Twin Rivers Unified School District
Sierra View Elementary School
CDS Code: 34-76505-6033609

3638 Bainbridge Drive, North Highlands, CA 95660
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2015-16 School Accountability Report Card
Published in 2016-17 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
• View this SARC online at the school and/or LEA websites.
• For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
• For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Welcome to Sierra View Elementary School. On behalf of our outstanding staff, I would like to welcome you to our school and invite you to visit. We encourage all families and community members to become classroom volunteers and active members of our PTA.

School starts 7:45am and dismisses at 2:27pm each day. Our schedule on Wednesday is from 7:45am-12:27pm. Breakfast is served at 7:15am. Students should arrive on campus after 7:35am unless they are eating breakfast..

I'm looking forward to working with you and your children, and to all of the new and exciting learning that will happen this year. We will continue to closely monitor our data and school goals, and provide on-going staff development. We are always striving to make learning engaging and fun for our students. I know you will find Sierra View a wonderful place to learn and grow; please stop by and visit anytime. Our school office can be reached from 7:15am to 3:45pm each school day. I look forward to hearing from you. Thank you for supporting Sierra View.

School Vision

Sierra View's student centered learning community is dedicated to providing a safe, respectful and caring learning environment that promotes high academic achievement, technological skills, and responsible lifelong learners.

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, the county, and the state. 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).

School Mission Statement

Sierra View is a community dedicated to nurturing diverse, responsible and respectful learners.

District & School Profile (School Year 2016-17)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	14.5%
American Indian or Alaska Native	1.7%
Asian	4.5%
Filipino	0.7%
Hispanic or Latino	49.8%
Native Hawaiian or Pacific Islander	2.9%
White	21.7%
Two or More Races	3.1%
EL Students	39.5%
Socioeconomically Disadvantaged	92.1%
Students with Disabilities	8.1%
Foster Youth	0.7%

School Enrollment & Attendance (School Year 2015-16)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Sierra View Elementary School had a beginning enrollment of 420 students in grades kindergarten through six for the 2015-16 school year.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	61	81	85
1st	65	58	54
2nd	56	76	55
3rd	62	54	69
4th	75	60	47
5th	68	62	53
6th	50	64	57

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.

Highly Qualified Teachers (School Year 2016-17)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	90.9%	9.1%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	17	20	18	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	2	0	0

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2016, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
Pre K & K	English/Language Arts	MacMillan/ McGraw Hill	2012	Yes	0.0%
K-6	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Studies	Prentice Hall	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033609Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

The current facilities were built in 1958. There are 20 classrooms, a multipurpose room, a library/media center, a staff lounge, and three playgrounds. Recent renovations include all classrooms, primary restrooms, and new technologies added to the classrooms.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/06/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Girls Restroom Near Room B5 - one toilet leaks.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, paving, and floor systems. For the 2016-17 school year, the district has budgeted $1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

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 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	**School**			**District**			**State**		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	32	31	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	31	32	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	50	46	35	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
	Science			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**
All Students	56	55	98.21	34.55
Male	31	31	100	32.26
Female	25	24	96	37.5
Hispanic or Latino	27	27	100	25.93
White	13	12	92.31	58.33
Socioeconomically Disadvantaged	56	55	98.21	34.55
English Learners	19	19	100	5.26

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 3							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	68	65	95.59	35.38	67	98.53	47.76
Male	37	36	97.3	36.11	36	97.3	50
Female	31	29	93.55	34.48	31	100	45.16
Hispanic or Latino	35	34	97.14	35.29	34	97.14	55.88
White	16	14	87.5	42.86	16	100	43.75
Socioeconomically Disadvantaged	64	61	95.31	34.43	63	98.44	46.03
English Learners	26	24	92.31	25	26	100	53.85

California Assessment of Student Performance and Progress - Grade 4							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	50	48	96	35.42	49	98	35.42
Male	24	22	91.67	31.82	23	95.83	27.27
Female	26	26	100	38.46	26	100	42.31
Hispanic or Latino	23	22	95.65	36.36	22	95.65	36.36
White	11	11	100	63.64	11	100	72.73
Socioeconomically Disadvantaged	49	47	95.92	34.04	48	97.96	34.04
English Learners	15	13	86.67	15.38	14	93.33	15.38

California Assessment of Student Performance and Progress - Grade 5							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	56	53	94.64	39.62	55	98.21	18.18
Male	31	31	100	35.48	31	100	22.58
Female	25	22	88	45.45	24	96	12.5
Hispanic or Latino	27	27	100	29.63	27	100	11.11
White	13	11	84.62	54.55	12	92.31	33.33
Socioeconomically Disadvantaged	56	53	94.64	39.62	55	98.21	18.18
English Learners	19	17	89.47	17.65	19	100	10.53

California Assessment of Student Performance and Progress - Grade 6							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	58	56	96.55	14.55	57	98.28	25
Male	34	33	97.06	18.75	34	100	33.33
Female	24	23	95.83	8.7	23	95.83	13.04
Black or African American	12	12	100	8.33	12	100	--
Hispanic or Latino	27	27	100	14.81	27	100	22.22
White	11	11	100	20	11	100	60
Socioeconomically Disadvantaged	54	53	98.15	15.38	54	100	22.64
English Learners	11	10	90.91	--	11	100	--
Students with Disabilities	11	10	90.91	--	10	90.91	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	31.5%	14.8%

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 school site.

Parent & Community Involvement (School Year 2016-17)

Our school's annual plan and budget approvals are made by our School Leadership Team, School Site Council (SSC), PTA, and English Learner Advisory Committee (ELAC), which include staff and parents. Translators are provided at many of our school meetings and functions. Parents volunteer in classrooms, chaperone fieldtrips, and assist with special projects and programs. Parent volunteers are recognized in newsletters and at yearly award ceremonies. Family Nights are held several times a year. We appreciate the support of families in the Sierra View learning community.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Sierra View Elementary School office at 916-566-1960.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension and expulsion rates; and
• Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Sierra View Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All staff follow the guidelines of BEST (Building Effective Schools Together) practices and procedures. Students earn "Caughtcha" tickets for good behaviors. Classroom management systems include rules, rewards, and consequences. This system is clearly explained to students and parents. Parents are involved in behavior interventions: citations, principal referrals, and suspensions. A school handbook and school compact are provided to all families in English and Spanish. In addition, a part time school counselor works with students to ensure a successful climate of learning.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	3.0%	2.0%	5.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

School safety is a primary concern of Sierra View School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office areas has an Emergency Preparedness Guide. The school at large has regular fire drills, lock down, and duck and cover procedure rehearsals. In recent years we have increased playground supervision which has reduced the student to supervisory ratio on the yard. The School Site Safety Plan is updated annually in the fall and reviewed with staff.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in PI	Year 3	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	24	20	21	-	3	2	3	1	2	-	-	-
1	27	29	27	-	-	-	2	2	2	-	-	-
2	19	25	28	1	-	-	2	3	2	-	-	-
3	31	18	23	-	1	-	2	2	3	-	-	-
4	29	30	16	-	-	1	2	2	2	-	-	-
5	28	31	27	-	-	1	3	2	2	-	-	-
6	25	32	19	-	-	1	2	2	2	-	-	-

School Leadership

Leadership at Sierra View Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Primary leadership duties were assumed by Principal Stephanie Tarrell. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Sierra View Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. To this end, Sierra View has a part time counselor on site two days a week. The table lists the support services personnel available at Sierra View Elementary School.

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a full-time RSP teacher who provides instruction within the general education classroom and through small group pull-outs.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	0.50
Counselor	1	0.50
Health Assistant	1	0.30
Nurse	1	0.20
Psychologist	1	0.40
Resource Specialist Program (RSP) Teacher	1	0.50
RSP Aide	1	0.75
Speech and Language Specialist	1	0.50

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Sierra View Elementary School revolves around the California State Common Core Standards. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Student Recognition

Sierra View Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a school wide focus on achievement, attendance and citizenship. Students are recognized with weekly Student of the Week awards, monthly character trait awards, attendance, and academic (as well as personal growth) awards.

Extracurricular Activities

Sierra View School recognizes that extracurricular activities enrich the educational, social development, and experiences of students. Extracurricular activities offered at Sierra View Elementary School include the following:

• GATE
• Choir
• Participation in various sports leagues during our after school program

School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$73,567
District	$71,399
Percentage of Variation	3%
School & State	
All Unified School Districts	$75,837
Percentage of Variation	-3%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2014-15	District	State
Beginning Teachers	$41,616	$45,092
Mid-Range Teachers	$54,748	$71,627
Highest Teachers	$88,311	$93,288
Elementary School Principals	$100,647	$115,631
Middle School Principals	$104,639	$120,915
High School Principals	$111,719	$132,029
Superintendent	$240,000	$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,934
From Supplemental/Restricted Sources	$819
From Basic/Unrestricted Sources	$5,115
District	
From Basic/Unrestricted Sources	$5,756
Percentage of Variation between School & District	-11.1%
State	
From Basic/Unrestricted Sources	$5,677
Percentage of Variation between School & State	-9.9%

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant