



Sierra Vista Elementary School

1800 East Whittier Blvd. • La Habra, CA 90631 • (562) 690-2359 • Grades K-6

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



*La Habra City
School District*

La Habra City Elementary School District

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

Cynthia Aguirre, President
Sandi Baltés, Clerk/Vice-President
John Dobson, Member
Ida MacMurray, Member
Adam Rogers, Member

District Administration

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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**

School Description

Sierra Vista Elementary 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 2018-2019, our staff continues 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 5 C's- communication, collaboration, creativity, and critical thinking, and with our school focus the fifth C- College/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 with Innovate Ed. This Professional Learning Community (PLC) model, employs sound and effective instructional practices, as well as quality materials, to ensure that our students receive a well-balanced, comprehensive education. Our new math adoption 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 English Language Development time at their grade level. The English Language Development Standards assists in applying targeted best practices in our instruction of students who are working toward reading proficiency and mastering English as their second language. New staff development training has enhanced classroom experiences for students by increasing the role of critical thinking and deepening understanding, in all areas of the curriculum. Sierra Vista Elementary School continues to improve on accountability measures. In our continued partnership with Innovate Ed, there is more of a site-based approach to professional development with 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 Supports and Interventions (PBIS) model, the foundation of our code of conduct, has produced a more engaged and serious learning environment for all students. Our after school ASES program, sponsored by the Boys and Girls Club of La Habra, serves at-risk students 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	160
Grade 4	172
Grade 5	180
Total Enrollment	512

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	2.0
Filipino	1.2
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.2
White	9.6
Socioeconomically Disadvantaged	73.6
English Learners	26.8
Students with Disabilities	9.0
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	16-17	17-18	18-19
With Full Credential	19	19	26.2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
La Habra City Elementary School District	16-17	17-18	18-19
With Full Credential	◆	◆	2.45
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Vista Elementary School	16-17	17-18	18-19
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 2018-19)

In October 12, 2018 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 #12-2018 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 2018.

Textbooks and Instructional Materials Year and month in which data were collected: October, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan/McGraw Hill - Wonders, Imagine Learning, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	The Math Learning Center, Bridges & Number Corners, 2018 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities were inspected on October 8, 2018, 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: October, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
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	Good	
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	42.0	35.0	36.0	48.0	50.0
Math	38.0	41.0	27.0	28.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.2	28.4	18.8

* 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.

**School Year 2017-18 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	508	504	99.21	41.87
Male	249	247	99.20	34.01
Female	259	257	99.23	49.42
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	423	421	99.53	39.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	50	96.15	52.00
Two or More Races	11	11	100.00	54.55
Socioeconomically Disadvantaged	368	367	99.73	34.60
English Learners	223	223	100.00	33.63
Students with Disabilities	55	54	98.18	5.56
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 2017-18 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	507	503	99.21	41.15
Male	248	246	99.19	41.46
Female	259	257	99.23	40.86
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	422	420	99.53	37.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	50	96.15	54
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	367	366	99.73	36.07
English Learners	223	223	100	33.18
Students with Disabilities	55	54	98.18	9.26
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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.

Unique to our school, is our No Excuses University focus. All parents are invited to attend a parent orientation at the beginning of the year, so they can learn the importance and value of being a No Excuses Parent and how they too play a valuable role in their child's success. Continuing with our school focus we offer a series of parent academy classes which offers a topic a month ranging from nutrition information, helping with homework, supporting your student's education into the future, and more. Check our school website for these parent education opportunities.

Another role for parents to be active is by 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 fundraisers. The PTA is also integral in planning and providing school community events such as family dances, movie nights, family bowling, book fairs and carnivals. PTA encourages parents to assist with these endeavors.

In addition, we work with community partnerships to offer more extended opportunities for learning with parents. Opportunities include but are not limited to Parent Institute of Quality Education (PIQE), where parents can learn how to navigate the education system and prepare their students for the future.

If you would like more information, 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 with our single point of entry. 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 2017-2018 plan was revised in August 2017 and 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 month 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 2018. The Safe School Plan for the 2018-2019 school year has been revised and will be approved in winter of 2019.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	1.7	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.1	1.1	1.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	1
Social Worker	0
Nurse	.11
Speech/Language/Hearing Specialist	.70
Resource Specialist (non-teaching)	2
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	29	29	28				6	6	5			
4	30	31	27			1	6	6	6			
5	29	27	30		1		6	4	6		1	
Other	9			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. During this time staff members learn how to analyze assessment results and are trained in improved instructional strategies. Due to 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 reading instruction and ways 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 more targeted lesson designs and study who also collaborate through 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 curriculum, data analysis, and finally, reflection. The coach 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. Teachers use the Professional Learning Communities (PLC) model during weekly meetings to discuss student progress and intervention plans for struggling students. This unifies 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 supported by an academic coach and the principal weekly. Data conferences are held twice throughout the school year to support teachers in their professional growth.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,020	\$48,064
Mid-Range Teacher Salary	\$80,944	\$75,417
Highest Teacher Salary	\$106,903	\$94,006
Average Principal Salary (ES)	\$132,101	\$119,037
Average Principal Salary (MS)	\$134,501	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$229,500	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10315	2582	7733	94882
District	◆	◆	8200	\$90,690
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-5.9	4.5
Percent Difference: School Site/ State			-39.6	22.0

* Cells with ◆ 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

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 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 family dances, and holiday parties.

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.