



## 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 September 2011 and school facilities information was acquired in January 2012.

# SIERRA VISTA ELEMENTARY SCHOOL

20300 Sherman Road, Perris, CA 92571  
Phone: (951) 443-2430  
FAX: (951) 443-2435  
Corby Warren, Principal  
e-mail: [cwarren@valverde.edu](mailto:cwarren@valverde.edu)



## AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

### A MESSAGE FROM THE PRINCIPAL



Welcome to Sierra Vista Elementary School. The mission of the school is to help every child learn and reach their highest potential. Our staff has made a commitment to provide an excellent opportunity for all students. Various programs and services exist to support children to achieve their goals.

Instruction focuses on the California Content Standards by using our district's core curriculum. Supplemental programs are in place for extra support as needed.

Parents are encouraged to partner with us to provide a positive learning environment at home and at school. There is an active Parent Teacher Organization (PTO), English Learner Advisory Council (ELAC), and School Site Council (SSC) which meet monthly. Special events are planned throughout the year for our students' families. There are many ways that parents can get involved at Sierra Vista. Parents are always welcome.

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

### DISTRICT PROFILE

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 2010-11 school year, the district's schools served more than 19,500 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, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

### DISTRICT MISSION

Our mission is to create a positive learning environment that produces life-long learners, who will become responsible, contributing citizens able to function in a culturally diverse society.

### SCHOOL PROFILE

During the 2010-11 school year, Sierra Vista Elementary served 754 students in grades K-5. Beginning in the 2011-12 school year, the school added a sixth grade curriculum. Student enrollment included 6.1% in special education, 36.7% qualifying for English learner support, and 82.8% qualifying for free or reduced-price meals.

Percentage of Students by Ethnicity/Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African American	11.1%	Kindergarten	122
American Indian or Alaskan Native	0.0%	Grade 1	116
Asian	3.1%	Grade 2	115
Filipino	2.5%	Grade 3	120
Hawaiian or Pacific Islander	0.4%	Grade 4	130
Hispanic or Latino	74.9%	Grade 5	151
White (not Hispanic)	3.6%	Grade 6	-
Two or More Races	1.2%	Grade 7	-
		Grade 8	-
		Total Enrollment	754

### SIERRA VISTA 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.

### HONORS

2010-11 Title I Academic Achievement School  
2010 California Business for Excellence  
in Education Honor Roll

### 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. 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
- School Site Council
  - English Learner Advisory Council
  - 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. TeleParent is an automated parent notification system used to quickly forward important announcements via telephone messages. A monthly calendar of events is sent home with students. The school website features general information, teacher web pages, and PTO news. Flyers and letters are distributed as needed to relay reminders and announcements. Parents may contact teachers and administration through e-mail.

### STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Sierra Vista Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, and results of standardized tests.

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Sierra Vista	VVUSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	17/17	29/42
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### 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 subject matter and skill levels. District benchmark assessments are in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-11 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated twice 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 standardized tests, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures aids 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 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 ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

### STANDARDIZED STATE ASSESSMENTS

Students at Sierra Vista Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards.

### PHYSICAL FITNESS

In the spring of each year, Sierra Vista Elementary School is required by the state to administer a physical fitness test to all students in 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/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	22%	32%	23%

### ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Sierra Vista Elementary School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about the API can be found at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

### NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Sierra Vista Elementary School qualified for Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Sierra Vista			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	44	49	57	44	47	49	49	52	54
Math	62	65	73	48	52	51	46	48	50
Science	37	42	53	47	53	56	50	54	57
History				43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11								
	Sierra Vista							
	African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	48		83	100	55	*	78	45
Math	67		83	93	73	*	72	65
Science	29		*	*	53		*	*
History								

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Sierra Vista					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	54	60	45	55	24	
Math	73	73	70	73	45	
Science	59	47	21	51	*	
History						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison										
	Sierra Vista Base API Rank:									
	2008			2009			2010			
	Statewide Rank			5			6			
Similar Schools Rank			8			9				
	Sierra Vista			Sierra Vista		VVUSD		State		
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth	
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11		
All Students	23	27	18	434	838	13,575	789	4,683,676	778	
Ethnic Subgroups										
African American				46	798	2,001	766	317,856	696	
Asian				17	891	222	893	398,869	898	
Filipino				12	964	257	908	123,245	859	
Hispanic or Latino		20	23	23	330	835	9,935	784	2,406,749	729
White (not Hispanic)				11	907	811	827	1,258,831	845	
Other Subgroups										
Economically Disadvantaged	25	36	15	367	832	11,195	779	2,731,843	726	
English Learners	11	37	10	201	825	5,477	755	1,521,844	705	
Students with Disabilities				38	667	1,238	588	521,815	595	

**Title I PI Status  
2011-12**

	Sierra Vista	VVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		0
% Schools Currently In PI		0%

The statistical information in this table reflects the PI status during the 2011-12 school year.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

**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.

**Campus Description**

Year Built	2003
Acreage	12
Bldg. Square Footage	50941
	<b>Quantity</b>
# of Permanent Classrooms	27
# of Portable Classrooms	11
# of Restrooms (student use)	10 sets
Computer Lab	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
Resource Room	4

**2010-11 Campus Improvements**

- Installation of two portable classrooms to accommodate sixth grade enrollment
- Painted and refurbished existing portable classrooms
- Expanded library facility

**SUPERVISION AND SAFETY**

Each morning as students arrive on campus, one supervision aide greets students at the main gate and teachers supervise the playground. During recess, five supervision aides monitor playground activities. During lunch, five supervision aides 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 circulates

throughout the campus while the instructional coach and teachers on duty monitor the front exit areas to ensure students leave campus in a safe and orderly manner.

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, obtain and wear a visitor's badge, and then return to the school office upon departure.

**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. Components of this 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, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in November 2011.

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

**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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 7, 2011				
Systems	✓			
Interior Surfaces		✓		Work Room: water stains ceiling tiles, outside hallway. Rooms 6, 8, 9, 11, 16, 20: water stains ceiling tiles. Room 17: water stains ceiling tiles above entry. Room 3: visible water damage at entry to room.
Cleanliness	✓			
Electrical	✓			Resource: light panel cover is missing.
Restrooms/Fountains	✓			
Safety	✓			Room PS2: fire extinguisher not mounted.
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

facilities inspection at Sierra Vista Elementary School took place on December 7, 2011. Schools are required by state law to report the condition of their facilities. During the 2010-11 school year, 100% of student restrooms were fully operational and available for student use at all times.

## CLASSROOM ENVIRONMENT

### CLASS SIZE & TEACHING LOAD

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, 21-31 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2008-09				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	29.0	4		
1	24.4	5		
2	28.0	5		
3	26.8	4		
4	29.8	3		
5	29.8	4		
2010-11				
K	30.5	4		
1	29.0	4		
2	23.0	1	4	
3	30.0	4		
4	32.3	1		3
5	25.3	1	5	

\*Data for 2009-10 is unavailable from the CDE.

### 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.

Building character is an important part of the program at Sierra Vista Elementary School. Using the Peace Builders, Character Counts, and Positive Action programs, students are provided a foundation on which to build positive behavior and values through daily lessons. The Peace Builder's Pledge is recited daily as a morning routine. Six pillars of character (Character Counts program) are 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.

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. During lunch and at Friday Spirit Assemblies, 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.

Suspensions and Expulsions			
Sierra Vista			
	08-09	09-10	10-11
Suspensions (#)	7	45	25
Suspensions (%)	0.99%	5.95%	3.32%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
VVUSD			
All Elementary Schools			
	08-09	09-10	10-11
Suspensions (#)	355	409	307
Suspensions (%)	5.58%	4.66%	3.39%
Expulsions (#)	0	0	0
Expulsions (%)	0.01%	0.00%	0.00%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Friday assemblies and Spirit Rallies recognize school spirit and athletic efforts. 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.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Sierra Vista Elementary School attended. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

As a supplement to district-sponsored activities and in response to site-based goals, Sierra Vista Elementary School's staff participated in weekly professional development activities on early release days.

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention
  - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom

strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Sierra Vista Elementary School's instructional coach works directly with teaching staff to review student data, identify targeted areas of instructional needs, identify best teaching practices, and model/observe classroom instruction (referred to as the Collaborative Coaching Model). The instructional coach facilitates staff development and collaboration activities by grade level and subject area to research, evaluate, and adjust instructional practices over a six- to eight- week period. Instructional modifications address the delivery and content of lessons that require, for example, reteaching or additional staff training. This approach to improving student achievement provides teachers with the opportunity to pinpoint specific gaps, by grade level and subject area, in the learning process.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), 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 Content 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 vendors, 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

district-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 Corby Warren is responsible for the day-to-day operations and overall curriculum. The school's leadership team, grade level teams, program facilitators, and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

The school's leadership team, comprised of the principal, curriculum leaders, grade level representatives, special education teacher, and instructional coach, meets weekly 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 Content Standards and

Frameworks. 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. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2011, 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 #11-12-06 which certifies 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.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>A Legacy of Literacy</i>	0%	K-5
2009	Yes	Houghton Mifflin: <i>Medallion Edition</i>	0%	K-5
2010	Yes	Houghton Mifflin: <i>HM ELD</i>	0%	K-5
2010	Yes	National Geographic: <i>Inside</i>	0%	4-5
Math				
2009	Yes	McGraw Hill: <i>California Math: Concepts, Skills, and Problem Solving</i>	0%	K-5
Science				
2008	Yes	Pearson/Scott Foresman: <i>Science</i>	0%	K-5
Social Science				
2006	Yes	Pearson/Scott Foresman: <i>History Social Science for California</i>	0%	K-2
2006	Yes	Pearson/Scott Foresman: <i>Our Community</i>	0%	3
2006	Yes	Pearson/Scott Foresman: <i>Our California</i>	0%	4
2006	Yes	Pearson/Scott Foresman: <i>Our Nation</i>	0%	5
Health				
2010	Yes	Positive Action, Inc.: <i>Positive Action</i>	0%	K-5

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in September 2011.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2011-12 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 state's content standards and curriculum frameworks.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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. Two bilingual aides 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 CELDT results, 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 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.

### 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. Student Success Teams 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.
- Inside: fourth and fifth grade students who are performing two or more years below grade level receive three hours of intensive language arts instruction daily for the duration of the school year. Teachers follow the Inside curriculum to deliver tailored instruction.

• Afternoon Intervention Classes: students who are performing below proficient in reading and math are recommended for participation. Certificated teachers provide 45 minutes of intensive instruction before the regular school day starts, three days a week in ten-week sessions. Reading lessons focus on comprehension and fluency; math lessons emphasize basic skills development and reinforcement.

• 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.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Sierra Vista Elementary School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 27 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Teacher Credentials and Assignments							
	Sierra Vista				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	28	29	27		831	778	752	
Teachers with Full Credential	27	29	27		787	767	752	
Teachers without Full Credential	1	0	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Sierra Vista	100.0%	0.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

Teacher Education Levels 2010-11		
	Sierra Vista	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	39.3%	42.0%
Master's Degree	3.6%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	57.1%	39.1%
Bachelor's Degree	0.0%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

## TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Val Verde Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession. Probationary teachers are formally evaluated annually and observed frequently. Tenured teachers are evaluated once every two years. Teachers meeting specific criteria may choose to receive evaluations once every five years. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

## 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.

### Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11

	No. of Staff	FTE
Academic Counselor	0	
Adaptive PE Aide	1	0.1
Adaptive PE Teacher	1	0.1
Health Technician	1	1.0
Instructional Coach	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Speech & Language Pathologist	1	0.5

FTE = Full-Time Equivalent

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.

## SUBSTITUTE TEACHERS

The district's Human Resources Department makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2010-11 school year, Val Verde Unified School District's pool of substitutes was comprised of 206 teachers; the majority of substitutes were aspiring teachers. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

## 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 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 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).

### Salary Comparison 2009-10

	State Average of Districts in Same Category	
	VVUSD	
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

### Current Expense of Education Per Pupil 2009-10

Expenditures Per Pupil	Dollars Spent Per Student				
	Sierra Vista	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,193	4,706	89.1%	N/A	N/A
Restricted (Supplemental)	562	810	69.4%	N/A	N/A
Unrestricted (Basic)	3,631	3,896	93.2%	5,455	66.6%
Average Teacher Salary	63,980	66,474	96.2%	67,667	94.6%

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

## 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 API, AYP, STAR results, enrollment, and staffing.

### 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: 14

Number of printers available: 1