



## VAL VERDE UNIFIED SCHOOL DISTRICT

[www.valverde.edu](http://www.valverde.edu)

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2019 and the school facilities information was acquired in October 2019.

# SIERRA VISTA ELEMENTARY SCHOOL

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## AN ANNUAL REPORT TO THE COMMUNITY 2018-19 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2020

### PRINCIPAL'S MESSAGE

Welcome! I am Tara Kim, proud principal of Sierra Vista Elementary School, home of the cubs! I am thrilled to lead the amazing staff here at Sierra Vista!



I am energized and committed to making a positive difference in your children's lives. My priority is to ensure that our students have a safe, positive learning environment where the quality of 21st century instruction is second to none. Our staff will continue to participate in ongoing professional development and deliver research-based, relevant instruction to students. We are committed to meeting the individual needs of all students' academic learning styles and social-emotional well-being.

At Sierra Vista, we are proud to be an Advancement Via Individual Determination (AVID) elementary school. The AVID program supports our purpose, values, and goals in preparing ALL our students to be future ready through college and career readiness. AVID instruction is embedded into daily lessons that build a college going culture, organizational skills and focused note-taking from kindergarten through 6th grade.

Our success is dependent on a strong home-school relationship. We value and encourage participation in your child's education. Sierra Vista has a very active Parent Teacher Organization (PTO), English Learner Advisory Council (ELAC), School Site Council (SSC), in addition to many other volunteer opportunities. As always, stay in communication with your child's teacher(s) for additional opportunities. Families are always welcome and your continued support is appreciated!

Thank you for entrusting me with your amazing children! I am confident that together, we will make wonderful things happen for the students at Sierra Vista!

On behalf of the Sierra Vista Staff, we look forward to a terrific school year.

### SCHOOL MISSION

Sierra Vista Elementary will produce Future Ready students by engaging all learners in meaningful experiences that meet the highest educational and ethical standards in a positive, caring, and collaborative environment supported through partnerships with families, businesses, community, and higher education.

### SCHOOL VISION

Sierra Vista Elementary staff work collaboratively to create an environment that empowers students with the knowledge necessary to become lifelong learners and productive citizens in the 21st century.

### DISTRICT DESCRIPTION

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2018-19 school year, the district's schools served more than 20,200 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

### SCHOOL DESCRIPTION

During the 2018-19 school year, Sierra Vista Elementary served 1,032 students in grades K-6. Student enrollment included 11.7% in special education, 22.6% qualifying for English learner support, and 82.5% qualifying for free or reduced-price meals.

Student Enrollment by Subgroup/Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	10.9%	Kindergarten	90
American Indian or Alaskan Native	0.4%	Grade 1	91
Asian	1.9%	Grade 2	108
Filipino	0.9%	Grade 3	107
Hawaiian or Pacific Islander	0.3%	Grade 4	133
Hispanic or Latino	76.6%	Grade 5	119
White	5.8%	Grade 6	384
Two or More Races	2.7%		
Socioeconomically Disadvantaged	82.5%		
English Learners	22.6%		
Students with Disabilities	11.7%		
Homeless	2.5%		
Foster Youth	1.8%		
		Total Enrollment	1032

## HONORS

2019 PBIS Silver Coalition Award

Common Sense Media Award

Core District One Year of High Impact in Math & ELA

2018-19 Certified School - Digital Citizenship

2013 Golden Bell Award in Engagement through Technology



## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning (Basic Services) – State Priority 1:** Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

**Conditions of Learning (Implementation of State Standards) – State Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

**Parental Involvement – State Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

**Pupil Achievement – State Priority 4:** Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

**Engagement (Pupil Engagement) – State Priority 5:** School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

**School Climate – State Priority 6:** Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

**Conditions of Learning (Course Access) – State Priority 7:** Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

**Other Pupil Outcomes – State Priority 8:** Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Sierra Vista Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering or simply attending special events and activities. Volunteers are required to obtain TB testing and fingerprint/background clearance. Parents seeking more information about getting involved in Sierra Vista Elementary's learning community may contact the school secretary at (951) 443-2430.

Volunteer to Help

- In the school's office
- In the classroom
- In the library
- Fundraising
- With take-home projects

Join Leadership Groups

- African American Advisory Council
- District English Learner Advisory Council
- School Site Council
- English Learner Advisory Council
- Parent Advisory Committee
- Parent Teacher Organization (PTO)

Attend Special Events & Workshops

- Back to School Night
- Family math and literacy nights
- Family fun nights
- GATE Advisory meetings
- Parent education workshops
- Parent conferences
- PTO-sponsored events
- Student performances
- Title I Parent Meeting

School-to-home communication is provided in both English and Spanish. Parent Link is an automated parent notification system used to quickly forward important announcements via telephone messages. The school website features a calendar, general information, teacher web pages, and PTO news. Flyers and letters are distributed as needed to relay reminders and announcements. Some teachers utilize the Class DoJo app to communicate with parents regarding events and activities. Parents may contact teachers and administration through email and can stay up to date on their students' information through the Val Verde App.

## STUDENT ACHIEVEMENT

### DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2018-19 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state summative assessments, benchmark assessments, grade level/department common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective; 2) guiding classroom instruction practices and strategies; and 3) identifying students who need

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)  
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	749	741	98.93%	1.07%	43.18%	749	742	99.07%	0.93%	25.88%
Male	363	359	98.90%	1.10%	42.90%	363	360	99.17%	0.83%	28.89%
Female	386	382	98.96%	1.04%	43.46%	386	382	98.96%	1.04%	23.04%
Black or African American	83	82	98.80%	1.20%	32.93%	83	81	97.59%	2.41%	11.11%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	576	571	99.13%	0.87%	43.26%	576	572	99.31%	0.69%	26.22%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	47	45	95.74%	4.26%	46.67%	47	46	97.87%	2.13%	30.43%
Two or More Races	18	18	100.00%	0.00%	66.67%	18	18	100.00%	0.00%	22.22%
Socioeconomically Disadvantaged	648	641	98.92%	1.08%	40.09%	648	642	99.07%	0.93%	22.90%
English Learners	286	281	98.25%	1.75%	41.28%	286	283	98.95%	1.05%	25.44%
Students with Disabilities	112	112	100.00%	0.00%	19.64%	112	112	100.00%	0.00%	13.39%
Foster Youth	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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.

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.

**California Assessment of Student Performance and Progress Test Results in  
English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight**

**Percentage of Students Meeting or Exceeding the State Standards**

	Sierra Vista		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	42	43	42	44	50	50
Mathematics	31	26	27	28	38	39

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.

**California Assessment of Student Performance and Progress Test Results in Science  
All Students**

**Percentage of Students Meeting or Exceeding the State Standards**

	Sierra Vista		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

## PHYSICAL FITNESS

In the spring of every other year, Sierra Vista Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**California Physical Fitness Test Results  
2018-19**

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	21.6%	17.2%	13.8%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Sierra Vista Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2003; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Sierra Vista Elementary utilizes Chromebooks for all grade levels and are at a 1:1 ratio.



#### 2018-19 Campus Improvements:

- Upgrades to the front lobby for security and safety purposes
- Painting of the exterior campus wide
- Painting of the inside of the multipurpose room
- Remodeling projects to the library
- Installation of new drinking fountains
- Installation of water bottle filling station
- Addition of a new planter with shade trees
- Repavement of parking lot
- Installation of a gate
- Installation of blackout shades in all classrooms

#### 2019-20 Campus Improvements in Progress:

- Addition of lunch area seating
- Addition of asphalt where needed
- Creation of a school garden with the partnership of the City of Perris

Campus Description	
Year Built	2003
Acreage	12
Bldg. Square Footage	50941
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	15
# of Restrooms (student use)	12 sets
STEAM Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
Resource Room	4

### SUPERVISION AND SAFETY

Each morning as students arrive on campus, supervision aides/administrators and the security guard greet students at the main gate and teachers supervise the playground. During recess, supervision aides and the security guard monitor playground activities. During lunch, supervision aides and the security guard share the responsibility of monitoring students in the cafeteria and on the playground. When students are dismissed at the end of the day, the principal and the security guard circulate throughout the campus while the assistant principal and teachers on duty monitor the front exit areas to ensure students leave campus in a safe and orderly manner. The security guard is on campus for the whole day monitoring student behavior.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, which is scanned through the Raptor System. They are required to return to the school office upon departure.

### SCHOOL INSPECTIONS

Sierra Vista Elementary School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Sierra Vista Elementary School took place on July 15, 2019. Schools are required by state law to report the condition of their facilities. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Sierra Vista Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Sierra Vista Elementary's school safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in the February 2019.

### MAINTENANCE AND REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Sierra Vista Elementary School. Teachers and school staff communicate unscheduled maintenance needs,

urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

### DAILY CLEANING PRACTICES

One full-time day custodian, one swing shift custodian, one full-time evening custodian, and a groundskeeper are assigned to Sierra Vista Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily as needed via handheld radio to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian inspects facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians check restrooms throughout the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. The groundskeeper is responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Sierra Vista Elementary School monthly to review custodial performance, discuss campus

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: July 15, 2019	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Room 23, 11, 8 & 1 - Formica is broken on counter
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

#### Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

## CLASSROOM ENVIRONMENT

### CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
<b>2016-17</b>				
K	15.0	5	1	
1	27.0		4	
2	30.0		4	
3	23.0	1	4	
4	28.0		4	
5	29.0		5	
6	31.0	6	34	32
Other**	5.0	1		
<b>2017-18</b>				
K	15.0	6		
1	26.0		4	
2	28.0		4	
3	30.0		5	
4	30.0		4	
5	28.0		4	
6	33.0	4	14	53
Other**	6.0	2		
<b>2018-19</b>				
K	15.0	6		
1	30.0		3	
2	26.0		4	
3	27.0	1	3	
4	26.0	1	4	
5	28.0		4	
6	32.0	8	24	40
Other**	8.0	2		

\*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.

### DISCIPLINE & CLIMATE FOR LEARNING

Students at Sierra Vista Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The main focus of the discipline program from the very first day of school is to help students develop an understanding of regular procedures and routines. Through consistent positive reinforcement of what students are expected to do throughout their day, disruptive behaviors are kept to a minimum.

Students at Sierra Vista Elementary are supported with Positive Behavior Intervention Supports (PBIS). PBIS is a process for creating safer and more effective schools. It is a systems

Suspensions and Expulsions									
	Sierra Vista			VVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	4.80%	3.40%	2.50%	4.90%	5.10%	4.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.11%	0.02%	0.00%	0.09%	0.08%	0.10%

approach to enhancing the capacity of schools to educate all children by developing research-based, schoolwide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, on-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

Building character is an important part of the program at Sierra Vista Elementary School. Using Boys Town, Character Counts, and Capturing Kids Hearts programs, students are provided a foundation on which to build positive behavior and values through daily lessons. The Character Pledge is recited daily as a morning routine. Character Education is embedded into daily activities and reinforced through praise. Teachers deliver a series of Positive Action lessons which actively engage students in understanding and acquiring the tools to make good choices at school and at home. Students who exhibit good behavior receive Cub Cash and can turn it in to claim prizes and can earn incentive parties.

Each student receives a student/parent handbook (published in both English and Spanish) which outlines behavior expectations and the schoolwide discipline plan. In alignment with the schoolwide discipline plan, teachers have implemented grade-appropriate classroom management policies and incentive programs for student conduct and academics.

At the beginning of the school year, teachers review student behavior responsibilities and discipline policies as part of the classroom orientation process. During the first week of school, students are escorted on a tour of the campus to discuss the rules and safety practices associated with each area. Students are reminded as needed to conduct themselves in a safe, responsible, and respectful manner. Grade-level assemblies addressing discipline and anti-bullying are held at the beginning school year and repeated throughout the school year as the need arises.

A progressive discipline approach is taken when students are having difficulty following school rules or disrupting classroom instruction. Teachers refer students to the principal for further intervention which may include a phone call to the child's parent(s)/guardian(s). Consideration of the severity and nature of each infraction is taken when consequences for unacceptable conduct are determined. Discipline is consistently managed in a fair, firm manner and follows the schoolwide discipline matrix.

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Monthly assemblies recognize outstanding character and academic achievement. Trimester award ceremonies are held to reward students for academic achievement, perfect attendance, and outstanding citizenship. The PTO provides special prizes and rewards for award recipients. At the end of each trimester, an awards ceremony is held to recognize students for their outstanding efforts in academics and maintaining perfect attendance. Students achieving a perfect attendance record and completing their homework are eligible to participate in a raffle for incentive prizes.

### ENRICHMENT ACTIVITIES

Teachers collaborate among their grade levels to provide enrichment activities in alignment with the school curriculum as well as integrating sports and music related activities into lesson plans. Students are encouraged to participate in the THINK Together after-school program for structured homework support, tutoring, and recreational activities. Sierra Vista offers a music class for 3rd through 5th graders as an elective, and after-school band and sports programs for 6th graders.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California California State Standards. The district's Educational Services Department selects staff development concentrations based on principal feedback, teacher survey results, California California State Standards, district benchmark assessment results, and state standardized test results.

During the 2018-19 school year, Sierra Vista Elementary School held staff development focused on:

- 21st Century Learning
- AVID
- Capturing Kids Hearts
- Educational Protocols
- Excellence thru Equity

- Positive Discipline
- Professional Learning Communities (PLC)
- Response to Intervention (RtI)
- Science, Technology, Engineering, Art & Math
- Solution Tree PBIS
- Positive Behavior Intervention & Support
- T3 Frameworks
- Writing

During the 2017-18, 2018-19, and 2019-20 school years, Val Verde Unified School District provided professional development on the following topics:

#### Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2017-18	3 days
<ul style="list-style-type: none"> <li>• Building Classroom Communities</li> <li>• Tiered Supports for Reading</li> <li>• ELA/ELD Reading &amp; Writing Across Content Areas</li> <li>• Deep Dive Electives</li> <li>• Future iReady</li> </ul>	
2018-19	4 days
<ul style="list-style-type: none"> <li>• ELD Designated &amp; Integrated</li> <li>• Grade Level Professional Learning Communities (PLCs)</li> <li>• Grade Level Professional Learning and Collaboration</li> <li>• Breaking Down Barriers: Return of the Equity &amp; Access Superheros</li> <li>• Deep Dive Electives</li> <li>• MTSS: Tiered Supports to Breaking Down Barriers</li> </ul>	
2019-20	4 days
<ul style="list-style-type: none"> <li>• Integrated &amp; Designated ELD Instructional Practices</li> <li>• Early Literacy Strategies</li> <li>• Restorative Practices</li> <li>• Common Collaborative Assessment Process</li> <li>• Math Performance Tasks and Instructional Strategies</li> <li>• Instructional Technology</li> <li>• Equity &amp; Access for All Students</li> <li>• Universal Design for Learning</li> <li>• History Social Science Adopted Curriculum</li> </ul>	

During the 2019-20 school year, teachers also had the opportunity to participate in the following professional development trainings:

- Restorative Practices & Restorative Circles
- Classroom Management Techniques
- K-2 Literacy Intervention: Diagnostics & Instructional Strategies
- Inclusive Practices
- Redefining "Giftedness"
- Summer EL Institute
- Lego Education for STEAM Learning
- Math Instructional Routines "Capturing Quantities"

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. California Teacher Induction (CTI) program, a state-sponsored program, is designed for first- and second-year credentialed teachers

and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California California State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

## SCHOOL LEADERSHIP

Leadership at Sierra Vista Elementary School is a responsibility shared among administrators, teachers, and parents. Principal Tara Kim is responsible for the day-to-day operations and overall curriculum. The school's leadership team, grade level teams, program facilitators, Assistant Principal Billie Kerr-Mosher, site union representative, special education representative, a classified staff member, and the School Site

Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

The site union leadership team, comprised of the principal, assistant principal, curriculum leaders, grade level representatives, special education teacher, and instructional coach, meet monthly to collaboratively address and resolve issues related to school programs and grade level team efforts. Team members are responsible for leading program implementation in their respective areas of responsibility and serving as a liaison between school administration and grade level teams.

The School Site Council (SSC), consisting of the school principal, teachers, classified staff, and parents, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

## INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education.

On September 3, 2019, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No.19-20-10 which certifies

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English Language Arts			
2016	Yes	McGraw-Hill: <i>Wonders</i>	0%
2016	Yes	McGraw-Hill: <i>WonderWorks</i>	0%
2016	Yes	Houghton-Mifflin Harcourt: <i>Collections</i>	0%
2016	Yes	McGraw-Hill: <i>FLEX Literacy</i>	0%
Mathematics			
2013	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%
2014	Yes	Houghton Mifflin Harcourt: <i>Go! Math</i>	0%
Science			
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%
2019	Yes	McGraw Hill: <i>Inspire Science</i>	0%
Social Science			
2019	Yes	McGraw Hill: <i>Impact</i>	0%
2018	Yes	Cengage / National Geographic: <i>World History - Ancient Civilizations</i>	0%
2018	Yes	Cengage / National Geographic: <i>World History - Medieval and Early Modern</i>	0%
2018	Yes	Cengage / National Geographic: <i>American Stories - Beginnings to WWI</i>	0%



as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2019-20 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California State Standards.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Sierra Vista Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

### SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers collaboratively utilize a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources.

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have

equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavior needs.

### ENGLISH LEARNER INSTRUCTION

All of Sierra Vista Elementary School's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive English Language Development (ELD) instruction from a certificated teacher for 30 minutes a day as a supplement to their regular language arts curriculum. ELD Instruction focuses on reading development, verbal language development, and vocabulary building. One bilingual aide collaborate with class teachers to provide in-class small group and individual support based upon student needs. In some cases, instruction may be provided in the student's native language to ensure course concepts and lessons are successfully delivered. As students increase fluency in the English language, Sierra Vista Elementary School continues to monitor student performance through benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

### GIFTED AND TALENTED EDUCATION

Sierra Vista Elementary School offers a Gifted and Talented Education program for students in grades K-5th who have been recognized as high achievers by their teachers and through district testing. GATE students are clustered by grade level to receive accelerated, differentiated instruction and embedded enrichment activities which offer more depth and complexity.

### AVID

Sierra Vista Elementary School offers the Advancement via Individual Determination (AVID) program for grades K-5 and as an elective for 6th grade students. The program targets students with a grade point average ranging from 2.5 to 3.5, and who may be the first of their family members to attend college. AVID equips students with the skills required to be successful in postsecondary education. Communication skills, writing in particular, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process.

### JUNIOR SCHOLARS

Junior Scholars is a rigorous pre-AP program for sixth grade students that included as an elective course. Each scholar holds a GPA of 3.5 or higher without C's in challenging courses designed to prepare them for high school Advance Placement courses. In addition, each Scholar volunteers 15 hours in their community. They are required to compete in History Day, Spelling Bee, Science Fair, and writing competitions. They are also enrolled in the UCR STEM program entitled MESA, where they compete in engineering competitions.

### INTERVENTION PROGRAMS

Sierra Vista Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Early Monitoring Teams (EMT)/Response to Intervention (RTI) Teams are comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- Universal Access: using monthly district assessments to determine proficiency levels, students are placed in a homeroom class with other students performing at the same proficiency level. This model enables teachers to deliver a reading and math curriculum that closely matches and addresses the needs of students as a whole. Student progress is evaluated at the end of each month and students are regrouped to ensure instruction continues at current learning levels.
- Impact Subs: cover classrooms for teacher to provide intervention for students.
- Impact Tutors: assists students in reading to be fluent in reading by the 3rd grade.
- STEAM: two Saturdays a month students are able to come to school to make up missed days.
- THINK Together: provided after school (on school days) and full-time during holidays and summer break. This program provides homework assistance, crafts, nutritious snacks and recreation activities.
- Targeted Intervention
- Accadience (Grades K-5)
- iReady (Grade 6)

#### Teacher Credentials and Assignments

	Sierra Vista			VVUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	41	40	40	833	841	850
Teachers with Full Credential	41	39	38	805	817	820
Teachers without Full Credential	0	1	2	28	24	30
Teaching Outside Subject Area (with full credential)	0	0	0	0	5	8
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	1	1	1	0	8	6

*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.*

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

During the 2018-19 school year, Sierra Vista Elementary School had 39 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### SUPPORT SERVICES STAFF

Support services staff consist of psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Sierra Vista Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

#### Academic Counselors and Other Support Staff 2018-19

	No. of Staff	FTE*
Academic Counselor	1	0.5
Adaptive PE Aide	1	*
Adaptive PE Teacher	1	*
Health Technician	1	1.0
Instructional Coach	1	1.0
Nurse	1	0.2
Psychologist	1	0.6
Speech Pathologist	1	1.0
Average Number of Students per Academic Counselor		2064

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2017-18 school year, Val Verde Unified School District spent an average of \$11,189 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

#### Teacher and Administrative Salaries 2017-18

	State Average of Districts in Same Category
State Average of Districts in Same Category	Category
Beginning Teacher Salary	52,045
Mid-Range Teacher Salary	84,387
Highest Teacher Salary	112,391
Average Principal Salaries:	
Elementary School	136,895
Middle School	144,176
High School	146,638
Superintendent Salary	244,394
Percentage of Budget For:	
Teacher Salaries	31.0
Administrative Salaries	5.0

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

#### Expenditures Per Pupil and School Site Teachers Salaries 2017-18

Expenditures Per Pupil	Dollars Spent Per Student				
	Sierra Vista	VVUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	1,167	N/A	N/A	N/A	N/A
Restricted (Supplemental)	604	N/A	N/A	N/A	N/A
Unrestricted (Basic)	563	5,473	10.3%	7,507	7.5%
Average Teacher Salary	98,300	83,822	117.3%	82,031	119.8%

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IX
- Tobacco-Use Prevention Education

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Sierra Vista Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Sierra Vista Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Sierra Vista Elementary School is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library  
(951) 657-2358

Hours: Sunday 1-5; Monday 10-6; Tuesday-Wednesday 12-8; Thursday-Saturday 10-6

Number of computers available: 17

Number of printers available: 1