

School Accountability Report Card

Reported Using Data from the 2017—18 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.



Catherine Bozzini, Principal

Principal, Sierra Vista K-8

About Our School

Sierra Vista reopened in August 2016 as a K-8 school. The original K-6 elementary school campus closed in 2011 due to budget cuts. The Vacaville Unified School District voted in 2015 to reopen the campus as a K-8 school to give more options to parents of middle school students.

Sierra Vista is the only K-8 school in the Vacaville Unified School District. It is a small school with two classes per grade level in kindergarten through sixth. In seventh and eighth grade we have the capacity to enroll approximately 250 students. At full capacity there will be a total of 640 students in kindergarten through 8th grade.

The school campus operates as two schools on one campus. The kindergarten through fifth grade follow the district's elementary trimester calendar while the sixth through eighth grade follow the district's secondary quarterly calendar. Sixth through eighth grade students have a seven period day. Every student has a math, English, history, science, elective, physical education and home room class each day.

Sierra Vista is a school wide AVID school. The acronym AVID stands for Advancement via Individual Determination. AVID is embedded into the daily instruction of all classrooms, across entire grade levels, to impact school wide structures. The focus is to ensure that all students are poised for academic success through instruction, culture, and leadership systems. The goal is to prepare every student to have the option to attend college and pursue higher education.

The staff at Sierra Vista strives to meet the goal of our mission statement each day. To provide a rigorous curriculum to challenge our students academically and develop leadership skills in our students through service learning projects in order to prepare students to be college and career ready.

Sierra Vista K-8 is an awesome school due to the outstanding staff and community. If you visit our school you will feel the positive culture immediately from staff and students.

Contact

Sierra Vista K-8
301 Bel Air Dr.
Vacaville, CA 95687-6343

Phone: 707-453-6260
E-mail: cbozzini@vacavilleusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
School Name	Sierra Vista K-8
Street	301 Bel Air Dr.
City, State, Zip	Vacaville, Ca, 95687-6343
Phone Number	707-453-6260
Principal	Catherine Bozzini, Principal
E-mail Address	cbozzini@vacavilleusd.org
Web Site	http://sierravista.schoolloop.com/
County-District-School (CDS) Code	48705730133553

Last updated: 1/11/2019

School Description and Mission Statement (School Year 2018—19)

MISSION STATEMENT: Sierra Vista K-8 School's mission is to prepare all students to be respectful leaders by providing service to their community. All students will be immersed in a rigorous curriculum in order to be college and career ready in a global society.

VISION STATEMENT: We believe that the most promising strategy for achieving the mission of Sierra Vista K-8 School is to develop our capacity to function as a Professional Learning Community. We envision a school in which:

- Standards-based curriculum and student-centered instruction are planned and delivered based on results of data.
- Staff participates in ongoing research based professional development.
- Students are actively engaged in meeting and exceeding grade level standards.
- All students show continuous growth and improvement.
- Response to Intervention is provided for students within the school day.
- Academic achievement and growth are celebrated.
- Teachers participate in collaboration and team teaching in grades 5-8.
- All parents, students, staff, and community members demonstrate respect toward one another to support student learning and ensure their success.
- We are a model school-wide AVID school and recognized as a School to Watch.

COLLECTIVE COMMITMENTS: In order to achieve the vision of a school that functions as a Professional Learning Community, Sierra Vista K-8 staff make the following commitments to:

- Collect data to drive instruction and interventions for increased student achievement.
- Coordinate curriculum pacing and common formative assessments within grade levels.
- Implement school-wide AVID strategies.
- Assess to monitor student growth and mastery of grade level standards.
- Implement effective intervention strategies to meet the individual needs of at-risk students.
- Work collaboratively with our grade level team to teach all students and provide necessary interventions.
- Collaborate with students, parents, and staff to maximize student learning.
- Continue to participate in research-based professional development.

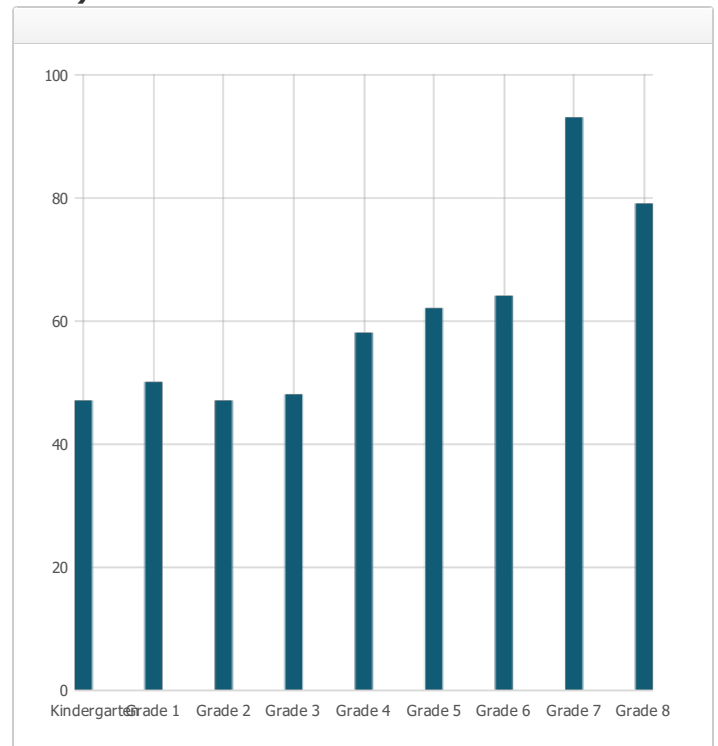
GOALS:

1. To improve student performance in English Language Arts, Math and Writing in each grade level as measured by performance on district, state and national assessments.
2. To improve student performance in Social Science and Science in each grade level as measured by performance on local and state assessments.
3. To improve student performance in physical education in each grade level as measured by performance on annual state physical fitness testing.

Last updated: 1/18/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	47
Grade 1	50
Grade 2	47
Grade 3	48
Grade 4	58
Grade 5	62
Grade 6	64
Grade 7	93
Grade 8	79
Total Enrollment	548



Last updated: 1/18/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	7.1 %
American Indian or Alaska Native	0.5 %
Asian	1.6 %
Filipino	1.3 %
Hispanic or Latino	25.5 %
Native Hawaiian or Pacific Islander	1.1 %
White	45.8 %
Two or More Races	14.2 %
Other	2.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.6 %
English Learners	6.4 %
Students with Disabilities	11.9 %
Foster Youth	0.5 %

A. Conditions of Learning

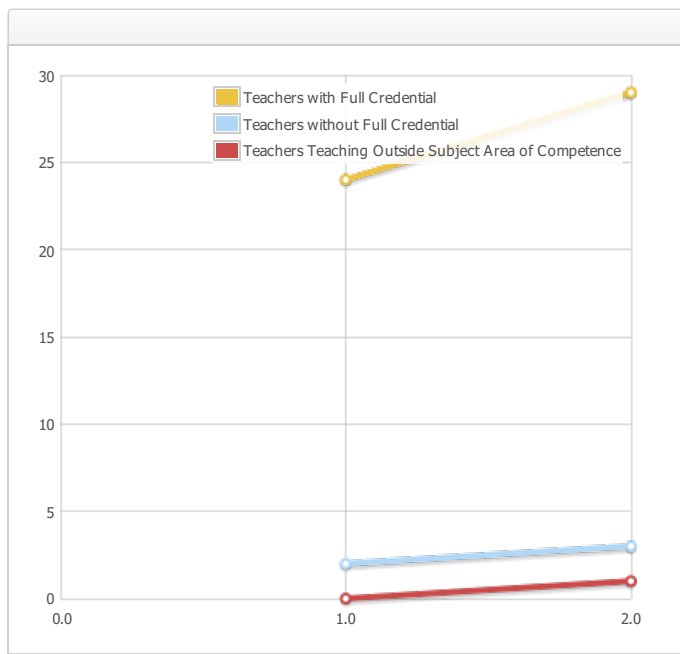
State Priority: Basic

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

Teacher Credentials

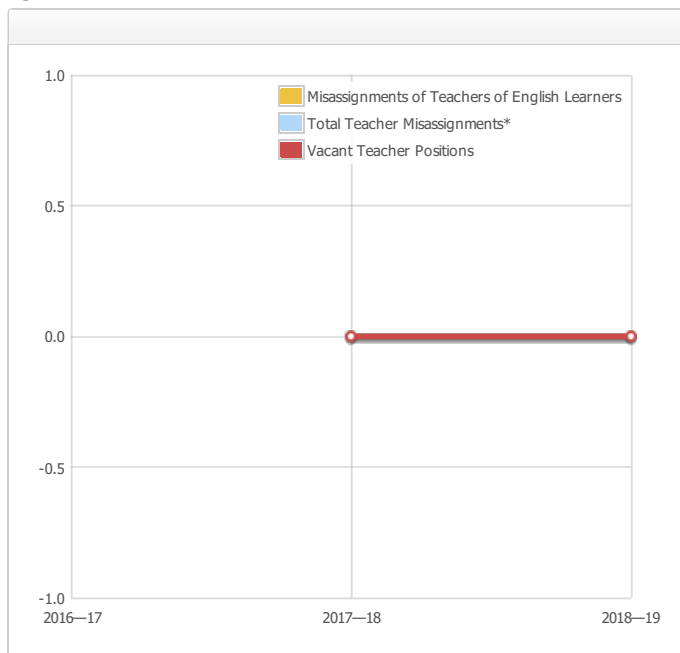
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		24	29	593
Without Full Credential		2	3	32
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	1	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr. K-5: Treasures (MacMillan/McGraw) Adopted: 2011 Gr. 6-8: Springboard (College Board) Adopted: 2012	Yes	0.0 %
Mathematics	Gr. K: Math in Focus (Houghton Mifflin) Adopted: 2015 Gr. 1-6 Go Math! California Edition (Houghton Mifflin) Adopted: 2015 Gr. 7-8: Big Ideas Course 2 (Houghton Mifflin) Math 7 Adopted: 2013 Big Ideas Course 3 (Houghton Mifflin) Math 8 Adopted: 2013 Big Ideas Accelerated (Houghton Mifflin) Math 7 XL Adopted: 2013 Integrated Math 1 (CPM) Adopted: 2013	Yes	0.0 %
Science	Gr. K-6: California Science (MacMillan/McGraw -Hill) Adopted: 2006 Gr. 7-8: Focus on Life Science, Science 7 and Focus on Physical Science, Science 8 (McDougal) Adopted: 2007	Yes	0.0 %
History-Social Science	Gr. K-5: History/Social Science (Houghton Mifflin) Gr. 6: Ancient Civilizations, CA Edition (Glencoe) Gr. 7-8: California World History: Medieval and Early Modern Times (Pearson) and US History: American Stories, Beginnings to World War I (National Geographic)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/11/2019

School Facility Conditions and Planned Improvements

This school has a lower percentage at 89.97% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated. There are no major facility improvements planned at this time. This site was recently re-opened as a K-8 school. Two new science classrooms were opened, as well as a new multi-purpose room in the last year. In the summer of 2019 the existing multi-purpose room will be converted into a new library/media center.

The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, paint issues and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/11/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	All unsecured items will be either secured or removed.
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
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Last updated: 1/11/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	50.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	36.0%	38.0%	39.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/18/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	394	98.75%	50.00%
Male	215	212	98.60%	47.64%
Female	184	182	98.91%	52.75%
Black or African American	28	27	96.43%	37.04%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	102	102	100.00%	43.14%
Native Hawaiian or Pacific Islander	--	--	--	
White	193	189	97.93%	51.85%
Two or More Races	60	60	100.00%	60.00%
Socioeconomically Disadvantaged	174	173	99.43%	41.04%
English Learners	27	27	100.00%	40.74%
Students with Disabilities	55	55	100.00%	12.73%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	394	98.75%	35.53%
Male	215	212	98.60%	34.43%
Female	184	182	98.91%	36.81%
Black or African American	28	28	100.00%	25.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	102	102	100.00%	25.49%
Native Hawaiian or Pacific Islander	--	--	--	
White	193	188	97.41%	41.49%
Two or More Races	60	60	100.00%	36.67%
Socioeconomically Disadvantaged	174	174	100.00%	22.99%
English Learners	27	27	100.00%	18.52%
Students with Disabilities	56	56	100.00%	8.93%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/18/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Sierra Vista K-8 School offers courses in STEM to prepare our students for college and career. All seventh grade students participate in a quarter of AVID, Crime Scene Investigation science and art. Students in grade 7 also receive lessons on career exploration and college visitations. We offer an extra-curricular club called Robotics where students learn coding to operate robots.

Last updated: 1/18/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	105
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

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

California Physical Fitness Test Results (School Year 2017–18)

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
5	23.3%	25.0%	20.0%
7	11.0%	25.3%	37.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The opportunities for involvement and support include: Parent Teacher Club, which includes dance chaperones, fundraising, volunteering in the classroom and on fieldtrips and helping supervise school-wide activities; School Safety Committee, Coffee with Principal, and English Learner Advisory Committee. Communication is made through the Schoolloop program, email, school weekly newsletter, Facebook page and a global calling system (phone call, text, email) sent out each week.

State Priority: Pupil Engagement

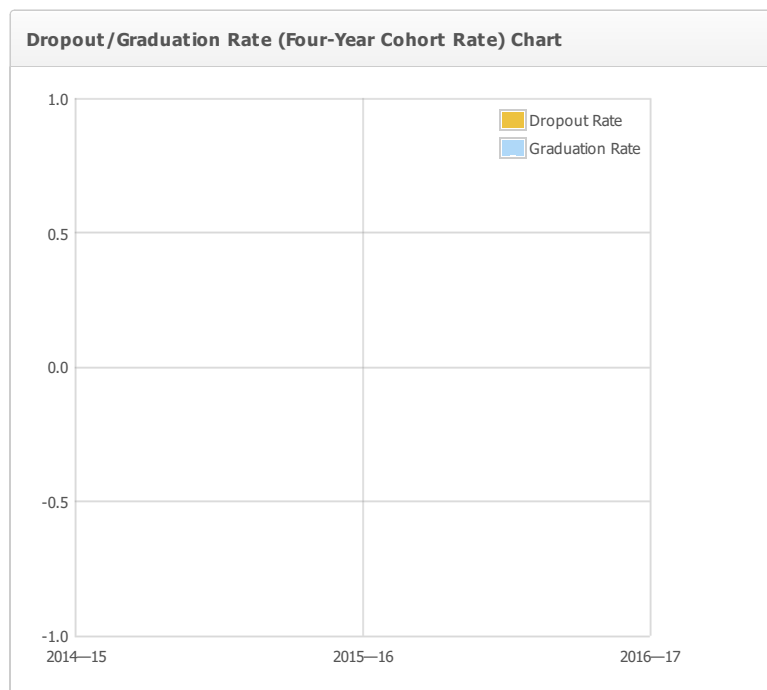
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/18/2019

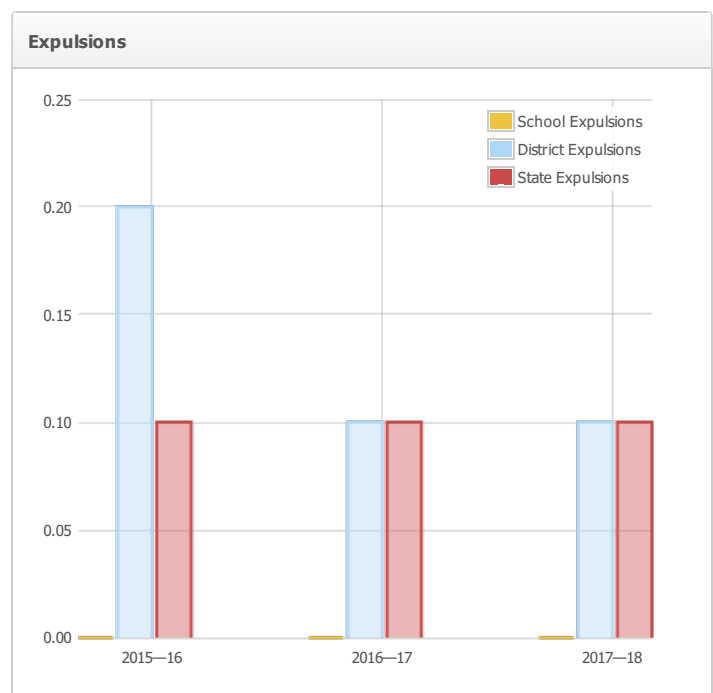
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	1.8%	2.8%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/18/2019

School Safety Plan (School Year 2018—19)

The Sierra Vista School Advisory Committee approved the newly created Comprehensive School Safety Plan on February 15, 2018. Our school has implemented the following programs and strategies to maintain a high level of school safety:

- **New Grizzly Staff** – We have added some crucial staff members that have been an asset to our team and strengthen our ability to meet the academic and social/emotional needs of students. Such additions include: an assistant principal, a school psychologist, an intern counselor through Vacaville PD Youth Services, and a health clerk.
- **PBIS** – We are in year 2 of PBIS implementation. All staff are handing out PAWS tickets to students and the PAWS store is now open on Thursdays after school. Students from Kindergarten to 8th grade know our school expectations are to be positive, accepting, wise and safe. Staff are committed to recognizing our students who exhibit exemplar behavior by writing positive referrals and handing out PAWS points cards/tickets.
- **Assemblies** – We have hosted some influential guests through assemblies including The Best Me for our lower grades and Rachel's challenge for grades 5-8. As a follow up to Rachel's Challenge and in an effort to spread kindness and compassion on our campus, the assistant principal facilitates the Friends of Rachel Club consisting of a dedicated group of about 20 7th and 8th graders who work together to plan projects. Our first project we just launched is called Chain of Kindness where students recognize and record acts of kindness on colored strips of paper and turn them in to their teacher who reads them out loud each week. F.O.R. Club members then collect the acts of kindness which then become paper chains that we will display in our M.P. room.
- **Emergency Drills** – We practice emergency drills according to the district schedule and notify the fire department when we conduct a drill. As a staff we debrief after the drills and make improvements.
- **Safe Arrivals and Departures** – We implemented changes to our drop off/pick up zone to make it safer and more convenient for parents. We have two crossing guards before and after school. One of our crossing guards, George, picks up garbage on our campus each morning before school and alerts us of anything unusual or unsafe.
- **Safe Campus** – Our custodians and district maintenance staff do an excellent job of maintaining a safe and clean campus. We have installed signs for quiet zones and for students to not ride bikes, skateboards, scooters, etc. on our campus. A more secure perimeter fence has been installed. Despite construction going on, secure temporary fences are installed to prevent our students from being near to the construction site.
- **Emergency Supplies** – We have installed an ice machine in the health clerk's office to have ice readily available for injuries. Each classroom is equipped with a honey pot/emergency supplies survival kit, a first aid kit, and an emergency clipboard.
- **Secure Perimeter** – Teachers/Staff keep perimeter doors/gates locked during the day except for the front office door.
- **Campus Supervisor/Student Monitors** – Our campus supervisor and student monitors work hard to walk the campus and keep a vigilant eye while building

positive relationships with students and parents.

- School Rodeo and IPE – At the beginning of the year and again after the holiday break our elementary P.E. teacher conducts a school rodeo with students, teachers and student monitors to ensure everyone knows how to play safely while on the playground. Our elementary P.E. teacher also developed structured activities for IPE and created a schedule for students to follow. A credentialed teacher in addition to student monitors oversee IPE.
- Vigilant administrators partner with the campus supervisor and student monitors to be visible on the campus and can communicate using radios.

Last updated: 1/18/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		2	
1	27.0		1	
2	21.0	1	1	
3	22.0		2	
4	29.0		2	
5	23.0		2	
6	19.0	2		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		2	
1	25.0		2	
2	24.0		2	
3	24.0		2	
4	29.0		2	
5	31.0		2	
6	28.0	2	9	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/18/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	4		
Mathematics	17.0	4		
Science	22.0	2	1	
Social Science	22.0	2	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	3	5	
Mathematics	21.0	4	5	
Science	29.0	1	4	1
Social Science	29.0		5	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/18/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5708.4	\$385.3	\$5323.2	\$58373.5
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-26.2%	-17.8%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-21.0%	-36.5%

Note: Cells with N/A values do not require data.

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

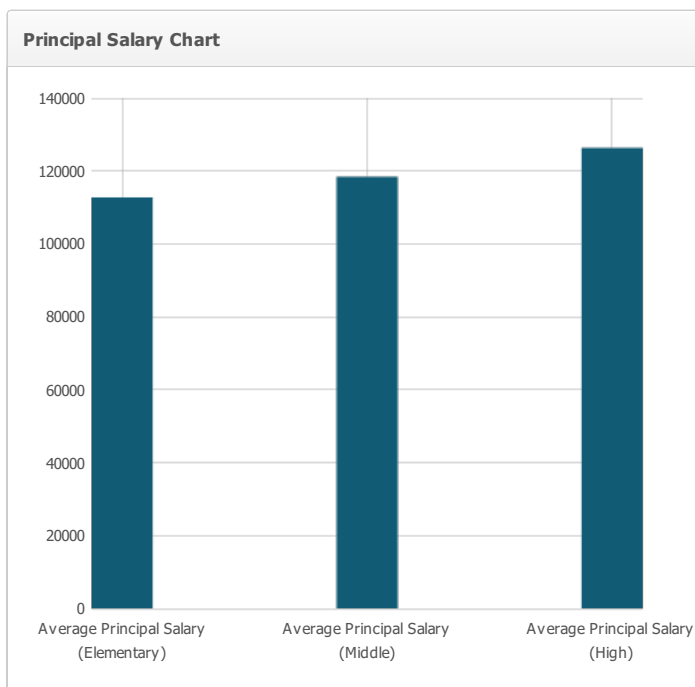
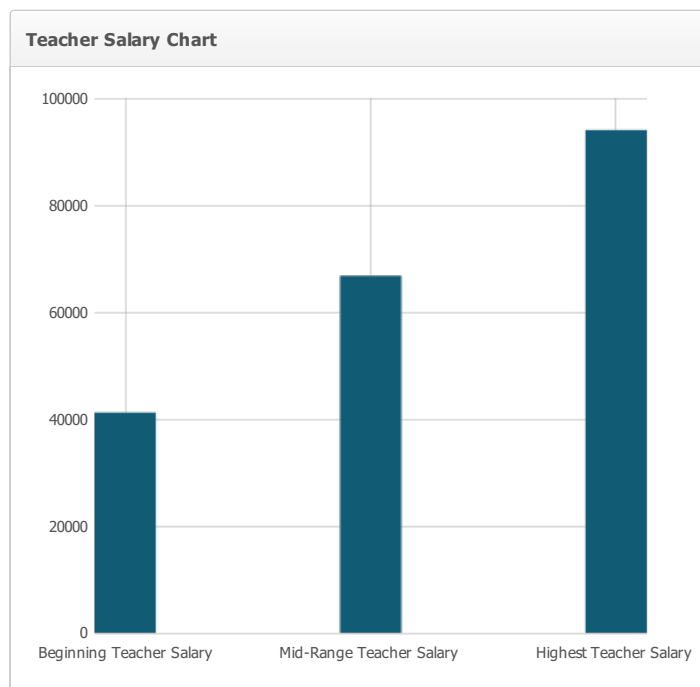
	Unrestricted	Restricted
1000 Certificated Salaries	1,690,341.90	150,508.15
2000 Classified Salaries	315,774.36	2,065.85
3000 Benefits	664,349.08	42,221.04
4000 Materials & Supplies	61,305.33	7,340.09
5000 Operating Expenses & Services	113,512.47	1,113.41
Less Object 3701-3702	(65,432.54)	(4,961.46)
Less Unrestricted Lottery	(40,175.24)	
Total:	2,739,675.36	198,287.08

Last updated: 1/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/18/2019

Professional Development

The goal is to prepare every student to have the option to attend college and pursue higher education.

Sierra Vista K-8 School is involved in ongoing professional development at both the school site and district level. The school reopened in August 2016. Newly hired teachers attend the AVID Summer Institute in order to implement AVID Schoolwide each summer. AVID is embedded into the daily instruction of all classrooms, across entire grade levels, to impact schoolwide structures. The focus is to ensure that all students are poised for academic success through instruction, culture, and leadership systems.

Teachers participate in curricular area professional development with their peers. Teachers also have the opportunity at the district level to meet and work with colleagues from other elementary and middle schools in all of the core academic subjects.

Staff have attended the PLC Summit and PLC Institute in 2017. Staff have worked to refine the PLC model of collaborative work in their grade levels.

These essential questions drive our work:

What do we want each student to learn?

How will we know when each student has learned it?

How will we respond when a student experiences difficulty in learning?

Staff attend core curriculum training throughout the year. Elementary teachers attended Guided Reading instruction and receive coaching to implement the strategies. Math and science continue to be a focus at all grade levels. In middle school, teachers receive professional development in their core subject each year.

Last updated: 1/18/2019