



Sierra View Elementary School

16436 Paula Rd. • Madera, CA 93636 • (559) 645-3560 • Grades K-6

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http://www.edline.net/pages/Sierra_View_Elementary

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Golden Valley Unified School District

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District Governing Board

Brian Freeman
Mona Diaz
Maria Knobloch
Andy Wheeler
Steven Lewis

District Administration

Mr. Andy Alvarado
Superintendent
Andrew Alvarado
Superintendent
Kevin Hatch
**Assistant Superintendent of
Educational Services**
Kuljeet Mann
Director of Human Resources
Maryann Henry
Manager of Business Services

School Description

Sierra View is a small, family oriented, rural school serving approximately 418 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	58
Grade 2	64
Grade 3	46
Grade 4	57
Grade 5	54
Grade 6	58
Total Enrollment	402

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.5
Asian	1.5
Filipino	0.2
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.2
White	60
Two or More Races	2
Socioeconomically Disadvantaged	33.1
English Learners	7.5
Students with Disabilities	5
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	16	18.5	19.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Golden Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Sierra View Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

**2015-16 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2016

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	Houghton Mifflin : California HSP Math: 2009 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

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: 6/20/2016

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

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	57	66	54	57	44	48
Math	43	63	39	42	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	76	52	79	76	66	62	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.1	32.1	43.4

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	54	53	98.2	79.3
Male	26	26	100.0	80.8
Female	28	27	96.4	77.8
Hispanic or Latino	14	14	100.0	64.3
White	36	35	97.2	82.9
Socioeconomically Disadvantaged	19	18	94.7	66.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	48	100.0	60.4
	4	59	58	98.3	68.4
	5	54	53	98.2	62.3
	6	55	55	100.0	72.7
Male	3	25	25	100.0	60.0
	4	35	34	97.1	64.7
	5	26	26	100.0	53.9
	6	28	28	100.0	67.9
Female	3	23	23	100.0	60.9
	4	24	24	100.0	73.9
	5	28	27	96.4	70.4
	6	27	27	100.0	77.8
Hispanic or Latino	3	16	16	100.0	56.3
	4	24	24	100.0	66.7
	5	14	14	100.0	50.0
	6	18	18	100.0	38.9
White	3	29	29	100.0	58.6
	4	32	31	96.9	71.0
	5	36	35	97.2	65.7
	6	36	36	100.0	88.9
Socioeconomically Disadvantaged	3	13	13	100.0	38.5
	4	20	20	100.0	55.0
	5	19	18	94.7	50.0
	6	19	19	100.0	42.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	48	100.0	70.8
	4	59	58	98.3	68.4
	5	54	53	98.2	60.4
	6	55	55	100.0	54.5
Male	3	25	25	100.0	64.0
	4	35	34	97.1	70.6
	5	26	26	100.0	69.2
	6	28	28	100.0	64.3
Female	3	23	23	100.0	78.3
	4	24	24	100.0	65.2
	5	28	27	96.4	51.9
	6	27	27	100.0	44.4
Hispanic or Latino	3	16	16	100.0	56.3
	4	24	24	100.0	70.8
	5	14	14	100.0	50.0
	6	18	18	100.0	33.3
White	3	29	29	100.0	79.3
	4	32	31	96.9	67.7
	5	36	35	97.2	62.9
	6	36	36	100.0	63.9
Socioeconomically Disadvantaged	3	13	13	100.0	69.2
	4	20	20	100.0	65.0
	5	19	18	94.7	50.0
	6	19	19	100.0	47.4

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are welcome and visible on campus daily. Our 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 Chris Imperatrice, Principal at 559-645-3560.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 2016 by the SVES faculty. These changes were approved by the Golden Valley Unified School District Board of Trustees on October 25, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.5	2.0
Expulsions Rate	2.5	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.7	5.4	6.5
Expulsions Rate	0.0	0.0	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		40.0

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)	.8
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	2.0
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	18	22	1	4	0	3		3			
1	22	23	19			2	2	3	1			
2	28	21	21			0	2	2	3			
3	27	27	23			0	2	2	2			
4	33	27	28			0		2	2	1		
5	33	32	27				1	1	2	1		
6	26	34	29			0	2		2		2	

Professional Development provided for Teachers

GVUSD and Sierra View Elementary School (SVES) fully implemented Explicit Direct Instruction (EDI) in 2009-2010. Our SVES Professional Development calendar has reflected a commitment to developing capacity in EDI techniques each year. All staff have been formally trained in EDI strategies from DataWORKS, and administration has adopted procedures to insure that all new teachers are formally trained in EDI strategies. Administrations utilizes weekly walkthroughs utilizing Google Slides monitor the implementation of these EDI lessons, and to celebrate the success of EDI being used in the classroom.

Site professional development calendar have been developed to create differentiated professional development based on two collaborative meetings held in August 2016 to establish professional development goals for the 2016-2017 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. 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 conferences for specific areas of interest. Two teachers attended the 2016 Summer conference for Google and became Google certified.

SVES has had 100% of our staff attend at least one local conference in the last calendar year. Beginning Teacher Support and Assessment (BSTA) has been used in the past to support our new teachers as well. Currently, SVES has one no new teachers participating in BSTA, and 100% of our teachers are NCLB Highly qualified.

SVES has fully implemented the used of School City data management system to analyze student benchmark data. The school site utilizes the INSPECT summative and 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 same assessment three times a year (1st September, 2nd December, 3rd May). 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. Site administrations has dedicated 6 minimum days on the professional development calendar to support benchmark 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.

Student collaboration has been a site focus for the past few years. Teachers have adopted the initiative to be trained in Kagan Instructional Strategies for the 2016-2017 school year. By the end of the 2016-2017 school all teachers at Sierra View will have attended at least one Kagan Conference. Greater student collaboration will directly increase student test scores.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,515	\$42,063
Mid-Range Teacher Salary	\$55,145	\$64,823
Highest Teacher Salary	\$69,802	\$84,821
Average Principal Salary (ES)	\$86,425	\$101,849
Average Principal Salary (MS)	\$94,120	\$107,678
Average Principal Salary (HS)	\$102,901	\$115,589
Superintendent Salary	\$130,529	\$169,152
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	9%	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

Reading Lab, English Learner Tutorial, After-School Math, and After-School Language Arts Tutorial

DataQuest

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

Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,883	\$169	\$4,714	\$59,678
District	♦	♦	\$5,317	\$58,465
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-11.3	2.1
Percent Difference: School Site/ State			-17.0	-11.4

* Cells with ♦ do not require data.