



Sierra View Elementary School

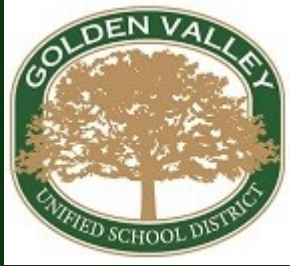
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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Golden Valley Unified School District

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School Description

Sierra View is a small, family oriented, rural school serving approximately 437 Transitional Kindergarten through Sixth grade students and is often called, "The best kept secret in the Central Valley" because of its community feeling and commitment to high standards for all students and for its beautiful location among farmlands and large parcels of land for horses. At Sierra View all stakeholders--students, parents, staff and community members--work collaboratively to develop school-wide goals, nurture a culture of excellence, and create a positive school climate. All stakeholders use creativity to build an atmosphere of fun and excitement in learning where focus is on achievement and individual learning goals. Students take satisfaction in their work and their school and illustrate by their actions the belief that all individuals can and will learn. Sierra View prides itself on its clear and consistent high expectations for student achievement, supported by standards-based curriculum in all core subjects and comprehensive, ongoing assessments including benchmarks in Math and ELA.

The mission of Sierra View Elementary School is to increase student achievement by educating the whole child through exemplary programs and services, and by providing a safe, clean environment where students know that good character is important.

Vision

Making the World a Better Place One Child at a Time! At Sierra View Elementary School all stakeholders (students, parents, staff, and community members) work collaboratively to create a positive school climate. Teachers and support staff model good character and students strive to develop it in themselves. All stakeholders use their creativity to build an atmosphere of fun and excitement in learning. The focus of students and staff is on the achievement of school and individual learning goals. Students take pride in their work and in their school.

The beliefs of Sierra View School are:

Sierra View Elementary School will seek to provide a comprehensive educational program that will best meet the needs of each individual student.

All students will post academic gains as a result of targeted instructional strategies.

Staff development and training ensure that Sierra View Elementary teachers recognize the essential components of an effective educational program.

The staff at Sierra View Elementary is committed to forming an educational team with students, parents, and community members.

All students can be successful in learning and in life.

Extra-curricular and co-curricular activities are an important part of developing well-rounded students.

Every member of the school community has leadership potential.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	50
Grade 2	50
Grade 3	63
Grade 4	71
Grade 5	56
Grade 6	64
Total Enrollment	436

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.1
Asian	1.4
Filipino	0.2
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0.2
White	55.0
Socioeconomically Disadvantaged	43.6
English Learners	9.4
Students with Disabilities	6.0
Foster Youth	0.9

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			
Sierra View Elementary School	16-17	17-18	18-19
With Full Credential	19.5	19.5	19
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	99
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra View Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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)

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill: Treasures: 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson: Envision 2.0 - 2017 Envision 2.0 Middle Grades - 2017 EngageNY The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin Harcourt: California Science: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Harcourt: 2007 World History Ancient Civilizations United States History Early Years California Studies Communities Neighborhoods School & Family The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	61.0	61.0	59.0	60.0	48.0	50.0
Math	47.0	55.0	45.0	48.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.5	20.3	32.2

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	252	100.00	60.71
Male	140	140	100.00	50.00
Female	112	112	100.00	74.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	104	104	100.00	56.73
White	132	132	100.00	65.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	109	100.00	51.38
English Learners	28	28	100.00	53.57
Students with Disabilities	22	22	100.00	18.18
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	252	100	55.16
Male	140	140	100	49.29
Female	112	112	100	62.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	104	104	100	47.12
White	132	132	100	64.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	109	100	45.87
English Learners	28	28	100	50
Students with Disabilities	22	22	100	22.73
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.

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 welcome and visible on campus daily. Sierra View Parent Club raises money to supplement and enhance the Sierra View instructional program, including the purchase of a new playground for our students and community. Numerous opportunities exist for parents to get involved at the school site. Among the opportunities are participation on the School Site Council (SSC) and the English Language Advisory Committee (ELAC), Destination Imagination Coaches, District Advisory Committee, and countless Sierra View Parent Club activities that happen throughout the school year. Other activities for involvement include helping teachers and students in classrooms, working in the library, attendance at class' events, drama presentations, musical performances, and family fun nights. For more information on how to become involved, please contact Mrs. Kelli Reeves, Principal at 559-645-3560.

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.

School Safety Plan

Sierra View Elementary School has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our SVES School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Sierra View Elementary School's comprehensive safety plan was reviewed and updated in August of 2018 by the SVES faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	3.6	3.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.5	6.4	6.1
Expulsions Rate	0.2	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	22	21	1	1	1	2	2	3			
1	19	24	25	2			1	2	2			
2	21	19	25		3		3		2			
3	23	22	21		1	1	2	2	2			
4	29	26	36				2	2				2
5	27	31	28				2	2	2			
6	29	28	32				2	2	1			1

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

Professional Development provided for Teachers

Site professional development calendar have been developed to create differentiated professional development based on two collaborative meetings held Spetember 2018 to establish professional development goals for the 2018-2019 school year at Sierra View. Staff is exposed to three district level professional development days at the beginning of the year to address district initiatives, and adopted new programs. Site professional development plan addresses different areas of needs based on the teacher stull objectives, which are turned in by all teachers at the beginning of the year.

SVES uses multiple measures to plan an area of focus for professional learning. This includes, but it not limited to, CAASPP, ELPAC, NSGRA (Scholastic Next Steps Guided Reading Assessment), DIBELS, and INSPECT. This is used in conjunction with common formative assessments that are administered in the classroom. Teachers collaborate over these assessments to identify an area of focus for professional learning. Teachers also participate in a survey that is administered at the end of the school year that provides a time of reflection for teachers to express areas of achievement, as well as areas of need. This survey, in conjunction with assessment data and stull objectives assists in guiding professional development. SVES has fully implemented the used of School City data management system to analyze student benchmark data. The school site utilizes the INSPECT district formative assessments to track student achievement. Teachers have endorsed this format because they can see the students' growth from the beginning of the year to the end of the year. Students take the assessment three times a year (1st September, 2nd December, 3rd March). After the assessments have been given teacher review data by utilizing the research based strategy known as Cycle of Inquiry (COI). The benchmarks help the teacher celebrate what went right and what still needs to meet proficiency. .

Professional development is delivered in different forms at SVES, depending upon need. The staff participate in two types of learning, site driven and teacher driven professional development. The SVES staff participates in a site driven professional development based on either district or site initiatives. Professional learning for the site is in the form of site based professional learning, book studies, workshops, Cycle of Inquiry , and collaboration. Teacher driven professional development is based on teacher need according to the survey, stull objectives, and other criteria. Professional learning for teachers are in the form of conferences, individual mentoring, and collaboration.

Common Core instruction has been the main focus of staff collaboration at Sierra View this year and SVES uses two informal ways to create greater collaboration across grade level. Teachers Observing Teachers (TOT) will be used twice a year to foster greater collaboration between teachers regarding new ways to meet the rigor of Common Core. TOT is a program where teachers go into their peers' classroom to observe new teaching strategies that they might be able to bring back to their own classroom. Snapshot of Success is a new initiative that administration has implemented this year where administration takes pictures of a classroom activities and shares it with the entire learning community. These initiatives serve two purposes when supporting Common Core lesson design: it celebrates the success of our teachers, and it sustains greater collaboration across grade levels. Implementation of classroom technology has been a site focus for the past few years. Teachers have adopted the initiative to be trained in Google Classroom for the 2017-2018 school year. By the end of the 2017-2018 school all teachers at Sierra View will have attended at least one Google Conference.

During implementation of professional learning, teachers are supported through peer collaboration, vertical articulation, and principal coaching and support. Site administration has dedicated 6 minimum days on the professional development calendar to support collaboration. These collaboration dates are designated for teacher planning and reflection. Site professional development allocates three days a year for "pullout" days for grade level collaboration on pacing guides and curriculum, once a month staff meeting that focuses on areas of need as defined by the stull objectives, and staff attends local professional learning for specific areas of interest.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,065	\$45,681
Mid-Range Teacher Salary	\$58,994	\$70,601
Highest Teacher Salary	\$74,675	\$89,337
Average Principal Salary (ES)	\$93,644	\$110,053
Average Principal Salary (MS)	\$93,644	\$115,224
Average Principal Salary (HS)	\$105,786	\$124,876
Superintendent Salary	\$159,657	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	8.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,739.79	\$1,801.85	\$4,937.94	\$63,844
District	◆	◆	\$3,020.38	\$60,430
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			48.2	3.4
Percent Difference: School Site/ State			-28.4	-8.7

* Cells with ◆ 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

Reading Lab, English Learner Tutorial, and After-School Tutorial

DataQuest

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

Internet Access

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