

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	1598 Hooker Oak Avenue
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3117
Principal	Kimberly Rodgers
Email Address	krodgers@chicousd.org
Website	sierraview.chicousd.org
County-District-School (CDS) Code	04-61424-6003107

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

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

Sierra View School is one of twelve elementary schools in the Chico Unified School District. The nine-acre campus is located on tree-lined streets at the corner of Madrone and Hooker Oak Avenues in a quiet residential area on the east side of the city of Chico. Landscaped courtyards border a majority of the classrooms. Sierra View is a neighborhood school that is known for its Academics Plus Program. Sierra View houses twenty-three General Education classrooms and one Special Education classroom.

Our mission is to spark a joy for learning, build a foundation of knowledge and skills, create a safe and respectful environment, and promote lifelong learners and leaders.

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	87
Grade 2	114
Grade 3	104
Grade 4	80
Grade 5	95
Total Enrollment	563

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	3.6
Filipino	0.5
Hispanic or Latino	15.1
White	70
Two or More Races	6.6
Socioeconomically Disadvantaged	20.4
English Learners	2
Students with Disabilities	9.6
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	27	27	25	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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: August, 2019

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a task force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	McGraw Hill / My Math - 2011 McGraw Hill/Wright Group / Everyday Math - 2009 (Revised: K-2 in 2013, 3-5 in 2014) Houghton Mifflin Harcourt / Math in Focus - 2014	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		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. Supervision is provided for students before school at 7:30 a.m. and after school until 2:45 p.m. The CARD after-school program is available on the Sierra View campus to parents through the Chico Area Recreation Department (CARD). Visitors are required to sign in at the office and obtain a visitor or volunteer badge to be worn while on campus. Staff has been trained to report any suspicious activity.

Sierra View was built in 1953, expanded in 1956, and again in 1989. We have 27 classrooms, 8 of which are portable. The nine-acre campus also includes a multipurpose room, kitchen, library, administrative offices, staff room, small meeting rooms, and adequate playground space for the students housed on this campus. In addition, one Special Education classroom is located on our campus. During 1993, the original building underwent reconstruction funded by the state. This project included the removal of asbestos, the addition of a new air-conditioning/heating system, renovation of flooring, wall covering, lowered ceilings, and new cabinetry. The multipurpose room, offices, and 10 classrooms were included in the project. All classrooms have adequate space and have air-conditioning. Adequate playground space is available. A new play structure was installed on the playground in 2008 and a track in the mid-1990s. Restrooms are located at the end of each building and accessible from the playground. PTA has funded the redesigned courtyard area to provide tables, benches, patio area and planters. The Primary Courtyard was completed in 2003. The Intermediate Courtyard was renovated using a combination of district, PTA, and site funds in 2016. In August of 2019 Sierra View received the following improvements; all student bathrooms were renovated with new stalls and fixtures throughout. The main corridor, multipurpose room and the front of the school all received a fresh coat of paint. Two new air conditioners were replaced as well. The PTO in collaboration of our local Sunrise Rotary Club renovated and improved our existing track.

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Minor repairs and general maintenance are taken care of by the onsite custodian. The principal works daily with the custodial staff to ensure a clean and safe school.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	(D) Horizontal surfaces are excessively dusty/dirty - custodian to clean.
Electrical: Electrical	Fair	.Rm 19 (D) Improper usage of extension cords or extension cord trip hazard (removed during inspection).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Rm 15 (D) Plug-in air fresheners are found in classroom (removed during inspection).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)	81	75	54	56	50	50
Mathematics (grades 3-8 and 11)	76	72	44	43	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	287	282	98.26	1.74	75.09
Male	147	142	96.60	3.40	69.50
Female	140	140	100.00	0.00	80.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	82.50
Native Hawaiian or Pacific Islander					
White	206	201	97.57	2.43	74.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	81	79	97.53	2.47	64.56
English Learners	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	34.48
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	24	23	95.83	4.17	56.52

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	287	282	98.26	1.74	71.89
Male	147	142	96.60	3.40	69.01
Female	140	140	100.00	0.00	74.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	75.00
Native Hawaiian or Pacific Islander					
White	206	201	97.57	2.43	70.65
Two or More Races	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	81	79	97.53	2.47	51.90
English Learners	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	34.48
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	24	23	95.83	4.17	34.78

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	20.4	30.6	28.6

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)

The parent community at Sierra View Elementary is a key factor to student success. Support for our program is given by the PTO, and the School Site Council. Parents are involved with their children's education on a variety of levels and parent volunteers make up an important part of our daily school population. Parent volunteers are instrumental in our R.I.C.H. (Reading Is A Cool Habit) Reading Program, Red Ribbon Week, Bike Week, Fall Festival, and Math-a-thon. Contact the main office for more information.

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	0.0	0.2	0.0	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. The school has a disaster preparedness plan that includes emergency procedures in case of fire, earthquake, or other disasters. School safety is taught at all grade levels and children participate in safety awareness programs and activities.

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		21	2	2		20	3	1	
1	26		4		24		4		21	1	3	
2	22		4		22	2	3		22		5	
3	23	1	3		23		4		26		4	
4	33			3	32		2	1	27		3	
5	28		4		33		1	2	32		3	
Other**					6	1			8	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.

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

Title	Ratio
Academic Counselors*	1126.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.7
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	\$10,365.64	\$2,880.58	\$7,485.05	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	-3.5	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-4.5	-16.6

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

Types of Services Funded (Fiscal Year 2018-19)

Sierra View receives the following funding:

- Local Control Funding Formula funds to support targeted subgroups as defined by the Local Control Action Plan.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.

These funds support our school improvement effort, and are budgeted by our elected School Site Council. Classroom aides are paid from these monies and provide services to students within the classroom setting.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

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	6	6	6

Title II/Teacher Quality Training Program funds are available for staff development. The professional development offered supports district and site level goals and objectives and are selected based on data results from district assessments, SBAC, attendance rates, number of discipline incidences, survey results and individual teacher requests/needs. Curriculum/Instruction improvement is an ongoing process at Sierra View Elementary.

The following is a list of some of the professional development opportunities that have been provided for teachers over the past couple of years: Close Reading, technology (google docs, etc.), iReady, Strategies for Struggling Students, SBIT Process, Guided Reading/Small Group Instruction, CCSS Implementation in ELA and Math, New Generation Science Standards (NGSS), etc.

Our school is participating in our 2nd year of Positive Behavior Intervention Support (PBIS) trainings to assist us in creating a positive school culture. A team consisting of teachers, aides, supervisors, parents and the principal are receiving this training and has had a crucial role in developing and implementing procedures. This committee is responsible for gathering input from all facets of the school community and is a part of facilitating the implementation process, to include staff training. The majority of the teaching staff has participated in a series of i-Ready training's to support our ELA and Math programs.

CUSD will continue focusing on the Three High Impact Strategies and small group instruction. Mathematics instruction/curriculum will also be a focus area based on multiple year's SBAC results. Opportunities will continue to be provided for teachers to do peer observations as a way of learning from one another to improve instructional practices.

Methods by which professional development is delivered at Sierra View include: staff meetings, PLC meetings, district-wide staff development/workshops, out of district workshops and conferences, classroom observations, peer mentoring/coaching, etc.

Teachers are supported through the following: teacher-principal meetings, student performance data reporting, Teacher/Student Support Teacher, SBIT meetings and PBIS committee. Opportunities to meet in grade level PLCs are provided to analyze student performance data, develop interventions and plan instruction. Staff training is designed to improve teaching skills and therefore improve student learning.