# Sierra Vista Elementary School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)



## General Information about the School Accountability Report Card (SARC)

| | |
|---|---|
| **SARC Overview** | 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.<br><br>- 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/.<br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.<br><br>- 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. |
| **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. |

## 2023-24 School 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** | Jamie Huerta |
| **Email Address** | jamiehuerta@maderausd.org |
| **School Website** | https://www.madera.k12.ca.us/sierravista |
| **County-District-School (CDS) Code** | 20-65243-6024046 |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Madera Unified School District |
| **Phone Number** | 559.675.4500 |
| **Superintendent** | Todd Lile |
| **Email Address** | toddlile@maderausd.org |
| **District Website** | www.madera.k12.ca.us |

## 2023-24 School Description and Mission Statement

Principal's Message:

We are excited for the 2023-24 school year!  We have worked hard to make several positive changes around campus and are excited for what is to come this school year! We serve a diverse population in grades TK-6th grade. Rigorous classroom instruction, a variety of sports activities, and school activities add to the educational development of our students and the community of Sierra Vista. Our current enrollment averages approximately 750 students. We are firm believers that all students can achieve as long as we provide them with the necessary tools. We build collective teacher efficacy through collaborative teams and work through the PLC process. We measure success for all subgroups of students and we believe that through strong partnerships with parents and community, our students can achieve at high levels.

We hope that this school year brings new opportunities, new learning, new friendships, and new memories. This year we will focus on academics and the social and emotional needs of students and staff.  At Sierra Vista, we take pride in providing every child with an education targeted towards their specific needs and abilities. We are committed to providing all students with a rigorous curriculum, a positive learning environment, and a safe learning environment. It is an honor and a privilege to serve all children and the families of the Sierra Vista community.

Our goals for the 2023-24 school year:

53% of students will reach their BEST growth goal by Spring 2024 in math as measured by NWEA.
63% of students will reach their BEST growth goal by Spring 2024 in ELA as measured by NWEA.
By Spring of 2024, there will be a 10% increase in each of Grades 3-6 of students demonstrating proficient or advanced in reading and math achievement as evidenced by results on CAASPP.


Here at Sierra Vista Elementary, we are cultivating a "Ram-tastic" Community!

R- Respectful
A- Accountable

## 2023-24 School Description and Mission Statement

M- Motivated
S- Self-Disciplined

School Vision:
Sierra Vista Elementary School will provide a safe learning environment where students are valued for their individuality and diverse capabilities. With the core values of respect, accountability, motivation, and self-discipline, students will achieve and exceed their academic potential.

School Mission:
Sierra Vista Elementary provides a safe environment where all students are valued and expected to achieve social and academic excellence.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 116 |
| Grade 1 | 117 |
| Grade 2 | 103 |
| Grade 3 | 113 |
| Grade 4 | 85 |
| Grade 5 | 97 |
| Grade 6 | 69 |
| Total Enrollment | 700 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 44.1% |
| Male | 55.9% |
| American Indian or Alaska Native | 0.9% |
| Asian | 0.6% |
| Black or African American | 0.9% |
| Filipino | 0.1% |
| Hispanic or Latino | 96.7% |
| Two or More Races | 0.1% |
| White | 0.6% |
| English Learners | 59.4% |
| Foster Youth | 1.1% |
| Homeless | 3.4% |
| Migrant | 7.9% |
| Socioeconomically Disadvantaged | 95.4% |
| Students with Disabilities | 11% |

## 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 31.10 | 91.23 | 821.90 | 85.09 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 2.92 | 25.70 | 2.67 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.90 | 2.90 | 44.60 | 4.62 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 15.10 | 1.57 | 12115.80 | 4.41 |
| Unknown | 1.00 | 2.92 | 58.40 | 6.05 | 18854.30 | 6.86 |
| Total Teaching Positions | 34.10 | 100.00 | 966.00 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 29.00 | 77.54 | 850.50 | 83.46 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 2.30 | 6.39 | 28.20 | 2.77 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.90 | 10.67 | 59.00 | 5.79 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.00 | 2.67 | 23.70 | 2.33 | 11953.10 | 4.28 |
| Unknown | 1.00 | 2.67 | 57.50 | 5.64 | 15831.90 | 5.67 |
| Total Teaching Positions | 37.40 | 100.00 | 1019.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.90 | 2.90 |
| Misassignments | 0.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.90 | 3.90 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.9 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

| Year and month in which the data were collected | July 2022 |
|---|---|

| 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, 2014<br>McGraw Hill California Wonders, 2017<br>Benchmark Adelante, 2017<br>Board Approved: May 10, 2016 | Yes | 0.0% |
| **Mathematics** | California Math in Focus: Singapore Math, 2012<br>McGraw Hill My Math, 2014<br>Big Ideas Math, 2015<br>Board Approved: April 29, 2014 | Yes | 0.0% |
| **Science** | Twig Science, 2020<br>Board Approved June 11, 2019 | Yes | 0.0% |
| **History-Social Science** | California History-Social Science: myWorld Interactive, 2019<br>California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019<br>TCI Social Studies Alive! California Series, 2016<br>Board Approved: May 8, 2018 | Yes | 0.0% |
| **Foreign Language** | Mc Dougal Avancemos 2013 | Yes | 0.0% |

## School Facility Conditions and Planned Improvements

The campus was built in 1952 and additional portables have been added over the years. Sierra Vista now consists of 35 classrooms, one state preschool classroom, one SDC preschool, one Music/Band room, and one library. We also have one room that is utilized for our after school program, a multipurpose room, and administration offices.

All of the classrooms are in good repair, as is evidenced by our yearly Facility Report. The chart below displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2023.

The playground/field is adequate for the number of students on campus. These structures and areas provide students with areas to be active during their recess times and PE.

Cleaning Process

The principal works daily with the custodial staff (3 full-time employees) to ensure that the school is maintained to provide a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:30 a.m. to 9 p.m. A team from the district maintenance department services the larger maintenance needs approximately 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 provides funds to assist the school district 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.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2023.

| Year and month of the most recent FIT report | 8/7/2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** <br> Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** <br> Interior Surfaces | | X | | |
| **Cleanliness:** <br> Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** <br> Restrooms, Sinks/ Fountains | | | X | New flooring/paint. |
| **Safety:** <br> Fire Safety, Hazardous Materials | | X | | |
| **Structural:** <br> Structural Damage, Roofs | X | | | |

## School Facility Conditions and Planned Improvements

| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | | X | New window coverings/blinds in several classrooms. |
|---|---|---|---|

## Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 15 | 16 | 30 | 31 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 9 | 13 | 16 | 18 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 375 | 365 | 97.33 | 2.67 | 15.93 |
| Female | 162 | 159 | 98.15 | 1.85 | 18.87 |
| Male | 213 | 206 | 96.71 | 3.29 | 13.66 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 361 | 352 | 97.51 | 2.49 | 15.95 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 203 | 199 | 98.03 | 1.97 | 11.06 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 16 | 88.89 | 11.11 | 12.50 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 364 | 357 | 98.08 | 1.92 | 16.01 |
| Students Receiving Migrant Education Services | 31 | 31 | 100.00 | 0.00 | 16.13 |
| Students with Disabilities | 36 | 35 | 97.22 | 2.78 | 0.00 |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 375 | 363 | 96.80 | 3.20 | 13.22 |
| Female | 162 | 158 | 97.53 | 2.47 | 13.92 |
| Male | 213 | 205 | 96.24 | 3.76 | 12.68 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 361 | 351 | 97.23 | 2.77 | 13.39 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 203 | 198 | 97.54 | 2.46 | 8.08 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 17 | 94.44 | 5.56 | 5.88 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 364 | 355 | 97.53 | 2.47 | 13.52 |
| Students Receiving Migrant Education Services | 31 | 31 | 100.00 | 0.00 | 9.68 |
| Students with Disabilities | 36 | 35 | 97.22 | 2.78 | 0.00 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 2.50 | 6.06 | 15.25 | 14.88 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 101 | 99 | 98.02 | 1.98 | 6.06 |
| Female | 41 | 41 | 100.00 | 0.00 | 9.76 |
| Male | 60 | 58 | 96.67 | 3.33 | 3.45 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 98 | 96 | 97.96 | 2.04 | 6.25 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 59 | 59 | 100.00 | 0.00 | 3.39 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 98 | 97 | 98.98 | 1.02 | 6.19 |
| Students Receiving Migrant Education Services | 12 | 12 | 100.00 | 0.00 | 8.33 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 97% | 97% | 97% | 97% | 97% |

## 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 regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Sierra Vista Elementary has built partnerships with parents who assist us in creating and maintaining a strong and positive culture. The school has several parent volunteers who assist in a variety of ways at the school site to meet the needs at Sierra Vista. Parents are welcome to join Parent Club, School Site Council, English Language Advisory Committee, and The Wellness Committee. The school sponsors several community and family events, such as Back to School Night, Open House, Walk to School Day, The Harvest Festival, and our annual Cinco de Mayo Celebration.

Parents help with special projects in the classrooms and chaperone on field trips. All parents are invited to attend Back to-School Night in the fall, Open House, and parent conferences at the end of each quarter. The Parent Club oversees all fundraising. Adult education through our Parent Resource Center (PRC) offers parenting, citizenship, and language classes.

We are fortunate to have a Parent Resource Center available to parents at Millview Elementary. It is the intent of the Parent Resource Center (PRC) to serve as a hub to provide academic and enrichment opportunities to families and parents. The PRC is a place where parents feel welcome and have a sense of belonging to the school community. The Parent Resource Center provides the following core services:

*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

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 758 | 734 | 243 | 33.1 |
| Female | 334 | 329 | 111 | 33.7 |
| Male | 424 | 405 | 132 | 32.6 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 6 | 6 | 2 | 33.3 |
| Asian | 4 | 4 | 0 | 0.0 |
| Black or African American | 11 | 10 | 5 | 50.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 724 | 703 | 229 | 32.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 2 | 2 | 1 | 50.0 |
| White | 8 | 6 | 4 | 66.7 |
| English Learners | 448 | 438 | 119 | 27.2 |
| Foster Youth | 13 | 10 | 4 | 40.0 |
| Homeless | 34 | 33 | 9 | 27.3 |
| Socioeconomically Disadvantaged | 739 | 720 | 239 | 33.2 |
| Students Receiving Migrant Education Services | 59 | 58 | 16 | 27.6 |
| Students with Disabilities | 97 | 94 | 37 | 39.4 |

## C. Engagement

## 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

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.14 | 1.95 | 3.83 | 0.18 | 3.95 | 5.03 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.13 | 0.00 | 0.00 | 0.25 | 0.31 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.83 | 0 |
| Female | 2.99 | 0 |
| Male | 4.48 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 3.87 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 2.46 | 0 |
| Foster Youth | 15.38 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 3.79 | 0 |
| Students Receiving Migrant Education Services | 3.39 | 0 |
| Students with Disabilities | 5.15 | 0 |

## 2023-24 School Safety Plan

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 in November 2023 by the School Safety Committee/School Site Council.  It will be approved at our February 2024 SSC meeting.  All revisions are communicated to the classified and certificated staff.  The key elements of the School Site Safety Plan are those required by Ed Code. 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 year.

All staff members on supervision duty are required to wear an orange or green 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 office and wear a visitors pass at all times. Sierra Vista Staff utilizes the Titan app to communicate any emergencies or suspicious activity on campus.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 27 | 6 | 2 | 1 |
| 1 | 29 | 1 | 10 | 1 |
| 2 | 28 | 1 | 8 | 1 |
| 3 | 26 | 5 | 6 | 1 |
| 4 | 31 | 2 | | 3 |
| 5 | 21 | 2 | 6 | |
| 6 | 21 | 2 | 4 | |
| Other | 9 | 1 | | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 19 | 2 | 5 | |
| 1 | 19 | 6 | 2 | |
| 2 | 22 | 4 | 4 | 1 |
| 3 | 19 | 3 | 4 | |
| 4 | 28 | 1 | 2 | 2 |
| 5 | 29 | 1 | | 4 |
| 6 | 24 | 1 | 6 | |
| Other | 14 | 2 | | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 700 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | 1 |
| **Speech/Language/Hearing Specialist** | 2 |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 8648.28 | 1934.92 | 6713.36 | 67342 |
| **District** | N/A | N/A | 3671.58 | $77,690 |
| **Percent Difference - School Site and District** | N/A | N/A | 58.6 | -18.8 |
| **State** | N/A | N/A | $7,607 | $90,632 |
| **Percent Difference - School Site and State** | N/A | N/A | 1.8 | -27.0 |

## Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $47,813 | $55,550 |
| Mid-Range Teacher Salary | $76,198 | $84,645 |
| Highest Teacher Salary | $97,406 | $111,284 |
| Average Principal Salary (Elementary) | $129,854 | $139,860 |
| Average Principal Salary (Middle) | $132,984 | $146,440 |
| Average Principal Salary (High) | $139,061 | $158,447 |
| Superintendent Salary | $225,000 | $278,268 |
| Percent of Budget for Teacher Salaries | 25.65% | 32.21% |
| Percent of Budget for Administrative Salaries | 4.57% | 4.89% |

## Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 8 | 8 |