

Sierra Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Sierra Vista Elementary School
Street	3560 Corona Avenue
City, State, Zip	Norco, CA 92860
Phone Number	(951) 736-3311
Principal	Lori Clays
E-mail Address	lclays@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/sves
CDS Code	33 67033 6031876

District Contact Information	
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
E-mail Address	mclin@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us

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

At Sierra Vista we dream, believe, dare, and achieve. We will leave footprints worth following.

The staff at Sierra Vista Elementary School, in cooperation with the community, is dedicated to the challenge of meeting the academic, physical, and social/emotional needs of our students. We believe all children can learn. Our mission is to prepare our students to dream of new possibilities, believe they can succeed, dare to try new things and achieve all that they can. We believe this approach to their education will assist them in moving into the world as productive, innovative and prepared individuals.

Staff and Administration at Sierra Vista Elementary have a vision that all of our students will perform at exemplary levels of achievement. Regardless of economic, racial, ethnic, or language background, students will perform according to the high expectations that are placed before them through a rigorous curriculum based on the Common Core State Standards and effective teaching practices. Lessons that are engaging, purposeful, and data driven, will be the experience for all of our students. Intervention programs are provided to those students in need of additional assistance and those who need to be challenged will receive specific enrichment.

We are in the fourth year of implementing the Leader in Me, in order to have our students practice the "7 Habits of Highly Effective People," and to support them in all endeavors as children and adults. With the Leader in Me, the classrooms reflect practices and lessons that build on students self-esteem, leadership qualities, and individual skills that support them in reflecting on their lives and goals. The instructional day includes a structured 2 hour literacy block that includes direct teaching, guided reading groups, shared reading, varied strategies for pre-writing (graphic organizers, listing, brainstorming etc.), and Step Up to Writing. Teachers utilize a system of reading assessment practices so that achievement expectations at each grade level are clearly understood. Teachers use the iReady diagnostic in both ELA and Math, standards based weekly and unit assessments in the Benchmark Advance curriculum, data analysis, focused professional development and collaboration to provide each student with academic support based on their individual needs. The library continues to contain numerous volumes for students to select from a variety of genres. This year teachers have also been provided with a Scholastic Book Room where they have access to over 240 leveled books that can be utilized during guided reading and small group instruction. iReady provides students with online leveled instruction in both English Language Arts and Math. This year, the school-site is implementing three goals that focus on student achievement, closing the achievement gap, and social emotional needs. The school-wide goals are as follows: 1. Well-planned implementation of the Benchmark Advance curriculum with fidelity; 2. Student goal-setting and use of Leadership Notebooks; 3. Well-planned implementation of daily interventions in ELA and Math using iReady and Benchmark data.

In order to keep up with the pace of ever-changing technology and digital literacy demands, Sierra Vista houses one computer lab, one "Virtual Desktop Infrastructure" (VDi) lab, two ipod carts, and 2 Lenovo laptop carts. The school site also has a wireless network that all teachers and students have access to. By the end of the 2018/2019 school year, four additional Lenovo carts will be purchased and each grade level will have access their own Lenovo cart. Each classroom houses three VDi computers and one teacher work station. Students at Sierra Vista use the labs and other technology devices to access typing programs, on-line lessons and assessments, and programs that provide leveled instruction and engagement. As the technology demands expand and change, we will continue to modify and change our goals in order to stay innovative!

At Sierra Vista, English Language Learners receive English Language Development daily for at least 30 minutes from CLAD certified teachers. The Benchmark Advance curriculum has the new ELD and ELA framework embedded in it. Our English Learner students are monitored on a regular basis, through ELPAC, CAASPP, and grade-level data, for possible reclassification.

Sierra Vista is currently piloting an elementary Agriscience program. Grades 2 and 5 have been working closely with a district TOSA in learning the New Generation Science Standards (NGSS) and developing lessons based around Agriscience. Surveys were sent out to the community to gather interest information and to look at what areas of study the community would like to focus on. By the Spring of 2019, grades 2 and 5 will be completing one Agriscience project. In the coming years, the Agriscience program will expand into additional grades.

Parent involvement has increased over the past two years. Our volunteer hours, PTA involvement, and attendance at school functions and events are critical to our success.

As a school community we ourselves strive to “Leave Footprints Worth Following” for every child, every day.

Sierra Vista Elementary School has an enrollment of approximately 425 students in Transitional Kindergarten through 6th grade. The school is located in the oldest part of Norco, a rural-suburban community of about 24,000. Sierra Vista has a diverse student population. We have a transitional kindergarten class, 2 kindergarten classes and fourteen first through sixth grade classes. In addition, Sierra Vista has one upper grade special day class, and an Intensive Intervention program with a primary class and upper grade class. Furthermore, we also have a full-time certificated Resource Specialist, Speech and Language Pathologist, a school counselor two days a week, and a school psychologist three days per week whom support our students.

We house a library with Internet access, a 35 station computer lab, a 35 station Virtual Desktop Infrastructure (VDi) lab, two i-pod carts, and school-wide wireless. Students, with parent permission, are allowed to connect to the Internet for research purposes. Our computer lab assistant works with each primary classroom on a weekly basis. All teachers have an up-to-date computer, document camera, LCD projector and Mimios in their classroom with Internet access. The iPad carts are available to upper grade students for research, interactive writing and collaborative learning.

Our mission is to prepare our students to dream of new possibilities, believe they can succeed, dare to try new things and achieve all that they can. We believe this approach to their education will assist them in moving into the world as productive, innovative and prepared individuals. We support this effort by implementing quality intervention programs, focusing on providing highly engaging activities for all students and increasing opportunities to interact with technology for all students. Our vision also emphasizes the safety and health of our students through the use of the "Leader in Me", which teaches Steven Covey's "7 Habits of Highly Effective People."

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

Grade Level	Number of Students
Kindergarten	56
Grade 1	56
Grade 2	63
Grade 3	55
Grade 4	56
Grade 5	64
Grade 6	85
Total Enrollment	435

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.7
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	0.0
White	41.4
Socioeconomically Disadvantaged	58.4
English Learners	19.5
Students with Disabilities	18.6
Foster Youth	2.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	20		18.5
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

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

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 4, 2018

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 4, 2018, the Corona-Norco 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. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0
Mathematics	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math	Yes	0
Science	2008 Macmillan/McGraw-Hill, California Science	Yes	0
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sierra Vista Elementary School's original facilities were built in 1950; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Painting the exterior of the school
- Updating computer lab to VDI computers
- Painting of multiple murals on exterior and interior throughout campus
- Install three VDI computers to all classrooms including special day class, in grades 1-6

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Sierra Vista Elementary School. The day custodian is responsible for:

- Classroom cleaning
- General grounds maintenance
- Restroom cleaning
- Lunch supervision and cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 4/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	P LIBRARY: 4. WATER STAIN CEILING TILES THROUGHOUT P RM 27: 4. WATER STAIN CEILING TILES P RM 28: 4. WATER STAIN CEILING TILES RM 12: 4. WATER STAIN CEILING TILES 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	RM 6: 7. LIGHT DIFFUSER IS CRACKED

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 8: 9. DRINKING FOUNTAIN IS NOT WORKING
Safety: Fire Safety, Hazardous Materials	Good	RM 12: 4. WATER STAIN CEILING TILES 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 13: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 7: 11. PAINT IS CHIPPING ON DRINKING FOUNTAIN ON WALKWAY
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/3/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	50.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	25.0	32.0	45.0	46.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	269	100.00	49.81
Male	144	144	100.00	41.67
Female	125	125	100.00	59.20
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	133	133	100.00	42.11
White	122	122	100.00	57.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	147	100.00	38.10
English Learners	50	50	100.00	34.00
Students with Disabilities	57	57	100.00	21.05
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	269	99.63	31.97
Male	144	144	100	29.17
Female	126	125	99.21	35.2
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	133	133	100	26.32
White	123	122	99.19	36.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	147	100	25.17
English Learners	50	50	100	18
Students with Disabilities	58	57	98.28	19.3
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	19.1	5.9

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, school newsletters, and the school website. Contact the school office at (951) 736-3311 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer
- Classroom Helper
 - PTA Activities
 - Book Fair Volunteer
 - Grade Level Activities Coordinator
 - Leader in Me Events

Committees
 English Learner Advisory Council
 Parent Teacher Association
 School Site Council

School Activities
 Back to School Night
 Fall Festival
 Open House
 Family Fun Nights
 Book Fairs
 Parent & Child Event
 Walk to School Day
 Family Lunch
 Leader in Me Events

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.8	2.1	1.7	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 recent school safety plan was reviewed, updated, and discussed with school staff in September 2017.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	38		1	1	34		1	1	28		2	
1	23		2		28		2		28		2	
2	15	1	2		27		2		31		2	
3	27		2		18	1	2		26		2	
4	22	1	2		28		2		25		2	
5	27		3		29		2		28		2	
6	32		1	1	21	2	3		20	2	3	
Other	10	3			6	1			6	1		

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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	2837.886	7182.14	100047.57
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	1.2	3.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-3.2	22.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 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/ and 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.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Sierra Vista Elementary School revolve around the California State Standards. During the 2018-19 school year, Sierra Vista Elementary School held staff development training devoted to:

- Data Analysis
- Identifying Essential Standards within the Common Core State Standards
- Instructional Use of Technology
- Leader in Me

- Student Engagement
- Instruction on English Language Arts & Math Claims, Targets & Standards
- Close Reading
- Guided Reading
- Foundational Skills English Language Arts & Math
- Benchmark Advance
- Leadership Notebooks
- Student Goal Setting
- English Language Arts & Math Interventions

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Sierra Vista Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT). Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Sierra Vista Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism and CPI Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Training
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Sierra Vista Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.