

# SIERRA VISTA ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



## GRADES K-6

510 Barstow Avenue Clovis, CA 93612

Phone: (559) 327-7900 Fax: (559) 327-7990

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Cheryl Rogers, Ed. D.  
Assistant Superintendent

Cathy Dodd  
Principal

## Principal's Message



As you read this School Accountability Report Card (SARC) for Sierra Vista Elementary, I believe you will find a school with a record of accelerated achievement, a faculty that is excited about teaching, a student body which is motivated to be "the best they can be", and a community that supports and believes in its school. You will find a school where everyone is working together to ensure that all students learn. We at Sierra Vista, and in CUSD, provide many opportunities for parents to become active, involved, and informed partners in the education of their children. This SARC is but one component in that process. It has been created to help you learn

more about Sierra Vista, and this SARC, along with our newly-revised Single Plan for Student Achievement and other documents are available to you through our school's office, will help you to become an increasingly informed educational partner. You may request additional information by calling the school office at (559) 327-7900.

Sincerely,

*Cathy Dodd, Principal*

## Parental Involvement

At Sierra Vista we enjoy the benefits of a supportive community and provide a variety of opportunities for parents to become involved. A majority of Sierra Vista parents and family members indicated on our annual School Assessment Review Team (SART) survey that they have been involved in some sort of school activity, such as the following:

- Open House
- Back-to-School Night
- Parent/teacher conferences
- Classroom volunteer
- SART committee
- School Site Council (SSC)
- Parent/Teacher Club
- English Language Advisory Committee (ELAC)
- Intercultural Diversity Advisory Council (IDAC)
- Community of Readers
- Parent Education Nights

SART committees, and/or sub-committees, meet on a quarterly basis and provide a forum for school personnel and interested parents to meet and discuss items related to the effectiveness of our school's operation. Sierra Vista strongly encourages parents to become involved in any and all of our many activities, including our SART.

For further details on how to become involved at Sierra Vista, please contact Marla Mills or Carol Apperson or Cathy Dodd, our school principal, by calling the school office at (559) 327-7900.



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Dr. David E. Cash  
Superintendent

## Mission Statement

*To be a quality  
educational system  
providing the opportunity  
for all students to reach  
their potential in mind,  
body, and spirit*

*"Where Character  
Counts!"*



*"Be the Best You Can be in Mind, Body, Spirit"*

### School Safety

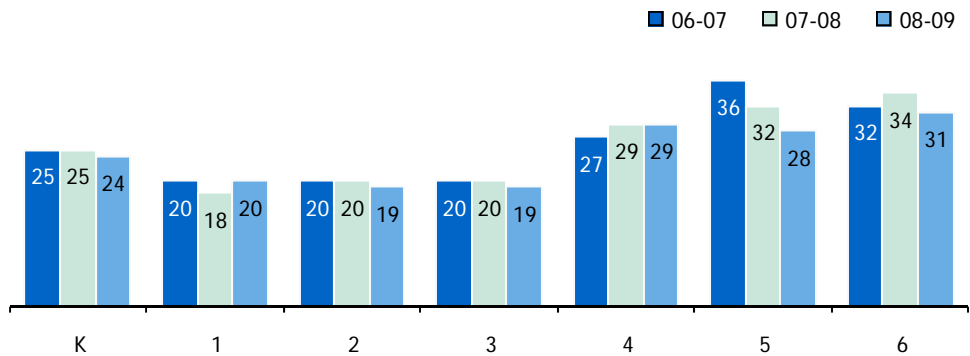
Sierra Vista has a School Safety Plan and a School Crisis Intervention Plan on file and available to all parents. These school plans are reviewed and updated annually by the school faculty and support personnel. Most recently, the School Safety Plan was updated on January 20, 2010. Both plans are developed and implemented by the staff with input from parents and community members to ensure a safe and non-violent environment. Facility evacuations, drop-and-cover drills, fire drills, and all other emergency procedures as outlined by our District are practiced quarterly. All students and staff, through publication and practice, are thoroughly familiar with policies and procedures in the event of an emergency.

The Sierra Vista campus has installed a VCS (Vehicle Calming System) to slow down traffic on the busy street on the north side of our school (Barstow Avenue). Since its installation there has been a marked decrease in the speed of traffic passing Sierra Vista, and the area has been accident free. Security cameras have been strategically installed on the Sierra Vista campus as well.



### Class Size

The bar graph displays the three-year data for average class size.

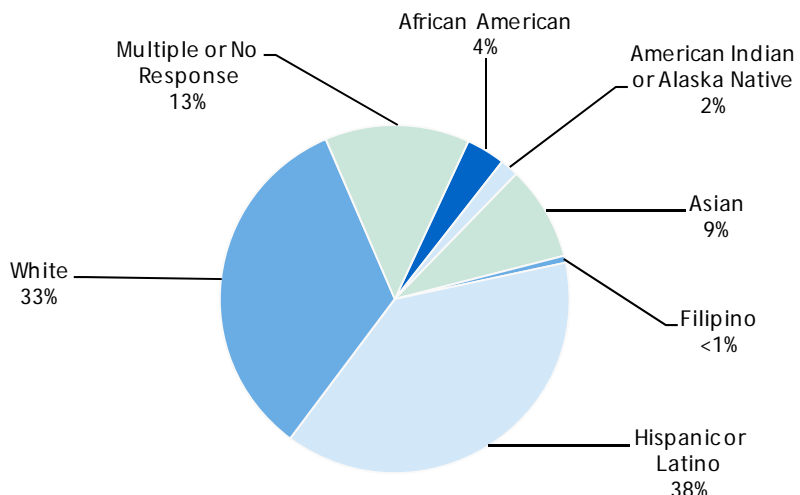


Class Size Distribution — Number of Classrooms By Size

| Grade | 06-07 |       |     | 07-08 |       |     | 08-09 |       |     |
|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
|       | 1-20  | 21-32 | 33+ | 1-20  | 21-32 | 33+ | 1-20  | 21-32 | 33+ |
| K     | 1     | 2     |     | 1     | 2     |     | 1     | 2     |     |
| 1     | 4     |       |     | 4     |       |     | 4     |       |     |
| 2     | 3     |       |     | 4     |       |     | 3     |       |     |
| 3     | 3     |       |     | 3     |       |     | 4     |       |     |
| 4     |       | 3     |     |       | 2     |     |       | 2     |     |
| 5     |       |       | 2   |       | 1     | 1   |       | 2     |     |
| 6     |       | 1     | 1   |       |       | 2   |       | 2     |     |

### Enrollment and Demographics

The total enrollment at the school was 469 students for the 2008-09 school year.



## Textbooks and Instructional Materials

| Textbooks and Instructional Materials List |  |         |
|--|--|---------|
| Subject                                    | Textbook   | Adopted |
| English-Language Arts                      | Houghton Mifflin <i>A Legacy of Literacy</i>                                 | 2003    |
| Mathematics                                | Holt, Rinehart, Winston<br><i>California Mathematics: Numbers to Algebra</i> | 2009    |
| Mathematics                                | Houghton Mifflin <i>California Math</i>                                      | 2009    |
| Science                                    | Foresman <i>California Science</i>   | 2008    |
| Science                                    | Houghton Mifflin <i>California Science</i>                                   | 2009    |
| Science                                    | McDougal Littell <i>Focus on Earth Science</i>                               | 2009    |
| History-Social Science                     | Glencoe/McGraw Hill<br><i>Discovering our Past-Ancient Civilizations</i>     | 2006    |
| History-Social Science                     | Foresman <i>Learn and Work</i>   | 2007    |
| History-Social Science                     | Foresman <i>Time and Place</i>   | 2007    |
| History-Social Science                     | Harcourt <i>Reflections</i>  | 2007    |

## Availability of Textbooks and Instructional Materials

| Availability of Textbooks and Instructional Materials |   |
|---|---|
| Subject   | Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials |
| Reading/Language Arts                                 | 0%  |
| Mathematics   | 0%  |
| Science   | 0%  |
| History-Social Science                                | 0%  |
| Visual and Performing Arts                            | 0%  |
| Foreign Language                                      | 0%  |
| Health  | 0%  |

Note: This data was most recently collected and verified in October 2009.

## Textbooks and Instructional Materials

Clovis Unified School District sets a high priority upon ensuring that there are sufficient textbooks and materials to support each school's instructional program. CUSD Board Policy No. 3301 establishes criteria and procedures for the adoption of textbooks. Textbook selection is done by District, grade level, and subject area committees coordinated by District curriculum and instruction administrators. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit. This commitment is clearly visible as indicated in the 2009 Parent SART Survey, with 98% of the parents grading the quality of instructional supplies as "satisfactory" to "excellent".

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## Textbooks and Instructional Materials

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The Department of Special Projects continues to support the school sites with funding that allows the sites to purchase supplementary instructional materials for English learners in kindergarten through twelfth grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to State Standards.

Clovis Unified continues to purchase Standards-aligned textbooks each year with new adoption cycles per core area. However, there are many textbooks still in use by schools and teachers that are outside the adoption cycle. The reason for this is threefold: 1) these texts are still valuable instructional resources in use by teachers and students, 2) all are correlated to the academic content standards for delivery of curriculum, and 3) some may be in areas that do not have explicit academic core content standards (e.g. zoology, anatomy/physiology).

All students in visual and performing arts classes (which include drama, dance, instrumental, vocal, art, ceramics, and photography) have access to the appropriate textbooks.



### Public 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 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. For information on usage of Fresno County public libraries, including public use of computers with Internet access, please call (559) 488-3195 or visit [www.fresnolibrary.org](http://www.fresnolibrary.org).



### School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

In order to maintain our facilities in top condition, CUSD has utilized the services from a 3rd party to perform the 2009-10 *William's* Inspection utilizing the Facilities Inspection Tool (FIT). This will allow Clovis Unified to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff.

| School Facility Conditions and Improvements  |               |      |      |      |
|--|---------------|------|------|------|
| Items Inspected  | Repair Status |      |      |      |
|  | Good          | Fair | Poor |      |
| Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer     | ✓             |      |      |      |
| Interior: Interior Surfaces (floors, ceilings, walls, and window casings)                                  | ✓             |      |      |      |
| Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas) | ✓             |      |      |      |
| Electrical: Electrical Systems (interior and exterior)   | ✓             |      |      |      |
| Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)                           | ✓             |      |      |      |
| Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)              | ✓             |      |      |      |
| Structural: Structural Condition, Roofs  | ✓             |      |      |      |
| External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds   | ✓             |      |      |      |
| Overall Summary of Facility Conditions   |               |      |      |      |
|  | Exemplary     | Good | Fair | Poor |
| Overall Summary  |               | ✓    |      |      |

Note: The most recent school site inspection occurred on October 3, 2009, and the inspection form was most recently completed on October 3, 2009.

### School Facilities

Sierra Vista is over 50 years old and was originally built in 1953. We provide a clean, safe learning environment. Our custodians perform basic cleaning operations daily and maintain the grounds and buildings. In addition, deep cleaning is conducted two times a year at each site. Our SART committee conducts eight clean campus inspections each year. This committee of parents inspects the campus grounds and restrooms on a regular basis to provide feedback to our student body. Our campus inspection team regularly ranks our school "superior" in our efforts to maintain a clean and safe environment. When asked on our annual SART survey to grade how well the buildings and grounds are maintained at their child's school, 96% of the parents rated the grounds "satisfactory" to "excellent". Districtwide, 90% of parents rated their school "good" to "excellent". Graffiti is removed immediately. Through increased community awareness, pride, and an open campus policy, we hope to keep vandalism and burglary to an all-time low.

*Continued on page 5*

## School Facilities

*Continued from page 4*

Philosophically, the District believes that schools are the hub of their neighborhoods. As a result, a high priority is placed on building and maintaining excellent facilities as economically as possible. CUSD participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

On March 2, 2004, voters within the CUSD approved Measure A. This bond measure of \$168 million will be combined with State bond funds and developer fees to produce \$246 million in projects throughout the District. Funds from Measure A financed the District's fifth comprehensive high school and intermediate school, three new elementary schools, and the purchase of one additional elementary school site. Building additions, remodels, and/or site improvements will take place at all District schools. In addition to this new construction, modernization and renovation projects are underway at several of our older school facilities. With the passage of Measure A, the CUSD Governing Board has committed to the community that there will be no other bond requests until 2010 at the earliest.

During the summer of 2007, sidewalk improvements were completed behind each wing. Flowerbeds were also created and plants added to help beautify the areas between our classroom wings.

During the summer of 2009, window and bathroom improvements were completed on two of the classroom wings. Additional concrete flower/tree planters and concrete seating were also designed and installed. Sierra Vista also unveiled a new school sign in front of our school. Planned facility improvements include a new air conditioning unit that will be installed in December of 2009.

The District participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$2,510,508 for the Deferred Maintenance Program. This represents 0.8% of the District's general fund budget.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test Results

|  | Sierra Vista ES |
|--|-----------------|
| Percentage of Students Meeting Fitness Standards | Grade 5         |
| Four of Six Standards                            | 6.6%            |
| Five of Six Standards                            | 26.2%           |
| Six of Six Standards                             | 57.4%           |



*"We at Sierra Vista, and in CUSD, provide many opportunities for parents to become active, involved, and informed partners in the education of their children."*





**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 |              |         |                  |         |
|---|--------------|---------|------------------|---------|
|   | Reading 2007 |         | Mathematics 2009 |         |
|   | Grade 4      | Grade 8 | Grade 4          | Grade 8 |
| Average Scale Score                                     |              |         |                  |         |
| State   | 209          | 251     | 232              | 270     |
| National  | 220          | 261     | 239              | 282     |
| State Percent at Each Achievement Level                 |              |         |                  |         |
|   | Grade 4      | Grade 8 | Grade 4          | Grade 8 |
| Basic   | 30%          | 41%     | 41%              | 36%     |
| Proficient  | 18%          | 20%     | 25%              | 18%     |
| Advanced  | 5%           | 2%      | 5%               | 5%      |

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 |              |         |                  |         |
|---|--------------|---------|------------------|---------|
|   | Reading 2007 |         | Mathematics 2009 |         |
|   | Grade 4      | Grade 8 | Grade 4          | Grade 8 |
| State Participation Rate                                |              |         |                  |         |
| Students with Disabilities                              | 74%          | 78%     | 79%              | 85%     |
| English Language Learners                               | 93%          | 92%     | 96%              | 96%     |
| National Participation Rate                             |              |         |                  |         |
|   | Grade 4      | Grade 8 | Grade 4          | Grade 8 |
| Students with Disabilities                              | 65%          | 66%     | 84%              | 78%     |
| English Language Learners                               | 80%          | 77%     | 94%              | 92%     |

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

|                       | Sierra Vista ES |       |       | Clovis USD |       |       | California |       |       |
|-----------------------|-----------------|-------|-------|------------|-------|-------|------------|-------|-------|
|                       | 06-07           | 07-08 | 08-09 | 06-07      | 07-08 | 08-09 | 06-07      | 07-08 | 08-09 |
| English-Language Arts | 49%             | 51%   | 55%   | 62%        | 65%   | 68%   | 43%        | 46%   | 50%   |
| Mathematics           | 65%             | 64%   | 63%   | 60%        | 64%   | 65%   | 40%        | 43%   | 46%   |
| Science               | 39%             | 45%   | 52%   | 56%        | 64%   | 67%   | 38%        | 46%   | 50%   |

Note: The district STAR results for the percentage of students scoring at proficient or advanced levels include the scores from all students in grades 2-11 combined at Clovis USD.

### STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

| Group   | Spring 2009 Results   |             |         |
|---|-----------------------|-------------|---------|
|   | English-Language Arts | Mathematics | Science |
| Male  | 54%                   | 59%         | 52%     |
| Female  | 56%                   | 66%         | 52%     |
| Economically Disadvantaged                    | 53%                   | 59%         | 47%     |
| English Learners                              | 41%                   | 67%         | ❖       |
| Students with Disabilities                    | 40%                   | 33%         | ❖       |
| Students Receiving Migrant Education Services | 50%                   | 71%         | ❖       |
| African American                              | 52%                   | 60%         | ❖       |
| American Indian or Alaska Native              | 73%                   | 55%         | ❖       |
| Asian   | 48%                   | 76%         | ❖       |
| Filipino                                      | ❖                     | ❖           | ❖       |
| Hispanic or Latino                            | 53%                   | 59%         | 53%     |
| Pacific Islander                              | ❖                     | ❖           | ❖       |
| White   | 58%                   | 65%         | 65%     |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

| Suspension Rate |       |       |
|-----------------|-------|-------|
| Sierra Vista ES |       |       |
| 06-07           | 07-08 | 08-09 |
| 0.245           | 0.180 | 0.235 |
| Clovis USD      |       |       |
| 06-07           | 07-08 | 08-09 |
| 0.137           | 0.140 | 0.145 |
| Expulsion Rate  |       |       |
| Sierra Vista ES |       |       |
| 06-07           | 07-08 | 08-09 |
| 0.000           | 0.000 | 0.000 |
| Clovis USD      |       |       |
| 06-07           | 07-08 | 08-09 |
| 0.001           | 0.001 | 0.001 |

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| Adequate Yearly Progress Criteria |                       |             |                       |             |
|-----------------------------------|-----------------------|-------------|-----------------------|-------------|
|                                   | Sierra Vista ES       |             | Clovis USD            |             |
| Met Overall AYP                   | Yes                   |             | Yes                   |             |
| AYP Criteria                      | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate                | Yes                   | Yes         | Yes                   | Yes         |
| Percent Proficient                | Yes                   | Yes         | Yes                   | Yes         |
| API                               | Yes                   |             | Yes                   |             |
| Graduation Rate                   | ✧                     |             | Yes                   |             |

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| Federal Intervention Program                          |                 |            |
|---|-----------------|------------|
|   | Sierra Vista ES | Clovis USD |
| Program Improvement Status                            | Not In PI       | Not In PI  |
| First Year of Program Improvement                     | ✧               | ✧          |
| Year in Program Improvement                           | ✧               | ✧          |
| Number of Schools Identified for Program Improvement  | 2               |            |
| Percent of Schools Identified for Program Improvement | 4.4%            |            |

✧ Not applicable.



## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

| API Ranks – Three Year Comparison |      |      |      |
|-----------------------------------|------|------|------|
|                                   | 2006 | 2007 | 2008 |
| Statewide API Rank                | 7    | 7    | 7    |
| Similar Schools API Rank          | 9    | 10   | 10   |

## Academic Performance Index Growth

| Group                            | Actual API Change |       |       | 2009 Growth API Score |
|----------------------------------|-------------------|-------|-------|-----------------------|
|                                  | 06-07             | 07-08 | 08-09 |                       |
| All Students at the School       | 6                 | 9     | 8     | 824                   |
| African American                 | ■                 | ■     | ■     | ■                     |
| American Indian or Alaska Native | ■                 | ■     | ■     | ■                     |
| Asian                            | ■                 | ■     | ■     | ■                     |
| Filipino                         | ■                 | ■     | ■     | ■                     |
| Hispanic or Latino               | 22                | -10   | 9     | 818                   |
| Pacific Islander                 | ■                 | ■     | ■     | ■                     |
| White                            | -7                | 11    | 22    | 841                   |
| Socioeconomically Disadvantaged  | 14                | 10    | 9     | 814                   |
| English Learners                 | ■                 | ■     | ■     | ■                     |
| Students with Disabilities       | ■                 | ■     | ■     | ■                     |

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



## Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.





### Academic Counselors

This table displays information about academic counselors at the school.

| Academic Counselors                      |     |
|--|-----|
| Number of Academic Counselors (FTE)      | 0.0 |
| Ratio of Students Per Academic Counselor | ✧   |
| ✧ Not applicable.                        |     |

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

| School Support Staff                            |     |
|---|-----|
| Library Media Teacher (Librarian)               | 0.0 |
| Library Media Services Staff (paraprofessional) | 0.4 |
| Psychologist                                    | 0.5 |
| Social Worker                                   | 0.0 |
| Nurse   | 0.5 |
| Speech/Language/Hearing Specialist              | 0.8 |
| Resource Specialist (non-teaching)              | 1.4 |
| Other   | 0.0 |

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

| Teacher Credential Information              |            |                 |       |       |
|---|------------|-----------------|-------|-------|
|   | Clovis USD | Sierra Vista ES |       |       |
| Teachers                                    | 08-09      | 06-07           | 07-08 | 08-09 |
| With Full Credential                        | 1,731      | 24              | 23    | 25    |
| Without Full Credential                     | 23         | 0               | 1     | 0     |
| Teaching Outside Subject Area of Competence |            | 0               | 0     | 0     |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions |                 |       |       |
|---|-----------------|-------|-------|
|   | Sierra Vista ES |       |       |
|   | 07-08           | 08-09 | 09-10 |
| Teacher Misassignments of English Learners          | 0               | 0     | 1     |
| Total Teacher Misassignments                        | 0               | 0     | 1     |
| Vacant Teacher Positions                            | 0               | 0     | 0     |

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

| No Child Left Behind Compliant Teachers |  |                                       |
|---|--|---------------------------------------|
|   | Percent of Classes in Core Academic Subjects |                                       |
|   | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| Sierra Vista ES                         | 100.0%                                       | 0.0%                                  |
| All Schools in District                 | 95.5%  | 4.5%                                  |
| High-Poverty Schools in District        | 100.0%                                       | 0.0%                                  |
| Low-Poverty Schools in District         | 95.2%  | 4.8%                                  |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## Types of Services Funded

| Types of Services Funded                              |   |
|---|---|
| Federal Programs                                      |   |
| <b>Title I, Part A:</b>                               | Title I, Part A is a federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach proficiency on the State Content Standards and Assessments. The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools.  |
| <b>Title I, Part A Stimulus Funds:</b>                | The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools. The funds will be used to help districts in this fiscal year and next. The remaining 50 percent of the will be awarded in the fall. These recovery funds constitute a one-time increase for Title I Funding. This funding should be used for short-term investments that have the potential for long-term benefits rather than for expenditures that cannot be sustained once the recovery funds are expended. For example; Providing intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication; proven and innovative evidence-based school-wide strategies in reading, math, writing, and science; and positive behavioral supports to improve outcomes for students with disabilities.   |
| <b>Title III, Limited English Proficient (LEP):</b>   | The purpose of Title III, LEP, is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards as all other students.  |
| <b>Title III, Immigrant Funds:</b>                    | The purpose of the Title III - Immigrant Education Program subgrants is to support enhanced instructional opportunities to immigrant students and their families. Title III - Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. The term "eligible immigrant student" is defined in Title III.   |
| <b>Migrant Education (Held at District):</b>          | This state-administered, federally funded program assists Migrant Students to meet standards for student achievement through educational instruction and health services. The purpose is to ensure that migrant children are provided with appropriate educational services including supportive services that address their special needs in a coordinated and efficient manner; and design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health related problems and other factors that inhibit the ability of the children to do well in school. The program is designed to support and ensure that the Migrant Students we serve reach challenging academic standards, pass the CAHSEE, and ultimately graduate from high school with the option to pursue post graduate education. The Migrant Parent Advisory Committee participates in the creation of the annual Migrant Service Agreement, any budget revisions, program planning and evaluation. A needs assessment is conducted annually to solicit ideas and topics that parents would like to discuss. Topics included: transportation, instructional aides, graduation and CAHSEE.   |
| <b>Title VII Indian Education (Held at District):</b> | Title VII Indian Education Funds under NCLB are designed to meet and support the special educational and culturally related academic needs of American Indians and Alaska Natives, so that such students can achieve to the same challenging State performance standards expected by all students. The program supports American Indian students, who have a completed 506 Form on file, to meet the same rigorous standards that have been set for all students in reading/language arts and math in grades Kindergarten - grade twelve. Through a Memorandum of Understanding, OSA Center for Indian Education provides additional services to students in grades 7-12. The Center provides tutors and offers one-on-one support or small group instruction depending on the needs of students. The MOU allows CUSD to provide additional support and targeted instruction for students in grades 7-12 through OSA at no additional funds from Clovis USD. The program is guided by the Indian Education Program Parent Advisory Committee (PAC), comprised of: American Indian and Alaskan Native parents or guardians and District teachers and Administration. The PAC is responsible for advising the district to ensure effective school programs and services are provided for Native American students and assists in conducting an annual Needs Assessment. |

## Types of Services Funded

Clovis Unified School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on yearly basis based on student population and needs at each individual site. Listed in the table are the types of funds CUSD receives.

In addition, Clovis Unified School District offers State Funded Intervention Programs to students in grades 2-12. Reading Intervention is offered to students in grades 2-6 who are in the Far Below Basic band and are failing. Intervention takes place before school and/or after school and on Saturday, depending on the school site. Intervention programs are offered to students in grades 7-12 as a before-school and/or after-school program to students who are at risk of not passing the California High School Exit Exam (CAHSEE). Intervention instruction focuses on reading/language arts and math. It is a school site decision as to how many intervention programs are offered.



## Professional Development

An effective process for staff development and curriculum improvement is planned and implemented by teachers and the principal. Advanced training in reading instruction, writing instruction, math instruction, and classroom management strategies are conducted for all teachers. Sierra Vista teachers work closely together to share ideas, strategies, and plans for ensuring an exemplary education for our students.

Staff development opportunities are focused around literacy, math, and Response to Intervention and are provided for all staff. Additionally, Sierra Vista utilizes categorical monies to provide ongoing staff development opportunities for all teachers, concentrating on the teaching, the learning, and the alignment of the California Content Standards.

For the previous three school years, we had three days each year dedicated to staff and professional development.



## Types of Services Funded

*Continued from page 11*

### Types of Services Funded

#### Federal Programs

**21st Century Community Learning Centers (21st CCLC) and After School Education and Safety Grant (ASES):** This state-administered, federally funded program provides five-year grant funding to establish or expand before- and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the 21st CCLC program and After School Education and Safety Grant (ASES), as described in federal statute, is to provide opportunities for communities to establish or expand activities within the learning community. Cole Elementary offers a Before and After School Program: 1) Improved academic achievement, 2) Enrichment services that reinforce and complement the academic program, and 3) Family literacy and related educational development services.

#### State Programs

**Economic Impact Aid (EIA):** EIA is a State categorical program contained in the Consolidated Application. These supplemental funds are used to support (1) additional programs and services for English learners or (2) compensatory educational services for educationally disadvantaged students. EIA funding is open to all public school districts that request participation using Part I of the annual Consolidated Application.

**State Flexibility Funds:** These funds were once known as SIP or SLIBG. This year the state has lifted the categorical restrictions the funds once had. LEAs are allowed to exercise flexibility and use the funds as they best see fit to increase student learning. These funds will no longer be under the umbrella of SBCP and school SSCs will no longer be responsible and oversee this funding base. The state has allowed for flexibility for a number of state funded programs.

**English Language Acquisition Program (ELAP):** The purpose of ELAP funds is to improve the English proficiency of English learners and to prepare them to meet the State's academic content and performance standards. ELAP is a program that provides additional funds to schools with large numbers of English learners, but to be used only for the acquisition of English in grades 4-8.

**Lottery: Instructional Materials:** This funding source allows for the purchase of instructional materials. "Instructional materials" is defined in *Education Code (EC)* Section 60010 (h) as "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests." *EC* Section 60010(m) further defines "technology-based materials" as "those basic or supplemental instructional materials that are designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, and databases. Technology-based materials do not include the equipment required to make use of those materials."

**California School-Age Families Education (Cal-SAFE):** Is a program to assist all expectant and parenting students in reaching their educational goals by completing their high school education. Cal-SAFE promotes self-sufficiency in pregnant and parenting teens and works with Cal-SAFE students to eliminate any repeat pregnancy during high school. Cal-SAFE is a state funded program with additional funds supplemented by the district general fund and various grants. Buchanan, Clovis High, Clovis East, Clovis West and Gateway offer a Cal-SAFE program and enrolled students interact with selected site staff and a Cal-SAFE Community Liaison in a one-to-one relationship and in twice monthly support groups. Infant/toddlers of enrolled Cal-SAFE teens may use one of the two district Childcare Centers for child development and childcare located on the Clovis High and Gateway campus.

### District Financial Data

| District Salary Data                         |            |                        |
|--|------------|------------------------|
| Category                                     | Clovis USD | Similar Sized District |
| Beginning Teacher Salary                     | \$35,268   | \$42,065               |
| Mid-Range Teacher Salary                     | \$58,781   | \$67,109               |
| Highest Teacher Salary                       | \$75,361   | \$86,293               |
| Average Principal Salary (Elementary School) | \$91,749   | \$107,115              |
| Average Principal Salary (Middle School)     | \$96,503   | \$112,279              |
| Average Principal Salary (High School)       | \$106,667  | \$122,532              |
| Superintendent Salary                        | \$215,000  | \$216,356              |
| Teacher Salaries – Percent of Budget         | 38.7%      | 39.4%                  |
| Administrative Salaries – Percent of Budget  | 5.5%       | 5.5%                   |

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data                            |                 |
|--|-----------------|
|  | Sierra Vista ES |
| Total Expenditures Per Pupil                     | \$6,208         |
| Expenditures Per Pupil From Restricted Sources   | \$1,108         |
| Expenditures Per Pupil From Unrestricted Sources | \$5,100         |
| Average Teacher Salary                           | \$58,029        |



### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison                  |  |                        |
|--|--|------------------------|
|  | Expenditures Per Pupil From Unrestricted Sources | Average Teacher Salary |
| Sierra Vista ES                            | \$5,100  | \$58,029               |
| Clovis USD                                 | \$4,827  | \$60,424               |
| California                                 | \$5,512  | \$67,049               |
| School and District – Percent Difference   | +5.4%  | -4.1%                  |
| School and California – Percent Difference | -8.1%  | -15.5%                 |

*"At Sierra Vista we enjoy the benefits of a supportive community and provide a variety of opportunities for parents to become involved."*

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

# SIERRA VISTA ELEMENTARY SCHOOL

Clovis Unified School District

## GRADES K-6

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SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.