanding resources and a vision for excellence. Our resources include dedicated and highly trained teaching professionals, well prepared and eager students with an appetite for learning, a talented and supportive parent community, and a vision for education that demands commitment and support for academic excellence. Our goal is to continue to provide opportunities for all students to obtain the skills, knowledge, attitude, and values they need to reach their full potential as productive citizens prepared for the 21st century. Sierra Vista Elementary is committed to consistently create a safe, challenging, and joyful learning environment where all individuals are treated respectfully and are valued members of the school community. Student voice and choice are very important. Sierra Vista's behavioral expectations are: Be Safe, Be Respectful, Be Responsible, and Be Ready to Learn in a fair and equitable manner. Our school commitment is in support of student academic and social growth with a collaborative process among Educational Partners - staff, students, and parents focused on our Arvin Union School District mission statement. "Every Child Learning Every day, No Matter What It Takes!"

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	105
Grade 2	94
Grade 3	112
Grade 4	89
Grade 5	115
Grade 6	90
<b>Total Enrollment</b>	<b>728</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.1
Asian	0.1
Black or African American	0.4
Filipino	0.1
Hispanic or Latino	96.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	2.3
English Learners	68.0
Foster Youth	1.0
Homeless	6.5
Migrant	16.5
Socioeconomically Disadvantaged	97.5
Students with Disabilities	8.9



## **A. Conditions of Learning State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.60	83.18	107.40	76.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	2.13	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	5.61	8.10	5.81	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.10	0.84	12115.80	4.41
<b>Unknown</b>	4.00	11.21	21.10	14.99	18854.30	6.86
<b>Total Teaching Positions</b>	35.60	100.00	141.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.30	82.13	116.20	76.03	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.30	0.92	3.30	2.18	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	0.92	8.20	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.14	1.60	1.05	11953.10	4.28
<b>Unknown</b>	5.60	15.85	23.40	15.36	15831.90	5.67
<b>Total Teaching Positions</b>	35.70	100.00	152.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	0.30
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>0.30</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on September 13, 2022 and determined that each school within the district had 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 Language Learners (ELL), are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

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. 100% of students had appropriate textbooks as evidenced by the most recent August 2022 Williams Review.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark, Advance ELD/ELA /2017, Read 180 Intervention Program 2017	Yes	0%
<b>Mathematics</b>	K-6 Houghton Mifflin, Math Expressions 2015	Yes	0%
<b>Science</b>	K-6 McMillan McGraw Hill, Inspire 2020	Yes	0%
<b>History-Social Science</b>	K-6 Pearson Education, California History/Social Science: My World Interactive 2019	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Sierra Vista Elementary School consists of 41 classrooms, a multipurpose room/cafeteria, a staff room, two playgrounds, an administrative office, library and Parent Center. The facility strongly supports teaching and learning through its ample classroom and playground space. Modernization construction has provided 2 new modular classroom buildings and continued modernization will renew the Sierra Vista campus with the next step being the addition of a new multi-purpose room. Access for the American Disabilities Act is extensive with new construction.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. Site administration works closely with Lead Maintenance person and custodial staff to implement cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Sierra Vista continues to receive regular maintenance and repairs to ensure students, staff, and parents enter grounds and classrooms in good repair.

<b>Year and month of the most recent FIT report</b>	August 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for 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 Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	24	N/A	27	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	17	N/A	15	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	414	410	99.03	0.97	23.66
<b>Female</b>	216	213	98.61	1.39	23.47
<b>Male</b>	198	197	99.49	0.51	23.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	401	397	99.00	1.00	23.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	279	278	99.64	0.36	15.47
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	28	28	100.00	0.00	3.57
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	405	401	99.01	0.99	23.19
<b>Students Receiving Migrant Education Services</b>	58	57	98.28	1.72	15.79
<b>Students with Disabilities</b>	33	33	100.00	0.00	3.03

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	414	410	99.03	0.97	17.07
<b>Female</b>	216	213	98.61	1.39	11.27
<b>Male</b>	198	197	99.49	0.51	23.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	401	397	99.00	1.00	17.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	279	278	99.64	0.36	9.71
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	28	28	100.00	0.00	7.14
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	405	401	99.01	0.99	16.96
<b>Students Receiving Migrant Education Services</b>	58	57	98.28	1.72	19.30
<b>Students with Disabilities</b>	33	33	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	7.78	14.53	10.21	14.62	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	117	117	100	0	14.53
<b>Female</b>	56	56	100	0	12.5
<b>Male</b>	61	61	100	0	16.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	115	115	100	0	14.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	78	78	100	0	6.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	112	112	100	0	14.29
<b>Students Receiving Migrant Education Services</b>	18	18	100	0	5.56
<b>Students with Disabilities</b>	15	15	100	0	13.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

The success of Sierra Vista Elementary is in large part due to its tradition of strong parent support and participation. We have many opportunities for parents to participate in many parent portals of our school. We encourage parents to communicate frequently with any questions or concerns. Sierra Vista parents always feel welcomed and are free to express their ideas and suggestions to help improve our school. Parents are active participants in our School Site Council, which works with the administration to help make decisions on the School Plan for Student Achievement and School Safety Plan with ongoing monitoring. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Our monthly Coffee with the Principal has been a great success in having an open line of communication between parents and administration in reaching our goals for students' success and making positive growth in all domains. Parenting Workshops have supported our parents in parenting skills to help our Sierra Vista Cougars in both Social Emotional needs and Academic needs. We are very thankful for the dedication of our parents at Sierra Vista Elementary. Our contact phone number is 661-854-6561. Please ask to speak with Rosemarie Borquez, Principal.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	816	778	298	38.3
Female	403	386	137	35.5
Male	413	392	161	41.1
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	3	3	2	66.7
Filipino	1	1	0	0.0
Hispanic or Latino	786	755	287	38.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	24	17	8	47.1
English Learners	558	532	174	32.7
Foster Youth	7	7	2	28.6
Homeless	66	61	33	54.1
Socioeconomically Disadvantaged	797	761	291	38.2
Students Receiving Migrant Education Services	156	148	54	36.5
Students with Disabilities	82	79	36	45.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.22	1.00	2.45
Expulsions	0.00	0.09	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.10	0.84	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

Sierra Vista Elementary School's Comprehensive School Site Safety Plan was revised by school administrators, staff representatives, parents, and school board approved on February 11th, 2022. This plan is put in action to ensure the protection of students and staff, the protection of school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response. In addition, COVID-19 precautions have been implemented this year as part of district protocols.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills and other drills such as: Lockdown, Lockout, Evacuate, and Shelter in Place are held once a month while 3 in 1 drills or Lockdown, Shelter in Place and Evacuate drills are held per trimester. 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 certificated and classified employees. There is a designated area for student drop-off and pick-up in front of the school, the pre-school/kindergarten/first gate, 2nd/3rd grade gate, 4th/5th/6th grade south east gate and back office gates. All visitors register at the office and receive identification badges utilizing the Raptor system. This may be modified as need be to promote social distancing and safe entry / exit to campus. Additional precautions have been implemented since the beginning of the COVID-19 crisis that include all students and staff is highly recommended to wear face masks, use hand sanitizer, and maintain stable class cohorts throughout all classrooms if necessary. Students must quarantine when exposed to a positive case or test bi-weekly for two weeks to mitigate the chances of spread.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6	2	
1	17	4	3	
2	16	4	3	
3	20	1	5	
4	22	2	3	
5	27		4	
6	28		4	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	4	
1	16	3	3	
2	17	2	5	
3	19	1	5	
4	24	1	4	
5	30		3	
6	30		4	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	5	
1	14	3	3	
2	16	2	4	
3	19	2	4	
4	30		3	
5	23	1	4	
6	30		3	
Other	24		1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	0.3
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	8451.17	1736.21	6714.97	80,204
<b>District</b>	N/A	N/A	7121.70	\$78,393
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.9	2.3
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.8	-5.3

## 2021-22 Types of Services Funded

Local Control Funding Formula (LCFF) funds provide stable, on-going resources for the district. These resources provide basic necessary personnel at school sites and for district services. Maintenance set-asides support facility upkeep, transportation funds provide busses and drivers for many of the district's students outside the walking areas, and cafeteria funds provide Community Based Eligibility meals to all students. LCFF Supplemental and Concentration fund, which are provided above and beyond base funding and are prioritized to support equitable outcomes for all students, provide monies to address needs identified through a strategic planning process and allocated to meet targeted goals and metrics determined both by the site and locally. These funds allow the district and sites to focus on expanding staffing, providing professional development, improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services for mental and physical health, and facilities improvement for school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library upgrades, intervention teachers and intervention computer programs, classified student success staff, elementary PE teachers, nurses, social workers, district teachers on special assignment, field trips, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for Extended Learning and Parent Involvement.

Parent Involvement allocations from various funding sources allow us to continually build our outreach and training services for parents. District and site based intervention programs and support staff are funded out of Title I. Title II supports one additional teacher at each elementary site for class size reduction and Title III provides aides specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Title IV funds have supported technology and professional development, campus supervisors, and a focus on safety. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program and Speech services. Increased grant funds for programs outside regular school hours including Expanded Learning Opportunity, ASES and 21st Century allow us to serve an increased number of students in continuing and new extra hours programs. State preschool funds provide both AM and PM classes at two sites to support student readiness for school.

In addition to the funding sources listed above, significant funding has been received to mitigate the effects of COVID and interrupted learning. The short-term budget for the Arvin Union School District has almost doubled with the influx of ESSER, Expanded Learning Opportunity, American Rescue Plan, COVID Response, and In-Person Instruction funding. These funds are supporting significant infrastructure upgrades, additional days of instruction and professional development, materials, and the hire of additional personnel to support safety, social-emotional support, technology impacts, and instruction. Technology including ensuring 2 to 1 Chromebooks at the elementary level and 1 to 1 Chromebooks at the middle school and augmenting resources at the school site was a priority. In addition, structures and safety materials to support social distancing and promote COVID prevention have been and will continue to be funded as needed.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,658	\$51,591
<b>Mid-Range Teacher Salary</b>	\$76,970	\$79,620
<b>Highest Teacher Salary</b>	\$93,592	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$124,644	\$131,473
<b>Average Principal Salary (Middle)</b>	\$127,500	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$158,158	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	29%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

2020-2021 Professional Development: District wide training focused on implementation of distance learning and utilization of Canvas, TEAMS, Zoom, Flipgrid, Parent Portal and various other components to support distance learning. 95% reading intervention training for Kinder through Third grade and usage of STAR assessment for diagnostic at the Middle School supported differentiated learning. Mandatory policies and safety/clearing training included use of Personal Protective Equipment/safety measures and cleaning routines. RULER training for Social-emotional learning began with a trainer of trainer model and continues to be rolled out at each site with lead trainers.

2021-2022 Professional Development: District -wide training supported building awareness of frameworks and standards as well as modeling and supporting instruction in Math and Mathematical Practices, Designated and Integrated ELD, and Science instruction. Mandatory policies and safety/clearing training included use of Personal Protective Equipment/safety measures and cleaning routines. Teachers on Special Assignment supported classroom management, AVID, integrating technology, new teacher training, and standards-based instruction. Four professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation. One day is dedicated each year to Dual Immersion and Special Education training in conjunction with new teacher training dates.

2022-2023 Professional Development: The district School Board has developed an equity statement which significantly focuses our foundational work on the development and implementation of Multi-Tiered supports. Topics are further developed through survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. Professional development is supported by peer to peer collaboration, site academic coach and/or administration support, district personnel including Directors and Teachers on Special Assignment, as well as external sources such as consultants. Mandatory policies were reviewed with the inclusion of Get Safety Trained Sexual Harassment/Child Support Prevention Training/Bloodborne Pathogen, Injury and Illness Prevention/Pesticide Training and Homeless/Foster program requirements. These were all provided in a virtual learning format. District -wide instructional support continued the previous year's focus on Math and Mathematical Practices, English Language Development, and behavior/Social emotional learning foundations. Teachers on Special Assignment supported classroom discipline, AVID, integrating technology, new teacher training, and standards based instruction. Five professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation in combination with Dual Immersion and Special Education training.

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	10	11