Sierra Linda Elementary

2201 Jasmine Avenue • Oxnard, CA 93036 • (805) 385-1581 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Sierra Linda Elementary is committed to the development and maintenance of a strong partnership between families and educators in our ongoing quest to provide a quality educational program for all of our students. Each student's success depends on teachers and parents working closely together as partners in education. Within this partnership, we must continuously strive to empower students to read with enthusiasm and understanding, write with clarity and expression, articulate in an intelligent manner, and demonstrate proficiency in the areas of computation, critical thinking, and problem solving.

Our entire staff at Sierra Linda Elementary has earned respect in our community for its ongoing commitment toward providing both quality education and a safe school environment for all students. It is especially important that we provide each student with the necessary educational tools which will enable them to be productive, successful citizens in the years ahead. At Sierra Linda Elementary, we firmly support the following statements:

1. All students are capable of learning to the best of their ability. While we recognize that all children do not learn in the same way or at the same time, our staff is committed toward providing a variety of instructional strategies to meet the diverse social, emotional, physical and academic needs of each child.
2. All students want, need, and deserve a safe and orderly environment in which to learn.
3. All students need to understand that learning can be applied to real-life situations and that our educational goal is to encourage life-long learning.
4. All students need support for learning from parents in the home environment. Our school community is proud of its commitment from parents and staff to work together for the benefit of each of our students.

Schoool Vision:
Empowering All Children to Achieve Excellence

School Mission:
"We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected."

School Core Values:
*Equity *Integrity *Purpose   *Perseverance   *Compassion

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	103
Grade 2	115
Grade 3	104
Grade 4	104
Grade 5	106
Total Enrollment	661

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	93.9
Native Hawaiian or Pacific Islander	0.2
White	4.4
Two or More Races	0.6
Socioeconomically Disadvantaged	79.7
English Learners	58.4
Students with Disabilities	12.6
Foster Youth	0.9
Homeless	2.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Sierra Linda	17-18	18-19	19-20
With Full Credential	33	31	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	28
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sierra Linda Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Oxnard School District held a Public Hearing on October 9, 2019 and determined that each school has 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 provided standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Linda School was originally constructed in 1966. It is currently comprised of 34 classrooms, a library, a computer lab, a teacher workroom, a cafeteria/multipurpose room and the playground.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room # 1002: Carpet is ripped causing tripping hazard. Missing cover base. Room # 1008: Damaged ceiling tiles, low voltage wires sticking out of wall by window. Room # 1201 NFL Pre-School: Stained ceiling tiles. Room # 201 Kindergarten: Missing fire extinguisher, water damage ceiling, above light switch. Room # 202 Kindergarten: Paint is peeling, missing fire extinguisher. Room # 801 Library: Ceiling tiles are stained, missing blank plate cover (electrical) Room # 907: 3 stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Bldg. # 600 Staff Restrooms: Missing cover from light fixture. Room # 1002: Carpet is ripped causing tripping hazard. Missing cover base. Room # 1008: Damaged ceiling tiles, low voltage wires sticking out of wall by window.

		Room # 801 Library: Ceiling tiles are stained, missing blank plate cover (electrical)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bldg. # 700 Girls Restroom: 2 toilets not working, bag over them.
Safety: Fire Safety, Hazardous Materials	Good	Room # 201 Kindergarten: Missing fire extinguisher, water damage ceiling,above light switch. Room # 202 Kindergarten: Paint is peeling, missing fire extinguisher.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Main Playground: Bridge is damaged. Room # 1002: Carpet is ripped causing tripping hazard. Missing cover base. Room # 1009: Hand rail is loose. Room # 802 Staff Lounge: Mini blinds need new brackets.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	29	26	30	50	50
Math	9	16	14	17	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
• Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.1	13.3	7.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	315	99.68	28.57
Male	154	154	100.00	24.03
Female	162	161	99.38	32.92
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	299	298	99.67	28.19
White	13	13	100.00	38.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	269	268	99.63	26.87
English Learners	206	206	100.00	26.21
Students with Disabilities	58	58	100.00	5.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	314	99.37	16.24
Male	154	153	99.35	17.65
Female	162	161	99.38	14.91
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	299	298	99.67	15.44
White	13	12	92.31	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	269	268	99.63	15.30
English Learners	206	206	100.00	15.05
Students with Disabilities	58	58	100.00	6.90
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Sierra Linda Elementary has many different opportunities for parent involvement. Our Parent Teacher Association (PTA) is very active in supporting classrooms, student incentives and school-wide activities. PTA has increased it's membership throughout the last two years. Parents are encouraged to volunteer in classrooms and at school events throughout the year. All parents are encouraged to become members. All money generated from membership fee and school fundraisers returns to students/classrooms.

Parents are also encouraged to become a part of our School Site Council (SSC). The School Site Council (SSC) is comprised of five parents and five staff members. Nomination and voting occurs during September/October of every school year. Our parent group is representative of our population and spans grade level interests as well. All parents are welcomed to attend SSC meetings.

Our ELAC is a strong group on campus, at the district office level, and within the community. This group focuses on the needs of our English Learners and works to inform and educate other parents how we are meeting the students' needs. Our ELAC parent group meets monthly and topics cover a range of interest.

Sierra Linda also provides parents the opportunity to come to "Coffee With the Principal". During these meetings, the topics vary based on the interests of the parents from year to year.

We have a unique parent group created to provide support to parents and students with special needs. The goal of our Special Education Parent Advisory Committee is to share ideas and strengthen each other. Staff will present workshops on various topics such as behavior management and strategies to work with their children in Reading and Math. The parents will serve as a resource to each other and be introduced to district and county resources.

Parents and community members may contact school office for more information on all meetings. Agendas for all meetings are posted on information board in school's main office.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The safety of students and staff is a primary concern at Sierra Linda Elementary. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among campus aides, teachers,the administration and parents. All visitors to the campus must sign in at the office and wear a visitor's pass at all times.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, comprised of classified staff, teachers, and the principal. The Safety Plan is updated annually in the fall. All revisions and updates are reviewed with the staff and presented during ELAC, SSC, and Coffee with the Principal meetings. Key elements of the Safety Plan focus on the visitor policy, emergency materials, and evacuation procedures.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held on a regular basis. For example, fire drills are held monthly, earthquake drills are held once a year, and campus security drills are held yearly.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	0.7	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.2	3.2
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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

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

Title	Ratio
Academic Counselor*	661.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.7

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	3	4	1	17	7	1		21	3	3	
1	21	2	3		23		5		24		4	
2	23	1	5		28		4		22	1	4	
3	29		4		25	1	4		19	4	2	
4	31		3		27		4		33			3
5	25	1	4		26	1	3		28	1		3
Other**									10	1		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Oxnard School District is committed to providing professional development for all teachers to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, and addresses the current Common Core standards, as well as social-emotional needs. Professional development can include training in specific subject areas, general academics, social behavior, technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

The district and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Oxnard School District is committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the district-wide staff development (non-student) days (2 per year), the district also provides numerous professional development opportunities throughout the year, after school, and on weekends. In this report, the number of days indicated for the district reflects the number of days teachers are subbed out for professional development. Our continued professional development is based on data reflecting our students' academic and social-emotional needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,269	$45,741
Mid-Range Teacher Salary	$79,975	$81,840
Highest Teacher Salary	$102,651	$102,065
Average Principal Salary (ES)	$123,494	$129,221
Average Principal Salary (MS)	$137,515	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$233,849	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$4,065.55	$138.18	$3,927.37	$82,657.84
District	N/A	N/A	$3,783.10	$81,627.34
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.7	1.3
School Site/ State	-62.6	0.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality
- Title III, English Learner
- Title IV, Part A - Student Support and Academic Achievement
- Tobacco Use Prevention Education (TUPE)

DataQuest

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

Internet Access

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