

# Sierra View Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Sierra View Elementary School
Street	1323 East J Street
City, State, Zip	Oakdale
Phone Number	(209) 848-4200
Principal	David Kindred
County-District-School (CDS) Code	50755640107979

Entity	Contact Information
<b>District Name</b>	Oakdale Joint Unified School District
<b>Phone Number</b>	(209) 848-4884
<b>Superintendent</b>	Marc Malone
<b>Email Address</b>	mmalone@ojusd.org
<b>Website</b>	www.ojusd.org

### School Description and Mission Statement (School Year 2019-20)

The motto of Sierra View Elementary School is "Teach. Learn. Every Day. No Excuses." We adhere to this motto, because we know that we are entrusted with the awesome responsibility of providing an educational environment in which all students have the opportunity to succeed - academically, socially, emotionally, and behaviorally.

Sierra View Elementary, which opened its doors to students in 2005, is a wonderful place to learn and work. In our six years of existence, we have created a school culture that is positive and focused on student learning. Anyone walking onto our campus for the first time will immediately sense the commitment that staff, students, and parents have to making our school exceptional. It truly is a unique place that we can all be proud of.

With 73 staff members (Certificated and Classified) we have 25 general education classes and two Special Day Classes (SDC) in five classroom "pods" at Sierra View. We are also fortunate enough to have a music/band room, three Learning Lab (Title1) classrooms, a Science Lab, and a beautiful and spacious multi-purpose building that houses an indoor/outdoor stage. Our library and computer lab are separate facilities, which enables our students to have weekly visits to both.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	91
<b>Grade 1</b>	68
<b>Grade 2</b>	96
<b>Grade 3</b>	82
<b>Grade 4</b>	92
<b>Grade 5</b>	98
<b>Grade 6</b>	105
<b>Total Enrollment</b>	632

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.8
Hispanic or Latino	43.2
White	50.5
Two or More Races	2.8
Socioeconomically Disadvantaged	48.1
English Learners	18.2
Students with Disabilities	13.3
Foster Youth	0.5
Homeless	0.2

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	30	29	226
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Benchmark Advance, 2017; Gr. 6 Collections, 2017	Yes	0
Mathematics	Great Minds-Eureka Math, 2015	Yes	0
Science	Scott Foresman California Science, 2008	Yes	0
History-Social Science	Gr. 1-2 California Community, 2017; Gr. 3-5 My World Interactive, 2018; Gr. 6 TCI Ancient World, 2018	Yes	0

## 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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	63	50	51	50	50
Mathematics (grades 3-8 and 11)	44	54	37	40	38	39

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

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	368	99.19	0.81	62.77
Male	191	189	98.95	1.05	60.32
Female	180	179	99.44	0.56	65.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	159	99.38	0.62	55.97
Native Hawaiian or Pacific Islander					
White	185	183	98.92	1.08	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	185	183	98.92	1.08	51.37
English Learners	86	85	98.84	1.16	50.59
Students with Disabilities	61	60	98.36	1.64	36.67
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	368	99.19	0.81	54.35
Male	191	189	98.95	1.05	57.67
Female	180	179	99.44	0.56	50.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	159	99.38	0.62	46.54
Native Hawaiian or Pacific Islander					
White	185	183	98.92	1.08	59.02
Two or More Races	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	185	183	98.92	1.08	44.26
English Learners	86	85	98.84	1.16	40.00
Students with Disabilities	61	60	98.36	1.64	38.33
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10	28	50

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

## 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 2019-20)

We have a very active Parent Teacher Club at our school. Our PTC also sponsors an annual Jog-a-thon fund raiser and this year raised an incredible \$50,000 to be used for field trips, learning materials, Family Nights, and other worthwhile items and events. The SVPTC is an extension of our school and plays an important part of our success.. Our School Site Council and ELAC offer another avenue for parent participation. One day per week we have volunteers that provide additional reading opportunities for some of our 2nd grade students (SMART Readers). Numerous parent volunteers can be seen daily at Sierra View as well. These groups play an important roll in the success of Sierra View.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	1.7	1.9	5.5	4.9	5.2	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Each year the Sierra View Safety Plan is reviewed and comprehensive changes may be made as needed. The current plan was reviewed by the site staff, School Site Council, and reviewed with the PTC. The plan was approved by the SSC in October 2019. Some highlights of the plan include monthly drills which may include (but not limited to) fire, lock down, shelter in place, or evacuation. The staff and students continually review safety procedures. All staff members are equipped with radios and the site is comprised of exterior cameras which includes all facets of the school. The front office has an interior camera. All visitors to Sierra View must sign in in the front office and wear a sticker indicating that they have been checked in.

## 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		22	1	3		23	1	3	
1	19	4			23		4		22		3	
2	21	1	3		19	4			23		4	
3	20	1	4		19	1	4		17	5		
4	32		2	1	31		3		29		3	
5	33		1	2	33		1	2	31		3	
6	27	1	2	1	28	1		3	28	1		3
Other**												

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6783.08	1028.48	5754.60	78208.15
District	N/A	N/A	7818.23	76121
Percent Difference - School Site and District	N/A	N/A	-30.4	2.7
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A		

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 2018-19)

Sierra View provides on site student services through the Center For Human Services. A student support specialist is on site three days a week to provide support services for those students referred by staff or parents.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,620	\$49,084
Mid-Range Teacher Salary	\$73,297	\$76,091
Highest Teacher Salary	\$94,485	\$95,728
Average Principal Salary (Elementary)	\$115,305	\$118,990
Average Principal Salary (Middle)	\$119,242	\$125,674
Average Principal Salary (High)	\$123,741	\$137,589
Superintendent Salary	\$237,576	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	7%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	51	45	42

Staff development and training opportunities are based on student achievement data and teacher input and needs. The district has an ongoing professional development plan which involves teachers being released for the school day to participate in professional learning events. Ongoing support for the implementation of new content is provided by district academic coaches, grade-level/department peers, and administrators.