# Sierra Vista Elementary School
## 2021 School Accountability Report Card

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

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|---|---|
| **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.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/<br><br>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 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) 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. |

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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

# About this School

## 2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 104 |
| Grade 1 | 93 |
| Grade 2 | 121 |
| Grade 3 | 116 |
| Grade 4 | 118 |
| Grade 5 | 90 |
| Grade 6 | 120 |
| Total Enrollment | 762 |

## 2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 50.5 |
| Male | 49.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.1 |
| Black or African American | 0.3 |
| Filipino | 0.1 |
| Hispanic or Latino | 96.5 |
| White | 2.8 |
| English Learners | 68.5 |
| Foster Youth | 1.4 |
| Homeless | 5.2 |
| Socioeconomically Disadvantaged | 97.5 |
| Students with Disabilities | 10 |

## 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

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

## 2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2019-20 |
|---|---|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2019-20 |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

## 2019-20 Class Assignments

| Indicator | 2019-20 |
|---|---|
| Misassignments for English Learners<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on August 17, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle.  100% of students had appropriate textbooks as evidenced by the most recent August 2020  Williams Review.

| Year and month in which the data were collected | December 2021 |
|---|---|

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

## School Facility Conditions and Planned Improvements

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


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

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

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

| Year and month of the most recent FIT report | August 2021 |
|---|---|

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| **Mathematics** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 443 | 4 | 0.9 | 99.1 | -- |
| **Female** | 229 | 1 | 0.44 | 99.56 | -- |
| **Male** | 214 | 3 | 1.4 | 98.6 | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 427 | 4 | 0.94 | 99.06 | -- |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 13 | 0 | 0 | 100 | -- |
| **English Learners** | 310 | 2 | 0.65 | 99.35 | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 40 | 0 | 0 | 100 | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 432 | 4 | 0.93 | 99.07 | -- |

| Students Receiving Migrant Education Services | 72 | 0 | 0 | 100 | -- |
| Students with Disabilities | 41 | 4 | 9.76 | 90.24 | -- |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 443 | 4 | 0.90 | 99.10 | -- |
| Female | 229 | 1 | 0.44 | 99.56 | -- |
| Male | 214 | 3 | 1.40 | 98.60 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 427 | 4 | 0.94 | 99.06 | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 13 | 0 | 0.00 | 100.00 | -- |
| English Learners | 310 | 2 | 0.65 | 99.35 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 40 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 432 | 4 | 0.93 | 99.07 | -- |
| Students Receiving Migrant Education Services | 72 | 0 | 0.00 | 100.00 | -- |
| Students with Disabilities | 41 | 4 | 9.76 | 90.24 | -- |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| All Students | 441 | 436 | 98.37 | 1.13 | 17.43 |
| Female | 228 | 227 | 99.56 | 0.44 | 16.30 |
| Male | 213 | 209 | 98.12 | 1.88 | 18.66 |
| American Indian or Alaska Native | NA | NA | NA | NA | NA |
| Asian | NA | NA | NA | NA | NA |

| | | | | | |
|---|---|---|---|---|---|
| **Black or African American** | NA | NA | NA | NA | NA |
| **Filipino** | NA | NA | NA | NA | NA |
| **Hispanic or Latino** | 425 | 421 | 99.06 | 0.94 | 18.05 |
| **Native Hawaiian or Pacific Islander** | NA | NA | NA | NA | NA |
| **Two or More Races** | NA | NA | NA | NA | NA |
| **White** | 13 | 13 | 100 | 0 | 0 |
| **English Learners** | 308 | 306 | 99.35 | 0.65 | 10.13 |
| **Foster Youth** | NA | NA | NA | NA | NA |
| **Homeless** | NA | NA | NA | NA | NA |
| **Military** | NA | NA | NA | NA | NA |
| **Socioeconomically Disadvantaged** | 425 | 420 | 98.82 | 1.18 | 16.43 |
| **Students Receiving Migrant Education Services** | 67 | 67 | 100 | 0 | 19.40 |
| **Students with Disabilities** | 41 | 37 | 90.24 | 9.76 | 0 |

*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---|---|---|---|---|---|
| **All Students** | 441 | 435 | 98.64 | 1.36 | 8.51 |
| **Female** | 228 | 226 | 99.12 | 0.88 | 7.96 |
| **Male** | 213 | 209 | 98.12 | 1.88 | 9.09 |
| **American Indian or Alaska Native** | NA | NA | NA | NA | NA |
| **Asian** | NA | NA | NA | NA | NA |
| **Black or African American** | NA | NA | NA | NA | NA |
| **Filipino** | NA | NA | NA | NA | NA |
| **Hispanic or Latino** | 425 | 420 | 98.82 | 1.18 | 8.81 |
| **Native Hawaiian or Pacific Islander** | NA | NA | NA | NA | NA |
| **Two or More Races** | NA | NA | NA | NA | NA |
| **White** | 13 | 13 | 100 | 0 | 0 |
| **English Learners** | 308 | 305 | 99.03 | 0.97 | 4.59 |
| **Foster Youth** | NA | NA | NA | NA | NA |
| **Homeless** | NA | NA | NA | NA | NA |
| **Military** | NA | NA | NA | NA | NA |
| **Socioeconomically Disadvantaged** | 425 | 419 | 98.59 | 1.41 | 8.59 |
| **Students Receiving Migrant Education Services** | 67 | 66 | 98.51 | 1.49 | 10.61 |
| **Students with Disabilities** | 41 | 37 | 90.24 | 9.76 | 2.70 |

*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | N/A | 7.78 | N/A | 10.21 | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 91 | 90 | 98.90 | 1.10 | 7.78 |
| Female | 49 | 49 | 100.00 | 0.00 | 4.08 |
| Male | 42 | 41 | 97.62 | 2.38 | 12.20 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 87 | 86 | 98.85 | 1.15 | 8.14 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 56 | 55 | 98.21 | 1.79 | 3.64 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 90 | 89 | 98.89 | 1.11 | 7.87 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 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.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

## 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.

### 2021-22 Opportunities for Parental Involvement

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

## 2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 838 | 811 | 219 | 27.0 |
| Female | 416 | 408 | 99 | 24.3 |
| Male | 422 | 403 | 120 | 29.8 |
| American Indian or Alaska Native | 2 | 2 | 2 | 100.0 |
| Asian | 2 | 1 | 0 | 0.0 |
| Black or African American | 2 | 2 | 1 | 50.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 807 | 783 | 213 | 27.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 0 | 0 | 0.0 |
| White | 23 | 22 | 3 | 13.6 |
| English Learners | 595 | 583 | 143 | 24.5 |
| Foster Youth | 12 | 11 | 8 | 72.7 |
| Homeless | 16 | 14 | 7 | 50.0 |
| Socioeconomically Disadvantaged | 813 | 788 | 217 | 27.5 |
| Students Receiving Migrant Education Services | 163 | 159 | 41 | 25.8 |
| Students with Disabilities | 83 | 80 | 20 | 25.0 |

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|---|---|---|---|---|---|---|
| Suspensions | 0.11 | 0.00 | 1.18 | 0.10 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.06 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

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

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

Sierra Vista Elementary School's Comprehensive School Site Safety Plan was revised by school administrators, staff representatives, parents, and school board approved on February 16, 2021. This plan is put in action to ensure the protection of students and staff, the protection of school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response. In addition, COVID-19 precautions have been implemented this year as part of district protocols.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills and other drills such as: Lockdown, Lockout, Evacuate, and Shelter in Place are held once a month while 3 in 1 drills or Lockdown, Shelter in Place and Evacuate drills are held per trimester. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Students are supervised throughout the day by certificated and classified employees. There is a designated area for student drop-off and pick-up in front of the school, the pre-school/kindergarten gate, 5th/6th grade south east gate and back office gates. All visitors register at the office and receive identification badges utilizing the Raptor system. This may be modified as need be to promote social distancing and safe entry / exit to campus.Additional precautions have been implemented since the beginning of the COVID-19 crisis that include all students and staff to wear face masks, use hand sanitizer, and maintain stable class cohorts throughout all classrooms. Students must quarantine when exposed to a positive case or test bi-weekly for two weeks to mitigate the chances of spread.

## D. Other SARC Information

## Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 22 | 1 | 5 | |
| 1 | 21 | 3 | 2 | |
| 2 | 22 | 1 | 5 | |
| 3 | 23 | | 5 | |
| 4 | 27 | | 4 | |
| 5 | 27 | 1 | 3 | |
| 6 | 24 | 1 | 4 | |
| Other | 11 | 1 | | |

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

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

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

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

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

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

## 2020-21 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** | NA |

## 2020-21 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) | 0 |
| Library Media Teacher (Librarian) | 0.25 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 0.5 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 1 |
| Other | 4.6 |

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | $8819.13 | $1760.58 | $7058.56 | $77,822.46 |
| District | N/A | N/A | $7380.71 | $76,655 |
| Percent Difference - School Site and District | N/A | N/A | -4.5 | 1.5 |
| State | | | $8,444 | $82,431 |
| Percent Difference - School Site and State | N/A | N/A | -17.9 | -5.8 |

## 2020-21 Types of Services Funded

The picture of funding within the Arvin Union School District stabilized with the ongoing implementation of Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding staffing, providing professional development, improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services for mental and physical health, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library books, intervention teachers and intervention computer programs, student success facilitators, elementary PE teachers, nurses, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for Extended Learning and Parent Involvement. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title II supports one additional teacher for class size reduction and Title III provides aides specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Title IV funds have supported technology and professional development, campus supervisors, and a focus on safety. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program and Speech services. After-School grant funds including ASES and 21st Century allow us to serve a large number of students in our daily Arvin Advantage Extended Learning Program. State preschool funds provide both AM and PM classes at our site to support student readiness for school.

In addition to the funding sources listed above, significant funding was received to mitigate the effects of COVID. These funds supported the hire of additional personnel to support safety, social-emotional support, technology impacts, and instruction. Technology including ensuring 1 to 1 Chromebooks and augmenting resources at the school site was a priority. In addition, structures and safety materials to support social distancing and promote COVID prevention were funded.

Services funded are intended to support the district vision for equity among student groups.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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** | $50,658 | $51,450 |
| **Mid-Range Teacher Salary** | $76,970 | $80,263 |
| **Highest Teacher Salary** | $93,592 | $101,012 |
| **Average Principal Salary (Elementary)** | $121,720 | $128,082 |
| **Average Principal Salary (Middle)** | $125,970 | $132,453 |
| **Average Principal Salary (High)** | $0 | $134,792 |
| **Superintendent Salary** | $154,800 | $197,968 |
| **Percent of Budget for Teacher Salaries** | 31% | 34% |
| **Percent of Budget for Administrative Salaries** | 5% | 6% |

## Professional Development

The district schedules "back to school" staff development days annually and staff are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, safety, and required policy reviews. Staff members build work skills, strategies, and concepts by participating in training, conferences and workshops throughout the year. Professional development is supported by peer to peer collaboration, site academic coach and/or administration support, district personnel including Directors and Teachers on Special Assignment, as well as external sources such as consultants. This training keeps a lens on the population of the district with a focus on building English Language Development and an increasing focus on Multi-tiered systems of support. Topics are selected based on high student population needs (EL and SWD specifically), survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. Site Professional Development is available throughout the year via Site and District coaches, Flexdays, Staff meetings, and designated Site Leadership Team meetings scheduled in the afternoon or during the day as possible with substitutes..

2019-2020 Professional Development: Equity in Education with Patrick Briggs from AVID, Science adoption overviews for science teachers and Integrated ELD for single subject non-science teachers, I Love U Guys Foundation safety training for disaster management, mandatory policies, Internet safety, Read 180 for specific teachers on use of materials, and data review at sites. Student engagement strategies and a focus on rigorous instruction, Close Reading, and writing were focus areas at all sites.

2020-2021 Professional Development: District wide training included setting a foundation for implementation of distance learning with the impact of COVID-19 and scheduling, utilization of the CANVAS platform to support distance learning, 95% training for Kinder through Third grade to support foundational reading skills and usage of STAR assessment for diagnostic at the Middle School. Mandatory policies were reviewed and Get Safety Trained included Sexual Harassment Training/Child Support Prevention Training/ Bloodborne Pathogen,/Injury and Illness Prevention/Pesticide Training all provided in a virtual learning format. RULER training for Social-emotional learning began with a trainer of trainer model and continues to be rolled out at each site with lead trainers. Utilization of Teams, CANVAS, Zoom, Flipgrid, Parent Portal and various other components to support distance learning while continuing to implement best teaching strategies have been provided by Kern County Superintendent of Schools personnel as well as district Teachers on Special Assignment and district/site administrators. Use of Personal Protective Equipment/safety measures and cleaning routines have been key trainings this year.

2021-2022 Professional Development: Utilizing the additional days added to the district calendar, a 3-year commitment began with the Kern County Superintendent of Schools with a focus on Math and ELD professional development. The following activities have been taking place and are scheduled to continue the rest of the school year: Math walkthroughs, ELD walkthroughs, and math support days with a county consultant providing modeled lessons and engaging in conversations with teachers. Teachers have also had the opportunity to attend workshops provided by AVID and iReady as well as on the topic of classroom management. Earlier in the school year, TOSAs met with each grade level to review expectations and provide support for the implementation of Canvas. To help support foundational reading skills, classroom teachers and instructional aides were provided training and modeling by a 95% consultant, and is scheduled to return to provide more staff development. Four professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation. One day is dedicated each year to Dual Immersion and Special Education training in conjunction with new teacher training dates.

Additional site professional development opportunities included 95% Training, Leadership trainings focusing on the site implantation plan, Canvas support trainings as well as Parent Square. and professional development focused on standards based instruction. Professional growth and participation in Professional Learning Communities and Leadership is an ongoing focus as well as Leading from the Middle with support from Innovate Ed throughout 2018-2021 and continuing with Performance Education Partnership for the 2021-2022 school year. Team members work as a Leadership professional learning community to implement strategies and work toward attainment of the School Implementation Plan.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 5 | 10 |

# Arvin Union Elementary School District
## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

**2020-21 Local Accountability Report Card (LARC) Addendum Overview**

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 2042 | 14 | 0.69 | 99.31 | 0.00 |
| Female | 1027 | 4 | 0.39 | 99.61 | -- |
| Male | 1015 | 10 | 0.99 | 99.01 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 19 | 0 | 0.00 | 100.00 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 1949 | 14 | 0.72 | 99.28 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 65 | 0 | 0.00 | 100.00 | -- |
| English Learners | 1252 | 12 | 0.96 | 99.04 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 92 | 0 | 0.00 | 100.00 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1930 | 12 | 0.62 | 99.38 | 0.00 |
| Students Receiving Migrant Education Services | 296 | 0 | 0.00 | 100.00 | -- |
| Students with Disabilities | 178 | 14 | 7.87 | 92.13 | 0.00 |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 2042 | 14 | 0.69 | 99.31 | 0.00 |
| Female | 1027 | 4 | 0.39 | 99.61 | -- |
| Male | 1015 | 10 | 0.99 | 99.01 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 19 | 0 | 0.00 | 100.00 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 1949 | 14 | 0.72 | 99.28 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 65 | 0 | 0.00 | | -- |
| English Learners | 1252 | 12 | 0.96 | 99.04 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 92 | 0 | 0.00 | 100.00 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1930 | 12 | 0.62 | 99.38 | 0.00 |
| Students Receiving Migrant Education Services | 296 | 0 | 0.00 | 100.00 | -- |
| Students with Disabilities | 178 | 14 | 7.87 | 92.13 | 0.00 |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.