



Sierra Vista Elementary School

300 Franklin St., Arvin CA 93203 ♦ (661) 854-6560

2007-2008 School Accountability Report Card

Principal
Angelica Salinas



Arvin Union
School District

<http://www.arvinschools.com>

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District Mission Statement

We believe in the worth and dignity of every individual involved in the learning process. Based on this belief, 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 working to provide 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 four schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Sierra Vista served 828 students in grades kindergarten through six during the 2007-08 school year. Our new kindergarten through sixth grade school have a cougar as the mascot, who is affectionately known as "Mr. Cougar." Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.5%
American Indian	0.0%
Asian	0.1%
Caucasian	3.6%
Filipino	0.0%
Hispanic or Latino	95.8%
Pacific Islander	0.0%
Multiple or No Response	0.0%

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. The school wide rules are posted in every classroom as is the list of consequences for breaking them. There is also an intervention discipline program containing steps to help misbehaving students. Students will first attend classroom management, then they will be referred to the office. If that fails, the office referrals can lead to expulsion as a last resort. 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 posting of school rules.

The Suspensions and Expulsions table 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

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	31	29	65	197	318	294
Suspension Rate	2.9%	2.6%	7.9%	6.3%	9.9%	8.9%
Expulsions	2	0	5	8	14	22
Expulsion Rate	0.2%	0.0%	0.6%	0.3%	0.4%	0.7%

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 2007-08 school year the extracurricular activities included:

- Daytime/Afterschool Intervention
- Migrant Saturday School
- Band
- Arvin Advantage
- Field Trips
- Sports

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
- Perfect Attendance
- Classroom Awards
- Cougar Pride
- Behavior and academics awards
- Standardized Testing Recognition Awards
- Citizenship Awards
- Student of the Month
- Caught Being Good
- Principal List

School Enrollment & Attendance

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, truanancies 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.

The chart below illustrates the enrollment trend for the past three years.

		Enrollment Trend by Grade Level		
		2005-06	2006-07	2007-08
K		185	200	107
1st		171	186	134
2nd		180	187	122
3rd		185	179	115
4th		170	185	121
5th		162	174	110
6th		-	-	119

Class Size

Sierra Vista Elementary School maintained a schoolwide average class size of 20.2 students and a pupil-to-teacher ratio of 20.2:1 for the 2007-08 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		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	19	18	7	10	6	2	-	-	-	-	-
1st	18	18	19	9	10	7	-	-	-	-	-	-
2nd	19	20	17	9	9	7	-	-	-	-	-	-
3rd	20	18	16	8	10	7	1	-	-	-	-	-
4th	28	26	29	-	-	-	6	7	4	-	-	-
5th	27	29	27	-	-	-	6	6	4	-	-	-
6th	-	-	30	-	-	-	-	-	4	-	-	-

Curriculum Development

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.

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. In the 2007-08 school year 100% of the kindergarten teachers, 100% of the first grade teachers, and 100% of the third grade teachers received advanced training in the Reading First Program. Every student has two and half hours of uninterrupted reading in the morning.

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, and in 2000 air-conditioning was added to all classrooms and the cafeteria. In 2007, the roofing of the school was redone. At the time of publication (November 2008), 100% of the restrooms were fully functional. Facility information is current as of November 2008. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

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 once a quarter. Lockdown procedures were practiced by staff and students on a regular basis. 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.

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 2008-09 school year the district allocated \$119,954 for the deferred maintenance program. This represents 0.42% of the general fund budget. Please see the district for a complete list of deferred maintenance projects.

The table on the following page shows the results of the most recent school facilities inspection, as of November 2008. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

School Facility Conditions				
Date of Last Inspection: 08/19/08				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Parent & Community 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. Quarterly newsletters go out to parents with strategies to help students at home.

Counseling & Support Staff

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 illustrates the resources that have been made available to students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Coach	2	2.0
Counselor	1	1.0
Librarian	1	1.0
Nurse	1	As Needed
Psychologist	2	As Needed
Reading First Coach	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	2.0
Special Day Class (SDC) Teacher	2	2.0
Speech & Language Therapist	1	0.5
Technology Aide	1	1.0
Technology Coordinator	1	0.2

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 has a total of two Special Day Classes (SDC) on campus. There is one SDC for severely handicapped students and one class for mild to moderate handicapped.

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, Arvin Advantage, for at-risk students who need assistance with daily assignments, or intervention with core subjects. Additional intervention programs are available for kindergarten 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 Test

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			6			2			3			4			5			6					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																																	
School	20	27	22	18	17	17	24	30	25	20	24	21	**	**	18	36	42	29	36	35	44	31	36	37	28	32	22	**	**	22	14	19	19
District	17	24	23	14	14	17	20	26	24	20	20	24	15	20	21	28	35	33	31	29	43	28	32	33	30	26	28	17	24	22	10	16	25
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	17	18	17	6	11	13	18	20	16	22	17	15	**	**	17	39	45	23	31	34	41	28	28	38	24	30	12	**	**	22	16	21	15
District	14	17	18	7	10	14	14	20	19	19	15	17	11	15	18	30	37	33	31	28	42	25	27	31	27	23	21	16	23	23	12	16	26
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	24	36	27	29	22	19	30	40	36	18	33	29	**	**	18	33	39	38	40	35	45	37	43	35	31	35	34	**	**	22	11	17	23
District	20	31	29	20	18	20	25	32	28	22	27	29	18	26	25	27	33	34	31	30	44	34	37	35	32	30	35	19	24	22	8	15	25
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Migrant Education																																	
School	14	22	16	13	7	2	16	24	13	13	25	20	**	**	15	33	33	26	36	19	43	30	38	26	33	35	25	**	**	20	13	15	15
District	9	23	18	9	7	8	17	23	15	16	20	19	7	20	20	24	29	31	32	22	36	28	35	26	35	29	26	9	30	20	9	16	20
State	21	24	24	13	15	15	25	25	28	19	21	23	18	20	24	41	42	42	39	41	42	37	40	44	29	29	33	23	24	26	11	13	20
Socioeconomically Disadvantaged																																	
School	20	26	20	17	15	15	22	30	24	18	24	21	**	**	17	35	41	30	36	33	41	31	35	35	27	32	22	**	**	21	12	19	18
District	16	23	23	12	13	16	18	25	22	19	20	23	14	20	21	28	34	33	31	28	42	27	32	32	29	25	28	16	23	22	8	15	24
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32
Hispanic or Latino																																	
School	20	26	22	17	17	16	23	29	24	18	24	20	**	**	17	36	42	30	35	34	42	31	34	37	28	31	23	**	**	22	12	19	19
District	16	24	23	13	14	17	19	25	23	19	20	23	14	20	22	29	35	32	31	29	41	28	33	34	30	25	28	17	23	22	9	15	26
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32
Students with Disabilities																																	
School	6	6	7	0	0	*	0	*	6	0	0	*	**	**	*	11	25	20	15	19	*	7	*	25	0	8	*	**	**	*	0	0	*
District	4	3	5	8	0	0	3	0	4	4	3	0	6	0	0	12	16	16	23	12	19	6	6	16	11	7	0	9	0	0	0	0	0
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26
English Learners																																	
School	14	20	17	10	11	9	18	22	18	8	15	13	**	**	7	33	39	27	30	28	38	30	30	30	18	29	19	**	**	15	5	13	13
District	11	19	18	9	10	12	15	20	18	8	13	17	4	8	12	26	33	27	28	24	40	27	29	29	19	23	22	5	14	16	4	11	19
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17

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

** No 6th grade enrollment.

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	1999-2000	2004-2005
Year in PI (2008-09)	Year 5	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	75.00%

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 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.

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). During the 2007-08 school year, 40.5% of fifth grade students met the HFZ.

Academic Performance Index

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. 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.

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

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 in the table.

Data Sources

Data within the SARC was provided by Arvin Union Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	16	16	22	36	29	31
District	15	16	23	33	25	36
State	37	38	38	55	56	56
Males						
School	13	12	17	34	32	26
Females						
School	19	20	26	38	26	35
Socioeconomically Disadvantaged						
School	8	6	*	15	19	*
Hispanic						
School	10	13	13	30	23	24

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

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	1	1	
Similar Schools Rank	8	4	4	
All Students				
Actual Growth	C	8	4	649
Socioeconomically Disadvantaged				
Actual Growth	C	10	3	645
Hispanic or Latino				
Actual Growth	C	10	4	647
English Learners				
Actual Growth	C	17	2	637

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Instructional Materials

Arvin Union Elementary School District held a Public Hearing on September 18, 2007, 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 per year. The most recent textbooks (as of October 2008) for Sierra Vista Elementary School are illustrated in the chart.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th	English/Language Arts	Prentice Hall	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2002	Yes	0.0%
6th	Mathematics	McDougal Littell	2002	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Social Science/History	Pearson Scott Foresman	2006	Yes	0.0%
6th	Social Science/History	Pearson/Prentice Hall	2006	Yes	0.0%
K-5	English Language Development	Avenues	2006	Yes	0.0%
6th	English Language Development	High Point	2006	Yes	0.0%
K-6	Health	Pearson/Scott Foresman	2008	Yes	0.0%

Library Information

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Kern County, which contain numerous computer workstations. For more information on hours and locations please visit: <http://www.kerncountylibrary.org/>.

Computer Resources

Sierra Vista Elementary has three computer labs with 30 workstations, and all classrooms are equipped with four-to-five Internet-connected computers. 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

	05-06	06-07	07-08
Computers	290	275	275
Students per computer	3.6	4.0	3.0
Classrooms connected to Internet	47	50	43

Teacher Assignment

Arvin Union School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Sierra Vista Elementary had 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	51	53	38	146
Without Full Credentials	2	4	3	19
Working Outside Subject	0	0	0	0

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	4	3	1
Misassignments of Teachers (other)	0	0	3
Total Misassignments of Teachers	4	3	4
Vacant Teacher Positions	0	0	0

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.

Highly Qualified Teachers

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 2006-07 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
School	97.6%	2.4%
District	79.1%	20.9%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	100.0%	0.0%

Expenditures & Services Funded

Arvin Union School District spent an average of \$7,678 to educate each student (based on 2006-07 audited financial statements). The chart 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	
School	
Total Expenditures Per Pupil	\$8,834
From Restricted Sources	\$3,729
From Unrestricted Sources	\$5,105
District	
From Unrestricted Sources	\$5,105
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	3.68%

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

Teacher & Administrative Salaries as a Percentage of Total Budget

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table illustrates the teacher and administrative salary at the district and compares it to the state (based on 2006-07 financial statements).

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$40,782	\$39,773
Mid-Range Teachers	\$60,572	\$61,167
Highest Teachers	\$74,703	\$78,093
Elementary School Principals	\$79,324	\$97,851
Middle School Principals	\$89,542	\$102,064
Superintendent	\$121,757	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	41.0%
Administrative Salaries	4.1%	5.9%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$53,298
District	\$55,838
Percentage of Variation	4.55%
School & State	
All Unified School Districts	\$61,488
Percentage of Variation	13.32%

