



Arvin Union School District



Sierra Vista Elementary School

2005-2006 School Accountability Report Card

**300 Franklin Street
Arvin, CA 93203
661-854-6560
<http://arvin.k12.ca.us>**

**Grades
Kindergarten through Five**

**Mrs. Marilyn Thompson,
Principal**

**Dr. Kenneth R. Bergevin
Superintendent**

Board of Trustees

**Tim Owens,
President**

**William Stoner,
Clerk**

Angel Sumaya

Joycene Tarver

Fausto Sanchez

District Mission Statement

The mission of the Arvin Union School District, in partnership with parents and community, is to provide each student the opportunity to develop intellectually, emotionally, physically, and socially. Through this process all students may become responsible and contributing members of society.

Principal's Message

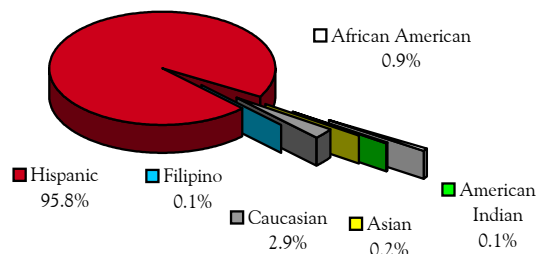
Our staff at Sierra Vista is committed to building a positive learning environment for all our students. We have a rigorous academic, standards based program that teaches students to work both cooperatively and independently and to become future contributors to the economy. Our campus is clean, well maintained, and safe as documented by the Williams Facilities Inspection Report. Our goal is for all students to develop grade level or above grade level skills in reading, writing, and math, and to be nationally competitive. We have high expectations, and based on formative and summative data, are providing an arduous curriculum to prepare students for school success throughout their educational years.

Community & School Profile

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally renowned as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere.

Established in 1951, Sierra Vista Elementary School is one of three schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Sierra Vista served 1,053 students in grades kindergarten through five during the 2005-06 school year. With the new kindergarten through fifth grade configuration, the school chose a cougar as the mascot, who is affectionately known as "Mr. Cougar." The chart at right illustrates the demographics of the student body at Sierra Vista Elementary School.

Ethnicity



Discipline & Climate for Learning

Students at Sierra Vista Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Sierra Vista Elementary School has found that good discipline is a solid foundation on which to build an effective school. The goal of Sierra Vista Elementary School's discipline program is to provide students with opportunities to learn self-discipline through the Boys' Town Model of Discipline. This program emphasizes 16 basic skills that are important for effective peer relations and becoming a positive, contributing member of society. Every two weeks students focus on one skill and practice it continuously. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and Back to School Night. Updates are communicated during the year through the Parent/Student Handbook, Parent Club Meetings, and classroom postings.

The Suspensions and Expulsions table below illustrates total cases for the last three years, as well as the percentage of enrollment. Cases are reported as total number of incidents, not total number of students, as some students may have been involved on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Sierra Vista			Arvin USD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	12	20	31	198	215	246
Suspension Rate	1.2%	2.0%	2.9%	6.7%	7.0%	8.2%
Expulsions	0	0	2	8	1	8
Expulsion Rate	0.0%	0.0%	0.2%	0.3%	0.03%	0.3%

Extracurricular Activities

Sierra Vista Elementary School recognizes that extracurricular activities enrich the educational and social development of students. The District encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. During the 2005-06 school year the extracurricular activities included:

- Voyager Reading
- Arvin Advantage
- Migrant Saturday School
- Field Trips
- Reading Intervention Program

Recognition Programs

It is the desire of the Sierra Vista Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. With this in mind, Sierra Vista Elementary has developed an extensive list of school-wide recognition programs, including:

- Lunch with the Principal
- Citizenship Awards
- Perfect Attendance
- Student of the Month
- Classroom Awards
- Caught Being Good
- Standardized Testing Recognition Awards

Class Size

Sierra Vista Elementary School maintained a schoolwide average class size of 21.4 students and a pupil-to-teacher ratio of 19.9:1 for the 2005-06 school year. The following chart illustrates average class size and the number of classrooms for each range of students, by grade level.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
K	19	20	20	15	17	7			2			
1st	20	19	18	15	17	9	1					
2nd	19	18	19	18	18	9						
3rd	n/a	n/a	20			8			1			
4th	n/a	n/a	28						6			
5th	n/a	n/a	27						6			

In 1996, State legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Sierra Vista Elementary School implemented CSR for grades Kindergarten through second in 1996-1997. During the 2005-06 school year third grade was added to the CSR program at Sierra Vista Elementary school. The chart at right illustrates the percent of classes that participate in CSR for the past three years.

	CSR Participation		
	03-04	04-05	05-06
K	100%	100%	78%
1st	94%	100%	100%
2nd	100%	100%	100%
3rd	n/a	n/a	89%

School Attendance & Enrollment

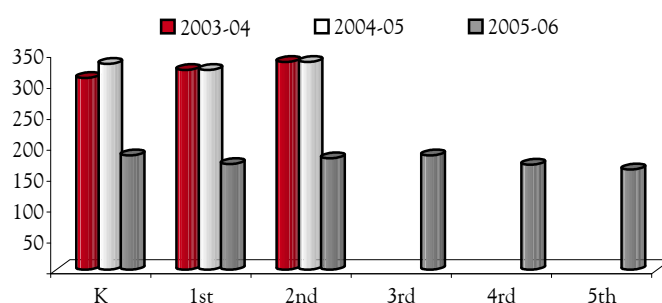
Regular attendance at Sierra Vista Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are administered fairly.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. The Attendance Clerk monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters will be sent home if absences are excessive. Students with continued excessive tardies, trancies or unexcused absences are referred to the district Truancy Officer, through the School Attendance and Review Board (SARB).

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences.

During the 2005-06 school year 1,053 students were enrolled at Sierra Vista Elementary School, of which 9% were students with disabilities, 81.1% were English Learners, and 100% were socioeconomically disadvantaged. The actual attendance rate for the 2005-06 school year was 96.5%. The chart below illustrates the enrollment trend for the past three years.

Enrollment By Grade Level



Instructional Minutes & Minimum Days

For the 2005-06 school year, Sierra Vista Elementary School offered 180 days of instruction, comprised of 171 regular days and nine minimum days. Minimum days are used for parent teacher conference days, days before major breaks (winter/spring), and alignment with graduation. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	39,942
1st-2nd	50,500	52,992
3rd	50,500	53,847
4th-5th	54,200	54,642

Curriculum Improvement

All curriculum development at Sierra Vista Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Sierra Vista Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

The Curriculum Committee, consisting of grade level staff representatives, administrators and community members evaluate the success of the curriculum and instructional methods. The committee determines any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

During the 2003-04 school year, the Reading First Program was implemented for students in kindergarten through third grade. Teachers were trained in the Houghton Mifflin Reading/Language Arts textbooks and also received assistance in improving their instruction from Reading Coaches. The program is still in place at Sierra Vista.

By the end of the year almost all of the teachers received training in the Reading First Program.

School Facilities & Safety

Built in 1951, Sierra Vista Elementary School offers a safe and secure campus for students, staff, and visitors. Currently Sierra Vista Elementary School consists of 50 classrooms, a library, one computer lab, a multipurpose room/cafeteria, a staff room, two playgrounds, and an administrative office. In 1989 classrooms were modernized to be more energy efficient, in 2000 air-conditioning was added to all classrooms and the cafeteria, and in 2005 new restrooms were added to the West Wing. Five additional classrooms were added in June 2006 for use during the 2006-07 school year. At the time of publication (August 2006), 100% of the restrooms were fully functional.

Sierra Vista Elementary School's Comprehensive School Site Safety Plan is revised each winter by the School Site Council and grade level staff to ensure the protection of students, staff, and school property. All staff members have copies of the plan and annually review the school site safety policies. Key elements of the safety plan include: Emergency Contacts, Disaster Preparedness, and Injury Prevention.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Fire drills are held once a month while earthquake drills are held twice a year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and the location of emergency supplies.

Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

The table below shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions			
Date of Last Inspection: August 22, 2006			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Cleaning Process

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of eight to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005-06 school year the district allocated \$107,220 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. During the 2005-06 school year, the district's governing board approved deferred maintenance projects for the school, which included carpet replacement, electrical work, and roof repair.

Counseling & Other Support Services

It is the goal of Sierra Vista Elementary School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer support services, on a part-time and/or full-time basis. The chart below illustrates the resources that have been made available to students.

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Librarian	1	1.0
Psychologist	1	*
Speech/Language Therapist	1	0.5
Nurse	1	*
Academic Coaches	3	3.0
Technology Coordinator	1	0.2
Resource Specialist Program Teachers	3	1.0
RSP Aides	5	0.5
Special Day Class (SDC) Teachers	3	3.0

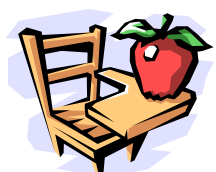
* Services are provided on an as-needed basis.

Students diagnosed with special needs are provided specific services by qualified staff to enhance their success. Resource Specialists and a Speech/Language Therapist provide support in addition to traditional classrooms. A Special Day Class for special needs provides tailored instruction for students who qualify. Sierra Vista Elementary School took back from the county two additional Special Day Classes (SDC); one SDC for severely handicapped students and one class with an emphasis on communication.

Sierra Vista Elementary School participates in the State's First Five (Child Readiness) program. This program serves qualifying students and their families throughout the district, providing medical and nutritional services supplemented with other professional assistance and referrals.

Sierra Vista Elementary School is dedicated to providing each student the opportunity to succeed in future educational endeavors. To help reach that goal, Sierra Vista offers English immersion classes to students who are designated as English Language Learners (ELL). Students are grouped by their level of fluency and receive support either in class or through after school programs.

Sierra Vista offers an after-school program for at-risk students who need assistance with daily assignments, or intervention with core subjects. An after-school Voyager Reading class is offered as an intervention reading program Monday through Thursday for at-risk students.



Student Achievement & Testing

Student achievement is the district's highest priority. Arvin Union School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5) for the most recent three-year period, is shown below.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
	All Students																										
Sierra Vista	11	19	20	**	**	18	**	**	24	**	**	20	34	35	36	**	**	36	**	**	31	**	**	28	**	**	14
Arvin USD	10	19	17	12	9	14	14	27	20	15	18	20	34	35	28	29	28	31	30	42	28	21	24	30	3	4	10
California	36	42	47	30	31	37	40	47	49	40	43	43	51	56	59	48	54	58	45	50	54	38	44	48	24	28	32
	Females																										
Sierra Vista	13	23	24	**	**	29	**	**	30	**	**	18	34	38	33	**	**	40	**	**	37	**	**	31	**	**	11
Arvin USD	13	24	20	13	12	20	19	30	25	19	23	22	24	29	27	28	30	31	34	45	34	22	30	32	1	3	8
California	39	45	51	33	35	39	43	52	54	44	46	47	50	55	58	47	54	56	45	51	55	38	45	48	22	26	30
	Males																										
Sierra Vista	8	15	17	**	**	6	**	**	18	**	**	22	34	32	39	**	**	31	**	**	28	**	**	24	**	**	16
Arvin USD	8	15	14	10	5	7	9	23	14	12	12	19	34	32	30	30	28	31	27	39	25	19	18	27	5	5	12
California	32	39	43	28	29	33	36	44	46	36	39	40	52	58	59	50	56	58	45	50	54	36	43	48	26	32	34
	English Learners																										
Sierra Vista	9	16	14	**	**	10	**	**	18	**	**	8	33	34	33	**	**	30	**	**	30	**	**	18	**	**	5
Arvin USD	9	16	11	5	7	9	7	18	15	8	7	8	33	34	26	22	28	28	22	34	27	13	15	19	4	7	4
California	18	23	27	11	12	15	15	19	24	12	13	13	38	43	45	32	40	41	26	32	36	17	22	24	4	6	7
	Socioeconomically Disadvantaged (SED)																										
Sierra Vista	9	19	20	**	**	17	**	**	22	**	**	18	36	35	35	**	**	36	**	**	31	**	**	27	**	**	12
Arvin USD	9	19	16	10	8	12	15	26	18	13	17	19	36	35	28	28	28	31	29	41	27	20	23	29	17	17	8
California	22	28	33	17	17	22	25	32	35	24	28	28	40	45	48	36	44	46	32	38	42	25	32	35	11	14	18
	Students with Disabilities																										
Sierra Vista	7	8	6	**	**	0	**	**	0	**	**	0	19	27	11	**	**	15	**	**	7	**	**	0	**	**	0
Arvin USD	11	8	4	0	7	8	2	9	3	0	2	4	36	27	12	16	15	23	10	12	6	4	4	11	0	5	0
California	16	19	23	14	13	16	16	19	21	14	15	14	29	33	34	26	29	31	20	22	25	13	17	18	10	12	14
	Migrant Education																										
Sierra Vista	11	16	14	**	**	13	**	**	16	**	**	13	31	37	33	**	**	36	**	**	30	**	**	33	**	**	13
Arvin USD	11	16	9	9	9	9	9	19	17	15	13	16	31	37	24	27	29	32	24	37	28	26	21	35	3	5	9
California	13	16	21	10	10	13	16	20	25	16	17	20	33	37	41	28	35	39	25	32	37	18	25	29	6	7	11
	Caucasian																										
Sierra Vista	*	*	*	**	**	*	**	**	*	**	**	*	*	*	*	**	**	*	**	**	*	**	**	*	**	**	*
Arvin USD	*	*	36	42	*	*	15	57	*	25	23	53	*	*	36	47	*	*	31	75	*	19	31	46	6	15	38
California	53	61	65	48	51	55	59	68	69	60	63	63	67	73	74	64	70	73	61	65	68	51	58	64	42	49	52
	Hispanic																										
Sierra Vista	10	19	20	**	**	17	**	**	23	**	**	18	34	35	36	**	**	35	**	**	31	**	**	28	**	**	12
Arvin USD	10	19	16	10	8	13	13	25	19	15	17	19	34	35	29	28	29	31	30	40	28	20	23	30	3	4	9
California	22	28	33	17	17	22	25	32	35	25	27	29	39	44	47	36	43	46	33	38	43	25	33	36	11	14	18

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

** No enrollment during the school year.

Physical Fitness

In the spring of each year, Sierra Vista Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). Sierra Vista Elementary School did not have grade five during the 2004-05 school year, which is the most current fitness scores available at the time of publication.



California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart below reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

CAT/6 Norm Referenced Test																								
% At or Above 50th Percentile																								
	Reading												Math											
	2			3			4			5			2			3			4			5		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Sierra Vista	21			**	**	16	**			**			42			**	**	36	**			**		
Arvin USD	21			18	16	15	15			17			42			35	30	33	34			28		
California	47			35	36	37	36			41			59			54	55	56	49			50		
Subgroups																								
Females	25			**	**	19	**			**			44			**	**	38	**			**		
Males	17			**	**	13	**			**			40			**	**	34	**			**		
Socioeconomically Disadvantaged (SED)	22			**	**	15	**			**			44			**	**	36	**			**		
English Learners	17			**	**	10	**			**			41			**	**	30	**			**		
Migrant Education	18			**	**	14	**			**			38			**	**	32	**			**		
Students with Disabilities	12			**	**	8	**			**			20			**	**	15	**			**		
Caucasian	*			**	**	*	**			**			*			**	**	*	**			**		
Hispanic	21			**	**	15	**			**			42			**	**	35	**			**		
Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.																								

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

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

** No enrollment during the school year.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				2006 API Growth Score
	03-04	04-05	05-06	
Statewide Rank	1	1	2	
Similar Schools Rank	5	6	8	
All Students				
Actual API Growth	9	24	C	640
Hispanic				
Actual API Growth	9	23	C	635
Socioeconomically Disadvantaged				
Actual API Growth	15	20	C	635
English Learners				
Actual API Growth	n/a	n/a	C	622

C - means the school had significant demographic changes and will not have any growth or target information.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed at right.

Adequate Yearly Progress (AYP) 2006				
Sierra Vista		Arvin USD		
Made AYP Overall	No		No	
Met AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API	Yes		Yes	
Graduation Rate	n/a		n/a	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. During the 2005-06 school year, Sierra Vista Elementary School was placed in Safe Harbour.

Federal Intervention Programs		
Program Improvement (PI)		
	Sierra Vista	Arvin USD
Program Improvement Status	In PI	In PI
First Year of PI	1999-00	2004-05
Year in PI (in 2006-07)	5	2
Number of Schools Currently in PI	-	3
Percent of Schools Identified for PI	-	100.0%

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Houghton Mifflin	K-5	02-03	All textbooks at Sierra Vista are in adequate supply and in good to excellent condition, as validated by the Williams Review	0%
Math	Houghton Mifflin	K-5	01-02		0%
Social Science	Scott Foresman	K-5	05-06		0%
Science	Houghton Mifflin	K-5	00-01		0%



Textbooks & Instructional Materials

Arvin Union Elementary School District held a Public Hearing in August 2006, and determined that each school within the District has 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The District follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area every other year. The most recent textbooks (as of August 2006) for Sierra Vista Elementary School is illustrated at left.

The Sierra Vista Elementary School library is stocked with numerous titles as well as videos and audiotapes that are available to check out. Students visit the library on a regular basis and are encouraged to visit before and after school. Four computers are available in the library for students to access resources and information online. Professional resources are also available for teachers and staff.

Sierra Vista Elementary has one computer lab with 20 workstations, and all classrooms are equipped with four-to-five Internet-connected computers. Rolling labs for classroom use were added in the 2005-06 school year. All teachers have laptop computers, projectors and Smartboards. Students in kindergarten through fifth grade receive computer-assisted instruction, including Reading Counts and Orchard Language Arts and Math.

Computer Resources			
	2003-04	2004-05	2005-06
Computers	120	120	290
Students per computer	8.1	8.3	3.6
Classrooms connected to Internet	52	52	52

Teacher Assignment

Arvin Union School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Sierra Vista Elementary had 51 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	Sierra Vista			Arvin USD
	03-04	04-05	05-06	05-06
Fully Credentialed	56	56	51	143
Without Full Credential	3	1	2	12
Teaching Outside Subject Area	n/a	n/a	n/a	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current data are reported.

Misassignments/Vacancies			
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	4	4	4
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Sierra Vista	76.8%	23.2%
All District Schools	77.0%	23.0%
High-Poverty Schools in District	77.0%	23.0%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year, unless Highly Qualified and have been teaching for 10 years or more. Those teachers may be put on a five year evaluation cycle.

The school principal and vice principal conduct each evaluation and assess performance based on specific criteria, including: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year.

The District offers three staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development during the 2005-06 school year included: English Language Development Intervention, and Grouping and Thinking Maps.

Arvin Union School District faculty members may participate in the Peer Assistance and Review (PAR) Program. This program provides beginning teachers and veteran teachers with personal support, guidance, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Additionally, a Beginning Teacher Support and Assessment (BTSA) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

In addition to District and school support and training, Sierra Vista employed one academic coach and two Reading First Coaches in 2005-06 to assist staff in curriculum development and instructional training. Academic coaches are certificated staff available on a full-time basis and may serve as substitutes when needed, to provide teachers time to observe targeted instruction.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and has a pool of fully credentialed and qualified substitutes. On occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.

Community & Parent Involvement

Sierra Vista Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and District administrators in the many activities, programs, and organizations that support its students, such as: School Site Council, Action Plan Leadership Team, Parent Club, and Parent Workshops.

Sierra Vista Elementary School encourages all parents to become involved in the school. Parents and community members may volunteer in the classroom and as field trip chaperones. Parent conferences and Back to School Nights are designed to welcome parents, seek input, and answer questions. Parents are encouraged to make an appointment with their child's teacher or principal any time. Classes are offered monthly by different grade levels to assist parents with strategies to help students at home.

School Leadership

Leadership at Sierra Vista Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal Marilyn Thompson for the past 11 years. Mrs. Thompson's prior experience includes over 19 years as a Resource teacher and a classroom teacher.

Sierra Vista Elementary School encourages staff and faculty members to participate in leadership teams and organizations. Grade Level Teams focus on curriculum planning, enrichment activities, and student assessment. Leadership Team representatives meet regularly with parents and community members to evaluate the progress of the school as a whole. Staff members may participate in the English Language Development Committee and other academic and/or social committees. Grade Level Data Teams regularly review formative and summative data to develop strategic planning and to design instruction to meet individual student needs.



Contact Information

Parents who wish to participate in Sierra Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (661) 854-6560.

Expenditures & Services Funded

Arvin Union School District spent an average of \$7,041 to educate each student (based on 2004-05 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil		
Sierra Vista	Total	\$8,009
	From Restricted Sources	\$4,845
	From Unrestricted Sources	\$3,164
Arvin USD	From Unrestricted Sources	\$4,848
	Percentage of Variation between School & District: 34.7%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation between School & State: 33.3%	

In addition to general state funding, Arvin Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Special Education Master Plan
- Instructional Materials
- Home-to-School Transportation
- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- Peer Assistance and Review (PAR)
- Healthy Start
- School Improvement Program (SIP)
- Staff Development
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Discretionary Grants

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state having between 1,000 and 5,999 Average Daily Attendance (ADA). The chart at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2004-05 financial statements).

Average Teacher Salaries		
School & District	Sierra Vista	\$53,275
	Arvin USD	\$51,840
	Percentage of Variation: 2.77%	
School & State	Sierra Vista	\$53,275
	All Elementary School Districts	\$56,471
	Percentage of Variation: 5.66%	

The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2004-2005		
	Arvin USD	California
Beginning Teachers	\$37,889	\$37,797
Mid-Range Teachers	\$56,275	\$57,601
Highest Teachers	\$69,490	\$71,233
Elementary Principals	\$83,190	\$88,676
Middle School Principals	\$86,352	\$91,944
Superintendent	\$113,120	\$127,179
Salaries as a Percentage of Total Budget		
Teachers Salaries	39.7%	42.1%
Administrative Salaries	3.4%	5.8%

