



Tierra Vista School

2001 Sanford St. • Oxnard, CA 93033 • (805) 986-6764 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Ocean View School District

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District Governing Board

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Stephen R. Marshall, Clerk

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Assistant Superintendent-

Administrative Services

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**Assistant Superintendent- Business
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Kelly Castillo

**Assistant Superintendent-
Educational Services**

Mission Statement

Tierra Vista Elementary School is committed to providing a child-centered environment with the premise that all children will perform to their level while meeting State and District grade-level standards. Our school works towards success for all students. We uphold the ideal that education is essential to life. For this reason, it is Tierra Vista Elementary School's desire to nurture life-long learners who will become active and caring citizens.

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, facilities, and the staff. Information about Ocean View School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational programs, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Tierra Vista Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together our students will be challenged to reach their maximum potential.

School Profile

Centrally located between Santa Barbara and Los Angeles, the city of Oxnard is home to the Tierra Vista Elementary School community. Tierra Vista Elementary School is part of the Ocean View School District, which serves the southeastern portion of Oxnard to the Point Mugu Naval Air Weapons Station, and unincorporated Ventura County from the Los Angeles County line to Port Hueneme.

The Ocean View School District, covering 80 square miles, includes three elementary schools, one junior high school, and one early education school. The district was established in 1870, making it one of the oldest in Ventura County. Tierra Vista Elementary School serves students in grades kindergarten through fifth grade, who proudly call themselves the Tigers. Student body demographics are illustrated in the chart. Tierra Vista Elementary School is very proud of its English Learners program.

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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	103
Grade 2	125
Grade 3	110
Grade 4	118
Grade 5	117
Total Enrollment	678

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	0.7
Filipino	5.2
Hispanic or Latino	90.4
White	1.9
Two or More Races	0.4
Socioeconomically Disadvantaged	79.6
English Learners	67.7
Students with Disabilities	5.6
Homeless	0.6

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 for Tierra Vista School	17-18	18-19	19-20
With Full Credential	30	26	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ocean View School	17-18	18-19	19-20
With Full Credential	♦	♦	111
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Tierra Vista School

Indicator	17-18	18-19	19-20
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.

Professional Development provided for Teachers

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

At Ocean View School District, a plan for professional development is instituted each year. For the last eight school years, the district offered three staff development days outside of the student calendar. Topics for staff development included common core instruction training for all teachers focused on using text evidence and rigor in instruction, technology training in the use of iPads in the classroom, inclusive practices, digital student presentation tools, and training in implementing the 21st century skills of collaboration, critical thinking, communication and creativity. Additional support and training was provided in the area of the Arts, Physical Education and Dual Language Instruction. Ongoing staff development is delivered at every school site.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 10, 2019 and confirmed that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2019 about the quality, currency, and availability of the standard-aligned textbooks and other instructional materials at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ARC Core 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Eureka Math 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	STEMScopes 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Harcourt 2007 Pearson Scott Foresman 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tierra Vista Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 10 acres. School facilities were built in 1965, with additions built in 1999. Facilities span 39,300 square feet, and house two wings of relocatable classrooms, and a library/media center. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. Tierra Vista recently expanded the school to contain three additional classrooms. The chart displays the results of the most recent school facilities inspection.

Cleaning Process

A team of three full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2018-2019 school year, the district allocated \$500,000 in funds for the deferred maintenance program.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/13/19

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	22	22	30	27	50	50
Math	15	18	18	17	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.1	21.0	5.0

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.

School Year 2018-19 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	348	343	98.56	22.22
Male	164	161	98.17	21.25
Female	184	182	98.91	23.08
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100.00	58.82
Hispanic or Latino	313	309	98.72	19.48
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	292	288	98.63	18.47
English Learners	241	238	98.76	18.57
Students with Disabilities	28	27	96.43	7.69

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 2018-19 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	347	343	98.85	18.37
Male	163	162	99.39	21.60
Female	184	181	98.37	15.47
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100.00	58.82
Hispanic or Latino	312	309	99.04	15.53
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	291	288	98.97	14.24
English Learners	241	238	98.76	17.23
Students with Disabilities	28	27	96.43	0.00

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 2019-20)

Parents and the community are very supportive of the education program at Tierra Vista Elementary School. The Tierra Vista Elementary Parent Faculty Organization (PFO) conducts a variety of fundraising activities that support field trips for students and school assemblies.

Contact Information

Parents who wish to participate in Tierra Vista Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the principal at (805) 986-6764 or visit www.oceanview.org.

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

Parents and community members are welcomed to the school. We ask that anyone wishing to be on campus during school hours notify staff ahead of time. Tierra Vista Elementary School is a closed campus.

All visitors must sign in at the office and wear identification badges while on school grounds. During lunch, breaks, and before and after school teachers, instructional aides and noon duty assistants monitor the campus to ensure student safety.

The state requires all schools to develop a School Safety Plan. Components of the School Safety Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspensions and expulsion policies; crime assessment; dress code; and safe schools policy.

The School Site Safety Plan is updated annually. The plan makes provision for dealing with a wide variety of emergency situations. The plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan is updated and reviewed with school staff annually in August.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.3	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.3	1.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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 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	24		5		25		4		26		4	
1	22	2	3		25		5		26		4	
2	23	1	4		23		5		25		5	
3	23		5		23		5		22		5	
4	30		4		30		4		30		4	
5	28		5		30		4		29		4	
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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,903	\$49,378
Mid-Range Teacher Salary	\$79,133	\$77,190
Highest Teacher Salary	\$103,427	\$96,607
Average Principal Salary (ES)	\$132,794	\$122,074
Average Principal Salary (MS)	\$139,797	\$126,560
Average Principal Salary (HS)	\$	\$126,920
Superintendent Salary	\$216,732	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	36%
Administrative Salaries	6%	6%

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

Types of Services Funded

In addition to the general state funding as generated by the Local Control Funding Formula (LCFF), Ocean View School District receives federal funding for categorical programs. The district received federal aid for the following support programs:

- Special Education
- Title I

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,103	\$970	\$5,132	\$71,668
District	N/A	N/A	\$5,493	
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.8	6.6
School Site/ State	-37.6	-8.0

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.