



Sierra Elementary School

747 West Avenue J-12 • Lancaster, CA, 93534-4933 • 661-942-9536 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Lancaster School District

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School Description

Vision Statement: "High expectations, Optimal Learning Environments."

Mission Statement: Sierra Elementary is a school committed to educational excellence, empowering all young people to reach their full potential. Our school, in partnership with the community, will prepare students for the future as responsible citizens and lifelong learners.

The following are the focus behavioral skills outlined in the school's Positive Behavioral Interventions & Supports (PBIS) plan: Responsible, Respectful and Safe.

Students meet school wide each morning and recite the Pledge of Allegiance along with the Roody Roadrunner Pledge. A PBIS plan is in place where students can earn Blue Roodies for exhibiting these character traits throughout campus. There is weekly recognition at Friday morning assemblies and monthly recognition for model students in each grade level at the Student of the Month assemblies. Attendance incentives are also given at regular intervals.

Our Sierra Elementary staff further supports the development of socio-emotional safety conducive to learning with its delivery of Second Step curriculum instruction and implementation of Capturing Kids' Hearts processes. Our CKH implementation is focused on maintaining an environment in which positive relationships are developed, where relational connectedness between staff, students and families is nurtured, and students are eager to learn.

Schoolwide Focus/Broad Course of Study: We at Sierra Elementary are committed to offering students an enriched curriculum with a variety of educational avenues. In every grade level, we are committed to making sure our students learn and appreciate different elements of the Visual and Performing Arts.

School Profile: Sierra School offers a K-5 educational program in a modified traditional year. The school consists of the principal, an assistant principals, a school counselor, a school psychologist, 29 certificated teachers, and 35 classified staff members. Sierra serves a student population of approximately 630 students. In our general education classes - Transitional Kindergarten/Kindergarten through 2nd grade - each class has a maximum of 30 students per class. Third through fifth grade classes have a maximum of 35 students per class. Additionally, we have three special day classrooms.

Sierra School has adopted rigorous curriculum goals that include an emphasis on all students receiving standards-based curriculum. The Sierra teachers and support staff provide instruction based on the California Common Core State Standards. Grade level formative assessments (at least every 8-week period) and summative assessments are administered and analyzed to inform instruction and monitor student progress. The results of these assessments provide a strong emphasis on assessment-based instruction and standardizing instructional practices. Sierra staff believe that our instructional focus on grade level standards, our alignment of curriculum to the state standards, our attention to time-on-task, our implementation of effective instructional strategies (good first instruction) and ongoing assessments will contribute to student achievement gains at Sierra.

English Learners (EL) are provided a regular classroom education program designed for English Language Development. Certificated personnel provide instruction using academic vocabulary, SDAIE and GLAD strategies. Teachers with EL students work in conjunction with the site instructional coach to address the students' needs. There is one bilingual para-educator who supports students and administers mandatory state testing for second language learners. We have a bilingual office assistant in the front office to help parents communicate effectively with the school, and most of our memos and parent communication is disseminated in English and Spanish.

Students with identified learning disabilities have a current Individual Education Program (IEP) which addresses their unique educational needs. Sierra's special education students have complete access to the core curriculum through the coordinated delivery of instruction in the regular classroom. Classroom program modifications/accommodations are coordinated between the classroom teacher and the resource teacher. GATE students are afforded ample opportunities for creative thinking. GATE students receive enrichment and differentiated curriculum within the general education classrooms.

Sierra School has a Visual & Performing Arts (VAPA) focus. Teachers have participated in TEAL/Technology Enhanced Arts Learning professional development and integrate art throughout curriculum to increase students access to content. Select teachers throughout campus work with Annenberg Grant artist to further integrate art into core curriculum. Grade levels 2 through 5 participate in a weekly music program with a credentialed music teacher. Sierra students also have access to VAPA enrichment programs including: Sierra Soul Steppers, Ukulele Strummers, and Good Vibrations choir.

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	141
Grade 1	108
Grade 2	83
Grade 3	119
Grade 4	80
Grade 5	89
Total Enrollment	620

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	28.2
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	1.3
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.3
White	14.2
Two or More Races	4
Socioeconomically Disadvantaged	91.8
English Learners	16.1
Students with Disabilities	11.8
Foster Youth	3.9
Homeless	9.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Sierra Elementary School	17-18	18-19	19-20
With Full Credential	26	24	23
Without Full Credential	1	3	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lancaster School District	17-18	18-19	19-20
With Full Credential	♦	♦	540
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sierra Elementary School

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)

All textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All adopted textbooks are in fair to new condition.

Textbooks and Instructional Materials

Year and month in which data were collected: August, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 McGraw Hill Wonders / 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-5 McGraw Hill My Math 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman California Science / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Impact California / 2019 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)

General

The district takes great efforts 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 Los Angeles County Office of Education. The results of this survey are available at the school office or at the district office.

School Buildings

Sierra Elementary was built in 1957 and modernized in 2003. The main building houses the front, health, and administrative offices, staff lounge, library, multipurpose room, parent room and specialists' rooms. There are 43 classrooms – 17 permanent and 26 relocatable, as well as a computer lab.

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. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

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. The Supervisor of Operations works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

Although the State no longer requires a Deferred Maintenance contribution, Lancaster School District is still dedicated to maintaining the facilities for our students. These expenditures would include but not be limited to roofing, plumbing, heating, air conditioning, electrical, painting, and flooring. For the 2019-20 school year, the district has budgeted \$940,000 for deferred maintenance projects.

Deferred Maintenance Project:

The playground asphalt was reconditioned in 2019.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: March, 2019

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

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	23	24	32	31	50	50
Math	10	11	17	18	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	31.2	16.1	7.5

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	312	300	96.15	24.08
Male	155	146	94.19	20.00
Female	157	154	98.09	27.92
Black or African American	94	89	94.68	18.18
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	162	157	96.91	24.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.87	37.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	288	277	96.18	23.91
English Learners	75	73	97.33	24.66
Students with Disabilities	37	35	94.59	8.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	11	91.67	9.09
Homeless	38	35	92.11	7.89

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	314	301	95.86	10.96
Male	156	146	93.59	11.64
Female	158	155	98.10	10.32
Black or African American	96	90	93.75	4.44
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	162	157	96.91	13.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.87	16.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	290	278	95.86	9.71
English Learners	75	73	97.33	13.70
Students with Disabilities	37	35	94.59	2.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	11	91.67	9.09
Homeless	38	35	92.11	7.89

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)

The following opportunities for involvement exist at Sierra Elementary School:

- Parent Teacher Organization (PTO)
- Parents' Matter
- Coffee and Conversation (3 times a year)
- School Site Council (SSC) (9 times a year)
- English Learner Advisory Committee (ELAC) (five times a year)
- Parent Volunteers
- Variety of Family Night Events
- Parent/Teacher Forum (annual)
- Roody Store
- Holiday Program (annual)
- Student-of-the-Month/Semester Assemblies (monthly)

There are numerous other ways to get involved in your child's education.

For further information call 661-942-9536.

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

Safety Plans are revised and reviewed annually with the staff and School Site Council at the beginning of each school year. Key elements addressed by the plan include:

- Child abuse reporting procedures
- Disaster and emergency procedures
- Incident Command System (ICS) responsibilities
- Teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code
- Provisions for safe ingress and egress to and from school
- Provisions for a safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting hate crime
- Emergency response procedures
- Bullying prevention, programs, and reporting procedures
- Suicide prevention policy and programs
- Threat assessment procedures
- Visitor policies and procedures
- School rules
- Equipment and supplies
- Communication systems

A full description of all elements is available from the school office or from the Pupil Safety and Attendance Department of the District Office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.6	2.3	4.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.1	6.1	5.2
Expulsions Rate	0.3	0.2	0.0

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*	1:620

* 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 number of pupils per counselor

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	.3
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0
Other	1.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade 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	21	13	41		22	22	32		21	14	40	
1	23	5	31		20	4	32		23	4	32	
2	27	3	24		21	13	32		21	11	24	
3	20	12	32		18	35	8		22	12	31	
4	24	3	24		30	3	8	16	24	3	23	
5	30	3	16	8	24	3	24		27	3	24	
Other**	10	8										

*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	25	25	26

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: 21st Century Instructional Strategies, Unit and Lesson Design and Delivery, Data Analysis, Leadership Training, Writing Instruction, Coaching, Direct Instruction, Conceptual Development, Building Academic Vocabulary, Culturally Responsive Teaching and Learning (including Capturing Kids Hearts), Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include in-services during and after the work day as well as through site and district in-class and on-site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The school year calendar allows for 38 minimum days in which 17 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other in-services that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,227	\$45,741
Mid-Range Teacher Salary	\$78,094	\$81,840
Highest Teacher Salary	\$103,314	\$102,065
Average Principal Salary (ES)	\$131,661	\$129,221
Average Principal Salary (MS)	\$128,788	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$219,000	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	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/.

Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas and details the actions associated with meeting the specific needs of English Learners, foster and homeless youth, and low-income students. Before and after school tutoring for at risk and EL students is available through Title I funding.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,419	\$2,197	\$6,222	\$79,429
District	N/A	N/A	\$6,247	\$82,064.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.4	-5.1
School Site/ State	-31.1	-6.8

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.