

Sierra Vista Elementary School

1800 East Whittier Blvd. • La Habra, CA 90631 • (562) 690-2359 • Grades 3-5

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<http://www.lahabraschools.org/sierravista>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



La Habra City Elementary School District

500 North Walnut St.
La Habra, CA 90631
(562) 690-2305
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District Governing Board

Ida MacMurray, President
Cynthia Aguirre, Clerk/Vice-
President
Sandi Baltes, Member
Ofelia Hanson, Member
John Dobson, Member

District Administration

Dr. Joanne Culverhouse
Superintendent
Dr. Teresa Egan
**Associate Superintendent of
Human Resources**
Dr. Sheryl Tecker
**Assistant Superintendent of
Educational Services**
Dr. Cammie Nguyen
**Administrative Director, Special
Education and Student Services**
Dr. Mario A. Carlos
**Director of Communications and
Special Programs**
Michael Mc Elroy
**Child Welfare & Wellness
Coordinator**

School Description

Sierra Vista is a school, is a No Excuses University School, that believes every child should be educated in a way that will prepare them for college or career. We welcome children to a world of strong academics and high standards for achievement. In 2017-18 our staff continued their collaborative work to maintain a safe but challenging learning environment. Our mission is one that challenges students to reach their full academic potential in a positive and engaging manner, while fostering a strong foundation of 21st century learning skills and developing responsible citizens. Through the use of a rigorous curriculum and engaging learning environments we are targeting 21st century skills and embedding the 4 C's- communication, collaboration, creativity, and critical thinking, which will support our students in their journey to college and career readiness. Our school wide code of conduct encourages and rewards students for being safe, responsible, and respectful to all on our campus. This code provides support for a strong learning environment at Sierra Vista.

Our staff continues to work under the professional learning community model that employs sound and effective instructional practices as well as quality materials to ensure that our students receive a well-balanced, comprehensive education. Our new language arts adoption for both Reading and English Language Development time provides opportunities to meet the rigorous standards students need to access while also differentiating our instruction to meet their needs. English Language Learners are supported through a designated block of time at their grade level. The English Language Development Standards assists us in applying targeted best practices in our instruction of students who are working toward reading proficiency and mastering English as their second language. In addition, the ST Math computerized program is part of the math curriculum in our computer lab. Cognitively Guided Instruction (CGI) staff development training has enhanced classroom experiences for students by increasing the role of critical thinking and concept exploration in math. Sierra Vista Elementary School continues to improve on accountability measures. This year we have also begun a partnership with Innovate Ed, which provides a more site based approach to professional development and a thorough analysis of lesson study. With this more targeted instructional practice, analysis of student work, and grade level collaboration our staff is focused on continual improvement.

Our PTA is also a big part of our school success. We are proud of the many programs they sponsor to benefit our students, including field trips, assemblies, class celebrations, and fundraising efforts. Our Positive Behavior Support and Intervention (PBIS) model, the foundation of our code of conduct, has produced a more engaged and serious learning environment for all students. Our after school A.S.E.S. program, sponsored by the Boys and Girls Club of La Habra, serves at risk students every day through support with homework completion, crafts, and play.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	172
Grade 4	186
Grade 5	161
Total Enrollment	519

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	3.1
Filipino	0.6
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0
White	8.7
Two or More Races	2.7
Socioeconomically Disadvantaged	75.3
English Learners	30.1
Students with Disabilities	7.9
Foster Youth	0.4

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			
Sierra Vista Elementary School	15-16	16-17	17-18
With Full Credential	20	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
La Habra City Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1.80
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

In October 12, 2017 the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #20-2016 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of August 2017.

Textbooks and Instructional Materials Year and month in which data were collected: October, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Mcmillan/McGraw Hill / Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Scott Foresman-Addison Wesley enVisionMath/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McMillan/McGraw Hill/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities were inspected in December 2017, Daytime custodian, Edgar Cortez found all areas to be in good condition.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. 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)

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	39	37	34	35	48	48
Math	39	38	25	27	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	41	60	47	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.7	19	12.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	178	177	99.4	60.5
Male	97	97	100.0	61.9
Female	81	80	98.8	58.8
Hispanic or Latino	149	148	99.3	57.4
White	14	14	100.0	71.4
Socioeconomically Disadvantaged	66	66	100.0	54.6
English Learners	40	40	100.0	32.5
Students with Disabilities	16	15	93.8	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	515	507	98.45	36.69
Male	261	257	98.47	29.57
Female	254	250	98.43	44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	53.33
Filipino	--	--	--	--
Hispanic or Latino	431	428	99.3	34.11
White	46	43	93.48	48.84
Two or More Races	14	14	100	57.14
Socioeconomically Disadvantaged	383	382	99.74	30.37
English Learners	240	239	99.58	29.29
Students with Disabilities	45	44	97.78	13.64
Foster Youth	--	--	--	--

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 2016-17 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	515	507	98.45	38.07
Male	261	258	98.85	40.7
Female	254	249	98.03	35.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	14	87.5	42.86
Filipino	--	--	--	--
Hispanic or Latino	431	428	99.3	35.98
White	46	43	93.48	51.16
Two or More Races	14	14	100	50
Socioeconomically Disadvantaged	383	381	99.48	33.6
English Learners	240	238	99.17	34.03
Students with Disabilities	45	44	97.78	20.45
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. One way for parents to become involved is to join our various committees. Parents can join our School Site Council, which works with administration to help make program and financial decisions. Parents of English Learners are vital as well in the work done alongside of School Site Council. Parents are invited to participate in our Advisory and Information meetings held throughout the year (also known as Coffee with the Principal) with a focus on giving parents the opportunity to provide the principal input on school issues as well as for the principal to share events and issues of vital interest to our parent and school community.

Another role for parents to be active is in volunteering on campus. Parents can assist in the classroom with special projects in the classroom and/or chaperone on field trips. Parents can also become involved with our Parent Teacher Association (PTA). PTA helps fund assemblies, field trips, and more through PTA fund-raisers. The PTA also is integral in planning and providing school community events such as mainly dance, movie nights, family bowling, book fairs and carnivals. PTA is always looking for parents to assist with these endeavors.

In addition, we ask all parents to attend Back-to-School Night in the fall, Open House in the spring, parent-teacher conferences in October and February, and special award assemblies throughout the year. We want to celebrate your students' successes and we need you to be involved!

Finally, throughout the school year there will be parent education opportunities on a variety of subjects- ranging from nutrition information, helping with homework, supporting your students education into the future, and more. Check our school website for these parent education opportunities.

We are always in need of new volunteers! If you would like to volunteer at the school, please contact Principal Anna Dorado or Community Liaison Mary Gray at (562) 690-2359.

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

Staff members share duties before, during, and after school daily to ensure student safety on the playground and throughout the campus. The school has clearly posted and communicated rules for campus visitors to check in at the office. All visitors to campus are required to wear a name badge identifying them as an approved visitor. Anyone observing an unauthorized visitor is trained to immediately notify the office or adults on supervision duty.

Our Safe School Plan is revised annually, just before each school year begins. All staff members review the plan at our annual Back-to-School staff meeting. The 2016-17 plan was revised in August 2016 and then throughout the year if needed due to staffing changes. The Safe School Plan includes procedures for all types of emergencies, including but not limited to fire drills, earthquake and disaster response, intruder drills, bus safety drills, shelter in place, and evacuation response. The plan also encompasses exit routes, assigned staff duties during a drill, and the scope of each duty. The faculty, following review of the plan, is given a schedule for drills including an initial training drill during the first week of school. Fire drills, earthquake/disaster drills and intruder drills are held throughout the year, with an average of one drill per month. School Site Council approved the Safe School Plan in January 2017. The Safe School Plan for the 2017-18 school year has been revised and will be approved in January 2018.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.4	1.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.0	1.1	1.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	77.8	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	.80
Social Worker	0
Nurse	.11
Speech/Language/Hearing Specialist	.30
Resource Specialist	1
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
3	26	28.6	29				6	6.5	6			
4	29	30	30				6	5.5	6			
5	28	29.3	29				7	6	6			
Other	10	9	9	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Staff development is devoted to aligning our curriculum to the Common Core Standards, learning how to analyze assessment results, and training in improved instructional strategies. With our new partnership with Innovate Ed, school site teams look at data and review the most pressing issues of the previous year to choose a specific instructional focus for continuous improvement. We then develop a professional development cycle in which teachers learn, research, create, collaborate, practice, and reflect on the specific strategies that have found to be most effective. This professional development is done alongside our Innovate Ed Coach and Site Specific Instructional Coach.

We continue to focus on a block for reading instruction and to continually support English Learners in the classroom. Classroom integrated ELD strategies are implemented with alignment to the ELD standards as well. Reading instruction is also planned with close data analysis, specific differentiated instruction, and integrated writing opportunities. We continue to have teacher leaders who participate in a more targeted lesson design and study which may also collaborate around classroom demonstrations and walkthroughs with our Instructional Coach. Our site specific academic coach also provides support to classroom teachers through lesson design, intervention design, differentiated instruction, newly adopted and piloted curriculums, data analysis, and finally reflection. She also works directly with support staff to ensure they have the skill sets and strategies needed to further support students in small group instruction.

We dismiss students at 1:50 p.m. on Wednesdays to allow time for teachers to collaborate, both within and across grade levels. In addition to this time, teachers also have about three times a month during their class PE time, to collaborate in teams or as grade levels. Teachers use the Professional Learning Communities model to hold weekly meetings to discuss student progress and intervention plans for struggling students, to unify grade level planning and adherence to instructional practices and standards. In-service trainings are held periodically on Wednesday afternoons and include topics related to standards alignment, data analysis, special education, response to intervention, academic vocabulary development, and positive behavior plans. Teachers are also supported continually with our Academic Coach Support as well as Principal Support throughout the week. Data Conferences are also held twice throughout the school year to support teachers in their professional growth as well.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,078	\$47,034
Mid-Range Teacher Salary	\$79,357	\$73,126
Highest Teacher Salary	\$104,807	\$91,838
Average Principal Salary (ES)	\$128,114	\$116,119
Average Principal Salary (MS)	\$131,874	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$230,470	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	6%	6%

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

Types of Services Funded

Sierra Vista School uses various funds to support a variety of services aimed at enabling students to meet or exceed standards. Federal Title I funds provide opportunities for teachers to participate in staff development. In addition, this funding assisted with extra hours for our community liaison and other bilingual support staff to support parent communication and further support students academic achievements with necessary outside family support. Federal funding has enabled the school site to begin the process of outfitting classrooms with up-to-date technology. In addition, federal funds are budgeted to help employ our library technician and other reading support staff. Our federally-funded S&C dollars support our English Learners and socioeconomically disadvantaged students by providing educational assistants to work with students in small group settings in our reading block. Finally, all of those federal programs support instructional materials and supplies to support the classroom.

Student Council raises funds through a our Campus Store that sells pencils, erasers, and other school supplies. These funds are used to support student activities such as Field Day, Buck a Book, prizes for PAWS drawing, and awards for good behavior and attendance. PTA raises funds for field trips, assemblies, and family activities, such as the Family Dance, Family Bowling Game, and holiday parties.

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 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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9693	2493	7200	89250
District	♦	♦	7605	\$88,496
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-5.3	0.9
Percent Difference: School Site/ State			9.5	20.3

* Cells with ♦ do not require data.