Sierra Vista Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sierra Vista Elementary School
Street	917 Olive Avenue
City, State, Zip	Madera, CA 93638-4845
Phone Number	(559) 674-5879
Principal	Ana D. Carrillo
Email Address	anacarrillo@maderausd.org
Website	https://www.madera.k12.ca.us/sierravista
County-District-School (CDS) Code	20-65243-6024046

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Mr. Todd Lile
Email Address	toddlile@maderausd.org
Website	www.madera.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Principal's Message

SIERRA VISTA ELEMENTARY "HOME OF THE RAMS"

Motto, "Sierra Vista RAMS, climbing to the top", is heard throughout our school day.

We expect the best from our RAMS. Daily we review our mission, vision, and school values. Our RAMS school values are Respectful, Accountable, Motivated, and Self-disciplined. Our primary focus at Sierra Vista is to build and continue growing a vibrant school climate & culture.

We ensure that all of our school programs are successful for those that are in need of additional supports when needed.

Our goal is to instill an enthusiasm for lifelong learning and a sense of global awareness in each student, along with the necessary skills to prepare them for the challenges and changes which lie ahead. While we have established high standards for academic achievement and performance, our educational program has been created with an emphasis on the development of the whole person. We aim to provide the direction, counsel and support that each student needs to reach their full potential.

School Vision
WE BELIEVE... Sierra Vista Elementary staff will be Educating students for a successful future.
School Mission
WE BELIEVE... Sierra Vista will be A safe place where STUDENT LEARNING is our #1 priority.

Sierra Vista Values:RAMS
Respectful
Accountable
Motivated
Self-Disciplined

School Motto: Sierra Vista RAMS, climbing to the top!

School Profile (School Year 2019-20)

Sierra Vista Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2020-21 we had approximately 666 TK-6th grade students enrolled at Sierra Vista, with classes arranged on a traditional calendar.

Sierra Vista provided students and parents with a student-friendly environment. We believe in engaging our parents in the education process. We have on-site technical support to assist parents with technology issues that their students are facing at home anywhere from exchanging a Chromebook to how to login into their child online class. This is our 3rd year with our Preschool to 6th grade Autism program that is a great addition to our school site. Most of our Autism students are mainstream into our inclusion program. Our teachers and students work together to make our Autism program a great success for all of our students. Also, we have an after school program to assist children in the areas of math, reading, science, technology, arts, and homework. This school year are instructional program has been online distance learning for all students.

Instructional Schedules for Distance Learning:
(students will login for live instruction at the start of each instructional block)
TK/Kinder:
Monday/Tuesday/Thursday/Friday Time Minutes
Instructional Block #1 9:30am - 11:00am 90
Lunch   11:00am - 12:00pm 60
Instructional Block #2 12:00pm - 1:30pm 90
*Instructional Blocks include live instruction and independent work

Grades 1-6:
Monday/Tuesday/Thursday/Friday Time Minutes
Instructional Block #1 9:30am - 10:30am 60
Break   10:30am - 10:45am 15
Instructional Block #2 10:45am - 12:15pm 90
Lunch   12:15pm - 1:00pm 45
Instructional Block #3 1:00pm - 2:20pm 80
*Instructional Blocks include live instruction and independent work

**Wednesdays will be reserved for meal pick-up, small group instruction and intervention, and assignment completion

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	149
Grade 1	91
Grade 2	108
Grade 3	78
Grade 4	84
Grade 5	67
Grade 6	85
Total Enrollment	662

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.8
Asian	0.2
Hispanic or Latino	96.5
White	1.2
Two or More Races	0.3
Socioeconomically Disadvantaged	97.9
English Learners	57.4
Students with Disabilities	7.7
Foster Youth	1.8
Homeless	1.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	29	27	777
Without Full Credential	4	4	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	15

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
Mathematics	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
Science	Twig Science 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

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

School Facility Conditions and Planned Improvements

The main campus was built in 1952, with additional portables added over the years. Sierra Vista now consists of 35 classrooms, one State Preschool classroom, one SDC preschool, one Music/Band/PE classroom, one After school/Intervention classroom, a multipurpose room, a library, and administration offices.

All of the classrooms are in good repair, as is evidenced by our yearly Facility Report.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2020.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work with students. Sierra Vista has an excellent, but small, school library.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:30 a.m. to 10 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

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 2018-19 school year, the district allocated $5,827.00 for the deferred maintenance program. This represents 0.0062% of the district's general fund budget. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2020.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

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	Poor	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	26	N/A	35	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	16	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Sierra Vista Elementary greatly benefits from its supportive parents who assist us in creating a strong positive culture. The school has a strong base of parent volunteers who assist in a variety of ways at the school site. Parents are also welcome to join Parent Club, School Site Council, English Language Acquisition Committee, and Wellness Committee. The school also benefits from several community partnerships, including our Sierra Vista Cares partnership with the Health Department, First Five, Madera Action Agency, Camarena, and Cal Viva. The school also sponsors several community reach out events, such as Back to School evening, Walk to School Day, International Day Celebration, and Monthly Meet & Greet gatherings.

Parents help with special projects in the classroom and chaperone on field trips. All parents are invited and highly encouraged to attend Back to-School Night in the fall, Open House during our International Day, and parent conferences at the end of the quarter. The Parent Club oversees all fundraising. Adult education offers parenting, citizenship, and language classes on our campus through the Community-Based English Tutoring (CBET) program.

We are also fortunate to have a Parent Resource Center on our campus that services all communities at large. It is the intent of the Parent Resource Center (PRC) to serve as a hub to provide academic enrichment opportunities to families of participating students from the following feeder schools: Millview, Washington, Chavez, MLK, Mt. Vista, and Eastin-Arcola. The PRC is a place where parents feel welcome and have a sense of belonging and are reassured that their ideas,concerns, and opinions are valued. The Parent Resource Center will work toward delivering the following core services: (All of our programs are still in place just that this school year all of our services are provided online.

*Referrals/Resources
*Parent Education
*Information Dissemination
*Parent Advocacy
*Adult Education Classes & Workshops
*Family Health & Wellness
*Spanish Translation Assistance
*Community Partnerships
*Drop-in services for assistance

State Priority: Pupil Engagement
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate									
Graduation Rate				87.1	88	89.3	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.1	2.2	6.6	6.5	3.5	3.5
Expulsions	0.0	0.1	0.4	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.01	0.04	2.5
Expulsions	0.0	0.002	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Sierra Vista Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan was last reviewed and updated on February 5th, 2020 by the School Safety Committee/School Site Council. It was also approved by our SSC on February 5th, 2020.   All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held three times a drill.

All staff members on supervision duty are required to wear an orange vest, in order to be visible to students on the school grounds. Students are supervised before and after school by certificated staff and classified staff (including Administration). Certificated staff and classified staff (including Administration) supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are required to sign in and out at the Sierra Vista Office.

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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	6			23		5		24		6	
1	22		3		26		4		22	1	3	
2	17	5			18	1	3		27		4	
3	24		3		22		4		23		3	
4	30		3		22		3		27		3	
5	33			2	30		3		33			
6	30		3		34		1	1	28		3	
Other**					5	2			8	3		

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts												
Mathematics												
Science												
Social Science												

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1655

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	1.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$2,897	$1,983	$914	$66,784
District	N/A	N/A	$5,345	$75,518
Percent Difference - School Site and District	N/A	N/A	-141.6	-12.3
State	N/A	N/A	$7,750	$84,577
Percent Difference - School Site and State	N/A	N/A	-157.8	-23.5

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

Types of Services Funded (Fiscal Year 2019-2020)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2019-20 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www. cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

District Revenue Sources (Fiscal Year 2018-19)
In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:
• Title I, II, III, and IV

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,956	$52,484
Mid-Range Teacher Salary	$73,239	$81,939
Highest Teacher Salary	$93,867	$102,383
Average Principal Salary (Elementary)	$123,222	$129,392
Average Principal Salary (Middle)	$129,365	$136,831
Average Principal Salary (High)	$132,629	$147,493
Superintendent Salary	$215,000	$254,706
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	11

Staff members build teaching skills and concepts by participating in selected conferences and workshops throughout the year, then sharing their experiences and knowledge with their colleagues during Professional Learning Community Work time.

The School Site Council has approved all training and in-services. All training is aimed at supporting the goals outlined in the school site plan. District Academic Coaches assist with staff development for the 2019-2020 school year. Topics for staff development during the 2019-20 school year include: Common Core State Standards (CCSS), English Language Learner (ELL) language objectives, Instructional strategies for all core subject areas, Math training, and Technology. Each grade level participated in Common Core Grade Level Steering Committee meetings. The intent of these were to provide grade levels with a focus time to share best practices.

In addition, Grade level teams meet on a monthly basis site-level grade level meetings are provided for site-level PLC work. Grade levels are also provided with additional meetings a month to further their PLC work through a grade level generated agenda. Monthly staff meetings participate in site-specific staff development focused on site-specific initiatives.

Sierra Vista has school site initiatives based on our 3 goal areas.

1) English Language Arts: Reading literacy across content areas
2) Mathematics: Concepts and Procedures
3) English Learner: Close Reading (Comprehension)

In addition, District funds two teachers on special assignments (TSAs) that support staff development.