Sierra Vista Continuation High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Sierra Vista Continuation High School
Street	8470 Avenue 406
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7240
Principal	Jonathan Torres
Email Address	jtorres@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Domain/15
County-District-School (CDS) Code	54-75531-5431119

2023-24 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website	dusd.dinuba.k12.ca.us

2023-24 School Description and Mission Statement

A Message from the Principal:

Sierra Vista High School maintains an inclusive and welcoming school culture where student academic and behavior expectations are high. We strive and pride ourselves in being able to address the whole child. Students are expected to follow the character pillars of RESPECT, ACCOUNTABILITY and PERSEVERANCE, attend classes daily and complete work in school in addition to projects to receive full course credit in order to maintain their progress towards graduation.

Sierra Vista High School teachers have all been trained in California Common Core Standards, Restorative Justice Practices and Project Based Learning. The Alternative Education Staff Members attend annual professional development in curriculum and instructional strategies to provide optimum instruction to our students and adequately prepare students for graduation and life after high school.

In addition to instruction, making positive connections with our students is a priority at Sierra Vista High School. We greet and shake hands with students at the gate every morning and after school. We also provide social-emotional support to students via counseling from our Site Counselor, Site Psychologist, District Social Worker and Dinuba Unified School District support Staff.

Major Achievements:

Sierra Vista High School completed its WASC accreditation visit in Spring 2023 and was awarded a 6 year accreditation.

In January of 2018, Sierra Vista was honored by being named a Model Continuation School and continues to maintain the status of Model Continuation School.

Sierra Vista High School has received an upgraded Wi-Fi network.

In addition to a fully functioning computer lab that maintains 20 new desktop computers, all teachers have chrome books in

2023-24 School Description and Mission Statement

their classrooms and all teachers use them to support instruction in all classes. Our school library holds several books and six desktop computers The library technology provides student and teacher access to technology in all content areas and the ability for students to develop and increase their computer literacy skills.

All students have access to online Math and English intervention courses via our online program entitled Edgenuity. With Edgenuity, students have access to online courses that include all core subjects as well as a variety of electives including but not limited to: Career Explorations, Strategies for Academic Success and Intro to Business. All online courses are common core aligned and provide the rigor necessary for college and career readiness.

Sierra Vista High School also provides students with digital art courses and currently offers a Arts and Multi-Media career pathway

Sierra Vista High School hosts an annual College and Career day where students "Dress for Success" (Shirts ties and interview wear) as guest speakers come and present college and career related information to the students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	25
Grade 12	49
Total Enrollment	74

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	35.1%
Male	64.9%
Hispanic or Latino	100%
English Learners	36.5%
Foster Youth	1.4%
Homeless	1.4%
Migrant	4.1%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	2.7%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	42.86	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.90	57.00	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	7.00	100.00	272.30	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.20	46.00	225.00	80.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	4.71	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.10	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.70	53.29	14.10	5.08	11953.10	4.28
Unknown	0.00	0.57	21.50	7.76	15831.90	5.67
Total Teaching Positions	7.00	100.00	277.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	3.90	3.70
Total Out-of-Field Teachers	3.90	3.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted text books are aligned with state standards for each content area.

Year and month in which the data were collected	9/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ODELL Literacy Curriculum (www.odelleducation.com)	Yes	0

	Common Core aligned curriculum (2014-2015) Edgenuity		
Mathematics	Edgenuity online math courses (www.edgenuity.com) (2014-2015)	Yes	0
Science	All in good condition. Life Science - Glencoe / McGraw Hill; Physical Science - Glencoe / McGraw Hill; Pacemaker Biology - Globe Fearon; Earth Science - Prentice Hall / Pearson are the adopted science curriculum. Adopted in 1998, 1998, 2004 and 2006 respectively.	Yes	0
History-Social Science	Stanford History Education Group (www.sheg.stanford.edu) Common Core aligned curriculum (2014-2015) Edgenuity	Yes	0
Foreign Language	Edgenuity online Foreign Language courses (www.edgenuity.com) (2014-2015)		
Health	Edgenuity online Health courses (www.edgenuity.com) (2014-2015)		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

All school site buildings are well lit and secured by gates that are locked at night. All parking lots are well lighted for added security.

At Sierra Vista we have 8 classrooms that are in use at any given time along with a room designated for our school library and a multi-purpose room that students utilize for breakfast and lunch. All classrooms at Sierra Vista have access to technology to design, create, and implement lessons that actively engage students and make them critically think about what they are learning. The Math and English classrooms are the largest classrooms in size, which is by design to accommodate the larger class sizes for those subjects. The multi-purpose room is utilized for nutrition, counseling services, meetings, testing and staff training as needed.

The computer lab located on the Sierra Vista Campus, which Sierra Vista, Ronald Reagan, and Adult School staff and students have access to, holds 20 total computers available for student use. This has allowed for expansion of our Digital Art courses, CAASPP testing and online courses via desktop computers.

In the near future we plan to improve campus by adding an awning over our newly resurfaced basketball court and continue to upgrade technology at all school sites.

As a school site, it is our mission to stay on the cutting edge of technology and seek out facility improvements that will positively impact our students and their learning.

Dinuba Unified and the Alternative Education staff are committed to providing facilities that are safe and up to date to serve our students, families, and community.

Year and month of the most recent FIT report	11/2/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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			1: ceiling tiles need to be installed correctly(work order submitted); storage too high up 10: tackboard peeling, cabinets not secured, (work order submitted) storage too high, non flame retardant curtains 4: fire pull station camoflauged by too much paper around it 6: electrical box missing behind TV, ceiling tiles stained, (work order submitted) electrical panel is blocked 9: non-flame retardant curtains
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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15	15	46	44	47	46
Mathematics (grades 3-8 and 11)	0	3	25	27	33	34

2022-23 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
All Students	44	39	88.64	11.36	15.38
Female	15	13	86.67	13.33	23.08
Male	29	26	89.66	10.34	11.54
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	43	38	88.37	11.63	13.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	17	85.00	15.00	5.88
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	31	88.57	11.43	16.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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
All Students	44	38	86.36	13.64	2.63
Female	15	13	86.67	13.33	7.69
Male	29	25	86.21	13.79	0.00
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	43	37	86.05	13.95	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	17	85.00	15.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	30	85.71	14.29	3.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.41	6.67	19.58	22.47	29.47	30.29

2022-23 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
All Students	66	60	90.91	9.09	6.67
Female	23	20	86.96	13.04	0.00
Male	43	40	93.02	6.98	10.00
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	65	59	90.77	9.23	6.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	23	85.19	14.81	4.35
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	48	90.57	9.43	4.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Sierra Vista High School offers an Arts, Media and Entertainment career pathway.

The CTE courses offered for this pathway include: Multi-Media, Video Production, Digital Arts 2 and Digital Photography.

All Arts, Media and Entertainment career pathway courses are aligned with CTE standards.

Student course work is aligned to Adobe Certificate Association (ACA) standards to adequately prepare students for the ACA Exam.

All courses

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	55
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.3
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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

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.

2023-24 Opportunities for Parental Involvement

School Site Council and English Language Acquisition Committee

Parent involvement at the high school level is always a challenge. We have been able to reach and involve a lot of parents via our back to school night and the annual college/career fair. During this time, parents visit classrooms and meet with teachers. Our School Site Council (SSC) and ELAC meetings are also ways in which we involve parents. Parents are also greeted every morning if they drop off their students at school as well as during pick up after school.

Home Visits and Conferences are also periodically held with the intent of providing parents with an opportunity to be informed and involved.

Teachers and staff also make regular contact with parents regarding attendance, behavior and academic performance and phone and one to one parent conferences and home visits are held often to address student needs.

If you would like more information about Parent Engagement Activities please contact :

Mr. Jorge Longoria, Sierra Vista High School Administrative Assistant at 555-595-7240

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	19.5	59.1	14	4.3	6.2	4.4	9.4	7.8	8.2
Graduation Rate	39	13.6	64	83.5	87.9	88.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	50	32	64.0
Female	13	9	69.2
Male	37	23	62.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	50	32	64.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	22	14	63.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	50	32	64.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	114	109	97	89.0
Female	33	33	27	81.8
Male	81	76	70	92.1
Non-Binary	0	0	0	0.0
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	113	108	96	88.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	1	100.0
English Learners	46	43	37	86.0
Foster Youth	2	2	1	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	107	103	92	89.3
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	7	4	4	100.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	3.51	0.04	3.13	3.37	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.33	0.19	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.51	0
Female	3.03	0
Male	3.7	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.54	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.74	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Sierra Vista High School and Dinuba Unified School District see the safety of our students and staff as our utmost priority.

The Sierra Vista Staff monitors school grounds, via the use of surveillance cameras, before the start of each day, during passing periods, during lunch, and immediately after dismissal.

To safeguard our students and better serve our parents, Sierra Vista has a closed campus during the school day.

All campus visitors must register with the office and wear a visitor badge while on campus for safety purposes.

We hold regular fire, earthquake, and lockdown drills each school year with staff and students.

Our safety plan is updated annually (This year's plan was approved for the 22/23 school year). All staff members are kept up to date on any safety measures that pertain to Sierra Vista High School and how to keep their classrooms safe for students and staff. All staff is trained on safety measures at the beginning of the school year and throughout the school year as well.

Sierra Vista has also implemented PBIS to help maintain a safe and inviting campus culture, where students feel safe to learn and teachers feel safe to teach. During the 2022-2023 School Year, Sierra Vista earned the Silver Medal designation.

Sierra Vista also has access to an SRO officer with Dinuba PD to handle any legal issues that may arise on campus.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	16		
Mathematics	2	13		
Science	4	8		
Social Science	8	8		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	10		
Mathematics	3	10		
Science	6	5		
Social Science	5	14		

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	20	0	0
Mathematics	6	6	0	0
Science	8	7	0	0
Social Science	5	20	0	0

2022-23 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	74

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$34,902	$21,148	$13,754	$85,389
District	N/A	N/A	$6,120	$85,389
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

We use a combination of state and federal Title I and LCAP funds to provide additional instructional support for our language arts and mathematics classes. All the expenditures are clearly defined in our Single Plan for Student Achievement and are aligned to our district LCAP goals.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,014	$54,190
Mid-Range Teacher Salary	$78,586	$85,111
Highest Teacher Salary	$105,086	$104,999
Average Principal Salary (Elementary)	$126,210	$132,492
Average Principal Salary (Middle)	$132,521	$140,987
Average Principal Salary (High)	$153,409	$153,884
Superintendent Salary	$215,000	$255,503
Percent of Budget for Teacher Salaries	27.19%	32.09%
Percent of Budget for Administrative Salaries	4.76%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Our current instructional focus is using Close Reading Strategies to better understand the content they are reading. Cross curricular professional development has and will continue to be provided throughout the school year and moving forward.

Teachers continue to receive professional development with Edgenuity as it is our primary source of instruction.

Next Generation Science Standards, Close Reading, Argumentative Writing and other related Common Core and College and

Professional Development

Career Readiness training via Tulare County Office of Education (TCOE) in Math, Science, Art, English and Social Studies are attended by staff annually.

All teachers have also been trained to use our Edgenuity online course program and ongoing internal professional development is provided among teachers. .

To ensure that our staff stay current in the latest curriculum and instructional strategies and provide an optimum education to our students; all staff members are encouraged to attend at least 1 out of district professional development event per school year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	