



Sierra Elementary School

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

Janice Forte-Watson, Principal

forte-watsonj@lancsd.org

www.sierraelementary.org

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

Lancaster School District

44711 N. Cedar Avenue
Lancaster, CA 93534
(661) 948-4661
www.lancsd.org

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School Description

Vision Statement

Enter to Learn
Expect to Succeed

Mission Statement

Sierra Elementary provides a caring environment in which each student receives a high quality education through effective instruction, positive encouragement and personal recognition.

The following Character Traits are part of our Positive Behavior Support Plan:

- Roody Roadrunners do the right thing.
- They are: Responsible, Respectful and Safe.

Students meet school wide each morning and recite the Pledge of Allegiance along with the Roody Roadrunner Pledge. A positive behavior system is in place where students can earn Roodies and Roody Bucks for exhibiting these character traits in the classroom, cafeteria, office and on the playground. There is monthly recognition for model students in each grade at the Student of the Month assemblies. Perfect Attendance Awards are also given.

Our Sierra Elementary staff further supports the development of socio-emotional safety conducive to learning with its 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 one principal, twenty-seven certificated and thirty-seven classified staff members. Sierra serves a student population of approximately 625 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 the core curriculum. The Sierra teachers and support staff provide instruction based on the Common Core 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 have contributed 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 Connect-Ed messages are translated into Spanish to enhance our communication with our Hispanic population.

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.

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
Kindergarten	132
Grade 1	114
Grade 2	97
Grade 3	100
Grade 4	79
Grade 5	98
Total Enrollment	620

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	27.4
American Indian or Alaska Native	0.6
Asian	1
Filipino	1.3
Hispanic or Latino	52.4
Native Hawaiian or Pacific Islander	0.8
White	11.8
Two or More Races	4.5
Socioeconomically Disadvantaged	90.3
English Learners	18.2
Students with Disabilities	10.6
Foster Youth	3.7

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 Elementary School	15-16	16-17	17-18
With Full Credential	28	26	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Lancaster School District	15-16	16-17	17-18
With Full Credential	♦	♦	26
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

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

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 books are in good to fair condition

Textbooks and Instructional Materials Year and month in which data were collected: March, 2017	
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	Pearson Scott Foresman History-Social Studies for California / 2006 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. Our main building houses the front, health, and principal's offices, staff lounge, library, multipurpose room, parent room and Reading First room. There are 43 classrooms—17 permanent and 26 re-locatable—and 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

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2017-18 school year, the district has budgeted \$1,518,339.38 for the deferred maintenance program.

Deferred Maintenance Projects

Design work has begun to repair the walkway covers throughout the campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November, 2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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); 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

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	17	20	32	30	48	48
Math	8	10	16	17	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	32	19	42	40	60	56

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	24.5	13.3	5.1

* 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	94	91	96.8	18.7
Male	54	53	98.2	20.8
Female	40	38	95.0	15.8
Black or African American	34	32	94.1	9.4
Hispanic or Latino	47	46	97.9	15.2
Socioeconomically Disadvantaged	85	82	96.5	18.3
English Learners	15	15	100.0	13.3

* 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	286	283	98.95	20.49
Male	129	127	98.45	18.11
Female	157	156	99.36	22.44
Black or African American	84	83	98.81	14.46
Hispanic or Latino	146	144	98.63	21.53
White	30	30	100	23.33
Two or More Races	13	13	100	30.77
Socioeconomically Disadvantaged	264	261	98.86	20.31
English Learners	61	61	100	21.31
Students with Disabilities	31	31	100	6.45

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	285	280	98.25	9.64
Male	128	125	97.66	9.6
Female	157	155	98.73	9.68
Black or African American	84	81	96.43	4.94
Hispanic or Latino	145	143	98.62	10.49
White	30	30	100	16.67
Two or More Races	13	13	100	15.38
Socioeconomically Disadvantaged	263	258	98.1	8.91
English Learners	61	61	100	4.92
Students with Disabilities	31	31	100	0

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)

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)
- Room Parents
- Reading Nights
- 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 procedures regarding 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

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			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.8	5.6	4.6
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	7.2	8.2	8.1
Expulsions Rate	0.3	0.2	0.3
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	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	19	
Percent of Schools Currently in Program Improvement	90.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.53
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.72
Psychologist	1.05
Social Worker	0
Nurse	.35
Speech/Language/Hearing Specialist	1.05
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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
K	24	24	22	13	13	20	45	45	37			6
1	25	25	21	4	4	5	32	32	32			
2	21	21	21	13	13	13	32	32	32			
3	26	26	21	4	4	12	36	36	36			
4	30	30	27	2	2	3	18	18	27	9	9	
5	32	32	31	2	2	3				27	27	27

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

Professional Development provided for Teachers

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 2016-17 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,951	\$48,678
Mid-Range Teacher Salary	\$75,803	\$78,254
Highest Teacher Salary	\$98,637	\$96,372
Average Principal Salary (ES)	\$124,365	\$122,364
Average Principal Salary (MS)	\$122,802	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$187,542	\$212,818
Percent of District Budget		
Teacher Salaries	36%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,219	\$1,860	\$5,359	\$65,480
District	♦	♦	\$5,355	\$78,340
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			0.1	-8.5
Percent Difference: School Site/ State			-5.6	-12.9

* Cells with ♦ do not require data.

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 insure 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 may also be available through Title I funding.

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.