Sierra Vista Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Sierra Vista Elementary School
Street	300 Franklin Street
City, State, Zip	Arvin CA, 93203
Phone Number	(661) 854-6560
Principal	Rosemarie Borquez
Email Address	rborquez@arvin-do.com
School Website	www.arvinschools.com
Grade Span	P-8
County-District-School (CDS) Code	15-63313-6008833

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Sierra Vista Elementary: Every Child Learning Every Day—No Matter What It Takes!

At Sierra Vista Elementary, we are committed to fostering the academic and social growth of every student through purposeful collaboration among staff, students, and families. Aligned with the Arvin Union School District's mission—"Every Child Learning Every Day, No Matter What It Takes!"—we strive to cultivate an engaging, inclusive, and high-achieving learning environment. Our school houses State Preschool Classes, grades K-6, and a Special Education class of 7th and 8th graders.

We work to empower all students to reach their full potential by developing critical thinking, creativity, and problem-solving skills across all subject areas. Excellence is achieved through rigorous, responsive, and flexible instruction that honors the diverse needs of our learners. Our dedicated faculty continually refine their practice through collaboration, reflection, and ongoing professional learning—all focused on strengthening teaching and improving student outcomes.

At Sierra Vista, we uphold high academic expectations within a supportive and encouraging environment. Our commitment to excellence is brought to life through the collective efforts of passionate educators, motivated students, and engaged families working together to equip every child with the knowledge, skills, and character needed to thrive in the 21st century.

We strongly value student voice and agency, ensuring students have meaningful opportunities to take ownership of their learning and contribute positively to our school community. Our PBIS expectations—Be Safe, Be Respectful, Be Responsible, and Be Ready to Learn—guide daily interactions and help maintain a safe, positive, and joyful school culture. At Sierra Vista, every individual is valued, supported, and celebrated as a vital part of our school family.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	100
Grade 2	111
Grade 3	104
Grade 4	92
Grade 5	82
Grade 6	108
Grade 7	3
Grade 8	3
Total Enrollment	690

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Asian	0.3
Black or African American	0.7
Hispanic or Latino	97.1
White	1.9
English Learners	68.4
Foster Youth	1
Homeless	8.4
Migrant	15.2
Socioeconomically Disadvantaged	96.4
Students with Disabilities	14.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.3	82.13	116.2	76.03	234405.2	84
Intern Credential Holders Properly Assigned	0.3	0.92	3.3	2.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	0.92	8.2	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.14	1.6	1.05	11953.1	4.28
Unknown/Incomplete/NA	5.6	15.85	23.4	15.36	15831.9	5.67
Total Teaching Positions	35.7	100	152.9	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.7	82.36	125.7	79.31	231142.4	83.24
Intern Credential Holders Properly Assigned	4	10.38	10.5	6.62	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	5.19	14.4	9.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.75	0.2	0.18	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.3	7.5	4.79	14303.8	5.15
Total Teaching Positions	38.5	100	158.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	71.1	124.4	74.95	230039.4	100
Intern Credential Holders Properly Assigned	1.5	3.81	6.5	3.92	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.3	13.53	17.3	10.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.13	2	1.23	12112.8	4.34
Unknown/Incomplete/NA	4.5	11.43	15.6	9.45	13705.8	4.91
Total Teaching Positions	39.3	100	166	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.30	2	5.3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	2	5.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.2	0
Total Out-of-Field Teachers	0.00	0.2	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on August 19, 2025, 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/instructional materials, or both, 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 which most recently included updating the elementary Benchmark Language Arts program for Reading and Language Arts to begin utilization for the 2024-2025 school year. The selection process for new math curriculum has begun with adoption expected for the 2026-2027 school year. When new adoption cycles indicate a timeline for selection, the process involves teachers, administrators, district support personnel, and parents. 100% of students were provided textbooks as evidenced by the most recent August 2025 Self- Review.

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance ELD 2016, Benchmark Advance ELA 2024, Benchmark Adelante (Dual Immersion) 2024, Steps to Advance (Intensive support)	0%
Mathematics	K-6 Houghton Mifflin, Math Expressions 2018	0%
Science	K-6 McMillan McGraw Hill, Inspire 2019	0%
History-Social Science	K-6 Pearson Education, California History/Social Science: My World Interactive 2018	0%

Note: Cells with N/A values do not require data.

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 a multi-purpose room. Access for the American Disabilities Act is extensive with new construction.

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	26	28	30	47	48
Mathematics (grades 3-8 and 11)	20	23	20	22	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	401	400	99.75	0.25	25.50
Female	199	199	100.00	0.00	26.13
Male	202	201	99.50	0.50	24.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	392	392	100.00	0.00	26.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	257	257	100.00	0.00	15.18
Foster Youth	--	--	--	--	--
Homeless	33	33	100.00	0.00	24.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	388	99.74	0.26	24.48
Students Receiving Migrant Education Services	61	61	100.00	0.00	19.67
Students with Disabilities	65	64	98.46	1.54	10.94

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	401	400	99.75	0.25	22.75
Female	199	199	100.00	0.00	19.10
Male	202	201	99.50	0.50	26.37
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	392	392	100.00	0.00	23.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	257	257	100.00	0.00	15.95
Foster Youth	--	--	--	--	--
Homeless	33	33	100.00	0.00	24.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	388	99.74	0.26	21.65
Students Receiving Migrant Education Services	61	61	100.00	0.00	26.23
Students with Disabilities	65	64	98.46	1.54	6.25

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.11	21.59	15.71	18.05	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	91	100.00	0.00	21.98
Female	45	45	100.00	0.00	15.56
Male	46	46	100.00	0.00	28.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	89	89	100.00	0.00	22.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	61	61	100.00	0.00	9.84
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	86	100.00	0.00	20.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	7.69

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100	100	100	100	100
Grade 7	--	--	--	--	--
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement

Sierra Vista Elementary: Family and Community Engagement

At Sierra Vista Elementary, we recognize the powerful connection between family engagement, community partnership, and student success. Under the leadership of Principal Rosemarie Borquez, our school actively encourages parents and community members to collaborate with teachers and administrators in activities, programs, and committees dedicated to supporting student learning and well-being.

Formal leadership committees—including the School Site Council (SSC) and the English Learner Advisory Committee (ELAC)—provide structured opportunities for parents to participate in decision-making processes related to programs, budgets, and school improvement efforts. In addition, with the support of community resources and partnerships, Sierra Vista Elementary continues to strengthen family engagement through initiatives designed to build meaningful connections between home and school.

Parents are also invited to participate in the Parent Teacher Association (PTA) and attend our monthly Coffee with the Principal meetings and workshops. These gatherings offer families valuable information on school programs, upcoming events, and important topics while providing opportunities for open discussion and collaboration. Communication between families and school staff is supported through the district and school website, as well as through ParentSquare, which allows for timely updates and active two-way communication regarding student progress and school activities.

Throughout the year, families are encouraged to attend parent workshops, monthly student recognition assemblies, student performances, Lunch-on-the-Lawn events, and schoolwide celebrations such as AVID Parent Nights, Math Nights, and Science Nights.

Sierra Vista Elementary Parent Center, supported by our Student Success Facilitator and office staff, is open daily to provide families with resources and assistance to support their child's academic and social-emotional development. Parent education

2025-26 Opportunities for Parental Involvement

and training sessions are offered throughout the school year, covering topics such as positive parenting strategies, literacy support, and tools for fostering student success at home.

The district also provides additional learning opportunities for families through parenting courses promoted through social media, ParentSquare, and school communication channels.

For families interested in leadership roles, committee participation, volunteer opportunities, or school activities, please contact Principal Rosemarie Borquez at the Sierra Vista Elementary School office at (661) 854-6561. We welcome your involvement and partnership in helping all students succeed.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	747	713	99	13.9
Female	356	337	52	15.4
Male	391	376	47	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	723	692	91	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	12	7	58.3
English Learners	515	492	61	12.4
Foster Youth	12	12	5	41.7
Homeless	80	73	11	15.1
Socioeconomically Disadvantaged	722	689	97	14.1
Students Receiving Migrant Education Services	130	121	12	9.9
Students with Disabilities	129	121	24	19.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.25	0	0	0.8	0.45	0.3	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Sierra Vista Elementary School Site Safety Plan

Sierra Vista Elementary School's Comprehensive School Site Safety Plan was most recently reviewed and updated by school administration, staff representatives, parents, and community members during the School Site Council meeting on February 25, 2025, and was approved by the Arvin Union School District Board of Trustees on March 11, 2025. Prior to approval, the Safety Plan was reviewed and discussed with students and staff on February 4, 2025 to ensure that all stakeholders understood safety expectations, procedures, and responsibilities.

The most recent full revision, completed in collaboration with the School Site Council, upholds our commitment to protecting students and staff, maintaining a safe and well-kept campus, and fostering a climate where teaching and learning can flourish. All staff members and parents have access to the plan and are invited to participate in the annual review, discussion, and revision of safety policies and procedures. Key elements of the Sierra Vista Safety Plan include establishing consistent behavior expectations, strengthening campus safety and maintenance practices, and providing ongoing training in emergency and disaster response.

Sierra Vista Elementary is in full compliance with all state and federal laws, regulations, and guidelines related to hazardous materials, state earthquake requirements, and health-related protective measures. Fire drills are conducted monthly, and earthquake drills are held on a quarterly schedule to ensure readiness. In the event of an emergency, the school's Disaster Preparedness Plan outlines clear, practiced procedures for managing crisis situations. Emergency supplies are maintained on-site, and health measures—including PPE supplies such as sanitizer, wipes, and masks—are readily available for staff use. The school also maintains designated entry and exit points, along with a dedicated health room to support student wellness and safe operations.

2025-26 School Safety Plan

Throughout the school day, students are supervised by certificated and classified staff to ensure safety during classroom instruction, recess, lunch, and transitions. Sierra Vista also maintains a designated supervised area for student drop-off and pick-up. To further strengthen campus security, all visitors are required to check in and register through the school office using our VERKADA monitoring system before entering the campus.

Sierra Vista Elementary remains committed to maintaining a safe, secure, and welcoming environment where all students can learn and thrive.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	1	4	0
1	17	2	4	0
2	15	3	4	0
3	18	2	3	0
4	22	1	4	0
5	20	2	3	0
6	22	1	4	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	2	2	0
1	24	0	4	0
2	24	0	4	0
3	19	1	4	0
4	27	0	3	0
5	26	0	4	0
6	18	3	2	0
Other	10	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	1	3	
1	22	1	3	
2	24		4	
3	24		4	
4	22	1	3	
5	27		3	
6	27		4	
Other	11	4		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	$20,633.77	$8288.62	$12,345.15	$89,501.70
District	N/A	N/A	$12,905.38	$89,557.39
Percent Difference - School Site and District	N/A	N/A	-4.4	-0.1
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	10.2	-11.2

Fiscal Year 2024-25 Types of Services Funded

Local Control Funding Formula (LCFF): Strengthening Programs, Services, and Opportunities at Sierra Vista Elementary

The Local Control Funding Formula (LCFF) remains the foundation of financial support for Sierra Vista Elementary and the district as a whole. LCFF Base funds provide the essential, ongoing resources that keep our school operating smoothly each day. These funds support core staffing, instructional materials, classroom resources, student nutrition services, and the maintenance of a clean, safe, and welcoming campus environment. Maintenance set-asides ensure that our facilities receive the continual care they need, while cafeteria allocations allow Sierra Vista to provide nutritious Community Eligibility Provision meals to every student at no cost to families.

In addition to these foundational supports, LCFF Supplemental and Concentration funds significantly strengthen our ability to meet the needs of English Learners, foster youth, and low-income students. These funds are allocated based on needs identified through a thoughtful planning process that includes input from parents, staff, and other educational partners. At Sierra Vista Elementary, these resources have translated into expanded staffing, enhanced instructional programs, and increased access to student services that promote equity, academic achievement, and social-emotional well-being.

Fiscal Year 2024-25 Types of Services Funded

Through LCFF, our school has been able to increase both certificated and classified staffing in order to provide targeted intervention, strengthened classroom instruction, and expanded support throughout the school day. Additional instructional support staff ensure that students receive small-group assistance, academic intervention, and consistent access to caring adults who help promote attendance, engagement, and positive behavior. Access to district nurses, social workers, and Teachers on Special Assignment has further allowed Sierra Vista to respond effectively to students' academic, behavioral, and wellness needs.

LCFF funds have also played a vital role in strengthening teaching and learning. Professional development in literacy, mathematics, data-driven instruction, English Learner support, and effective teaching strategies has deepened teacher capacity and enhanced instructional quality. With these resources, the school has been able to invest in curriculum enhancements, technology tools, and classroom materials that align with student needs and support ongoing academic growth.

In addition, LCFF has made it possible to expand learning opportunities beyond the traditional school day. Extended learning sessions, intervention programs, and enrichment activities provide students with additional time and support to reinforce essential skills and explore new areas of interest. LCFF resources also help fund educational field trips, allowing students to engage in meaningful, hands-on learning experiences that extend beyond the classroom.

Sierra Vista's campus has continued to benefit from LCFF-supported facility and program improvements. Library enhancements, including new books, updated resources, and additional technology, have helped strengthen literacy and ignite a love of reading among students. Fine arts funding, supported in part by LCFF, has expanded opportunities for students to participate in music and art programs, ensuring access to a well-rounded educational experience.

LCFF resources also play a key role in strengthening family engagement, communication, and community partnerships. Parent workshops, informational meetings, and schoolwide family events are made possible through strategic use of LCFF funds, ensuring that parents remain informed, empowered, and actively involved in their children's education. These opportunities build stronger home–school connections, which directly support student success.

Through the thoughtful and strategic use of LCFF Base, Supplemental, and Concentration funds, Sierra Vista Elementary continues to enhance programs, expand services, and meet the evolving needs of our students and families. This investment reflects our ongoing commitment to equity, continuous improvement, and providing every child with the opportunities and support necessary to thrive.

At Sierra Vista Elementary, LCFF funding directly supports our mission and promise to our community: Every Child Learning Every Day—No Matter What It Takes.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	$59,235	$61,516
Mid-Range Teacher Salary	$90,003	$95,479
Highest Teacher Salary	$115,143	$125,208
Average Principal Salary (Elementary)	$136,682	$152,668
Average Principal Salary (Middle)	$142,183	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$184,511	$242,781
Percent of Budget for Teacher Salaries	26.6%	29.76%
Percent of Budget for Administrative Salaries	4.35%	5.74%

Professional Development

Professional Development at Sierra Vista Elementary: 2025–2026

At Sierra Vista Elementary, professional development remains a cornerstone of our commitment to high-quality instruction, equity, and student success. The district provides ongoing training and support to ensure that all staff are equipped to meet state standards, implement effective instructional practices, and maintain a safe, inclusive, and positive learning environment. All employees participate annually in required trainings covering state and federal compliance topics, including Sexual Harassment, Child Abuse Prevention, Injury and Illness Prevention, Pesticide Awareness, Workplace Violence Prevention, as well as McKinney-Vento and Foster Youth program requirements.

In addition to these mandatory trainings, staff participate in annual refreshers in Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), RULER, and Social-Emotional Behavior Supports, reinforcing Multi-Tiered Systems of Support (MTSS) and promoting a positive school climate. District walkthroughs using the 4P feedback model (Provide, Praise, Pose, Propose), combined with ongoing leadership coaching, guide instructional improvement, inform site-based professional learning, and strengthen the implementation of Tier I instruction across all classrooms. Afterschool staff also engage in annual professional development focused on STEM enrichment and content aligned to district priorities.

Over the past few years, professional learning has evolved to meet the growing needs of students. In 2023–2024, training focused on collaboration, data-driven decision-making, and instructional coherence. Staff participated in sessions on the 7 Stages of Collaboration, formative assessment practices, and mathematics alignment, while site and district leaders engaged in targeted training through Solution Tree and the Performance Education Partnership to enhance Professional Learning Communities (PLCs) and build instructional leadership capacity.

In 2024–2025, professional development expanded to address Mathematics, Writing, Dual Immersion, Special Education, and English Language Development (ELD). Saturday sessions supported Community Schools implementation, while Teachers on Special Assignment (TOSAs) provided coaching in classroom management, AVID strategies, technology integration, and standards-based instruction. Professional Learning Teams (PLTs) continued to guide cross-grade collaboration and alignment, literacy-focused interventions were prioritized, and Parent Teacher Home Visit (PTHV) training launched to strengthen family engagement.

For the 2025–2026 school year, professional learning continues to emphasize instructional coherence and innovation, with a particular focus on foundational reading skills identified as a critical area in 2024–2025. Staff training emphasizes The 5 Practices in Practice across subject areas, mathematical problem solving and rigor, and ensuring that ELD instruction is distinct from ELA while fostering authentic language development. Additional professional learning focuses on writing conventions, curriculum alignment, early literacy supported by the new K–2 Literacy Screener, implementation of the Compass Social-Emotional Learning (SEL) curriculum, and the effective use of assessment data to inform instruction. Special Education Tier 3 service models are being strengthened to address individual student needs, and Science instruction is receiving increased emphasis to improve outcomes measured by the state Dashboard.

Innovation and technology integration continue to be a priority, with Artificial Intelligence (AI) tools introduced to enhance instructional practices and increase student engagement. The Parent Teacher Home Visit initiative also continues, reinforcing meaningful family engagement as a vital component of student learning and success.

Through these ongoing and evolving professional development efforts, Sierra Vista Elementary staff are equipped to collaborate effectively, implement research-based instructional practices, and provide the differentiated support each student needs. These initiatives ensure that our educators are fully supported in fulfilling the district's mission: "Every Child Learning Every Day—No Matter What It Takes."

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency:** Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation.**

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation
Pest or vermin infestation are not evident. Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly. Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART II: EVALUATION DETAIL Date of Inspection: 08/04/25 School Name: Sierra Vista Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Wing 1: Classroom A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11,	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Wing2: ClassroomSpeech , B1, B2, B3, B4, B5, B6, B7, B8, B9,	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Cafeteria, Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Wing 3: Classroom D1, D2, D3, D4, D5, D6, Restrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Wing 4: Classrooms K1, K2, K3, K4, K5, Restrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Wing 5: E1, E2, E3, E4 Restrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Wing 6: Classrooms F1, F2, F3, F4, F5 Restrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Upper Grade Playground, Lower Grade Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Main Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Wing 7 Classrooms C1, C2, C3, C4, C5, C6 Restrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
COMMENTS:															

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Arvin Union School District		Kern County	
SCHOOL SITE		**SCHOOL TYPE (GRADE LEVELS)**	**NUMBER OF CLASSROOMS ON SITE**
Sierra Vista Elementary		PreK-6th	36
INSPECTOR'S NAME	**INSPECTOR'S TITLE**	**NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)**	
Fancisco Gonzalez	SV MOT Lead		
TIME OF INSPECTION	**WEATHER CONDITION AT TIME OF INSPECTION**		
9:00 AM	90 Degress Weather in Arvin Ca		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "√"s:	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair: Number of "√"s divided by (Total Areas - "NA"s)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	**SCHOOL RATING**** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: