

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Sierra House Elementary School	District Name	Lake Tahoe Unified School District
Street	1709 Remington Trail	Phone Number	(530) 541-2850
City, State, Zip	South Lake Tahoe, CA 96150	Web Site	www.ltusd.org
Phone Number	(530) 543-2327	Superintendent	Dr. James Tarwater
Principal	Ryan Galles	E-mail Address	jtarwater@ltusd.org
E-mail Address	rgalles@ltusd.org	CDS Code	09-61903-6095301

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Our Mission

It is the mission of Sierra House Elementary School, in partnership with families, to provide a high achieving learning environment to prepare our students to be educated, responsible citizens.

Our Vision

We at Sierra House Elementary School will work together to provide opportunities that will meet the individual needs of all students. As a school community, we will help children grow and learn in an environment that fosters a positive and enthusiastic learning experience.

These beliefs will be implemented by:

- Knowing that all students can learn.
- Creating a partnership with families to shape students who are responsible, respectful, hard working and have good study habits.
- Working together toward a common purpose with well-defined goals.
- Developing ongoing, meaningful collaborative teams.
- Using best practices towards continuous improvement.
- Partnering with each student to reach his/her maximum potential and developing a plan to assist those in need of help.

Our Values

The values for Sierra House Elementary, as a professional learning community, are to make the following collective commitments to achieve the vision of our school:

- We will provide outstanding educational opportunities for every student.
- We will reach out to the community to build quality relationships that enhance student learning through shared values and mutual goals.
- We will establish productive working relationships with parents to help students be successful.
- We will meet twice a month to share best practices and monitor individual student progress.
- We will engage in meaningful, professional development to enhance professional skills.
- We will provide small group instructional programs, within the classroom, which will provide additional learning time for students.
- We will provide additional instruction beyond the school day as needed.
- We will differentiate instruction to promote success for all students.
- We will continuously evaluate student data in our collaborative teams and target specific instructional areas.

School Profile

Sierra House Elementary School is located in the geographic heart of South Lake Tahoe, California. Nestled in the Sierra Nevada mountain range and located on the California/Nevada state line, South Lake Tahoe is a resort town where many families depend on seasonal employment in the casinos and ski resorts. In 1996/97, the District enrollment was 6,000, but continued declining enrollment has occurred over the last twelve years, dropping to a total of approximately 3,800 in the current school year. In 2003-04, the District closed two of its five elementary schools, attendance boundaries were modified, and the K-3 Class Size Reduction program was eliminated in response to the continued decline in students and funding. Sierra House was one of the remaining elementary schools which experienced crowded classrooms and approximately 40% of the staff moved between schools. In 2005-06, Lake Tahoe Unified School District Board of Education approved the creation of a new Lake Tahoe Environmental Science Magnet School (L.T.E.S.M.S) which would allow parents a school of choice for 300 students throughout the District. One of the many things this created for our district was an ease to the overcrowding at Sierra House. With financial assistance from the community, the District reinstated Class Size Reduction for kindergarten, first, second, and third grades. Last year our kindergarten became a full-day program and we also added a "Preppie K" class for kindergarten students with late birthdays.

In October of 2010, our enrollment was 449 students. The gender breakdown in Sierra House reflected 49% female students and 51% male students. Our student population was 45% Hispanic, 40% Caucasian, 10% Filipino, and 5% "Other." Our November 2010 Free and Reduced Lunch report reflected that 66% of our students qualified for Free or Reduced Lunches. We have 42% of our students designated as English Learners. We have 19 regular education classes and one Special Day Class for severely handicapped children.

The Sierra House team believes in the benefits of teamwork, flexible grouping, ongoing staff development, and the use of student performance data to monitor student progress, effectiveness of the instructional program, and the need to increase appropriate instructional materials. Collaborative discussions help determine the best instructional strategies to utilize with our students. Every student at Sierra House has an Individual Student Report on which is recorded certain assessment scores four times during the year. Team "Data Meetings" are held two times a year at the conclusion of each trimester, to monitor student progress and our academic program. The Sierra House team continually assesses the need of ways to respond to the demands of our diverse population. We try to build opportunities within our program which will benefit all levels of learners, from our limited or emerging readers through our gifted and talented students. Sierra House provides a Preppie Kindergarten program and an Early Admission Kindergarten program option in order to meet the diverse needs of the community. Sierra House also provides a physical education program for K through 5th grade students which is taught by a credentialed physical education specialist. There are 13 minimum days throughout the year which are used mainly for parent conferencing and staff development. Students also have the opportunity to study instrumental music in 4th and 5th grades. Finally, the District provides 5th grade ski week at Heavenly Valley Ski Resort; 4th grade swimming instruction is provided by the City of South Lake Tahoe; and 3rd grade students receive ice skating lessons as part of the District and community joint cooperation agreements.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Sierra House has a very active and involved PTA. They have supported our academic program, student incentives and enrichment. The current PTA president is Sylvia Kaufman, she can be reached @ 530-543-2327. Our school also sponsors a Hispanic parent group called Cafecitos. They meet weekly to discuss school issues, support parent involvement and support schoolwide cultural events.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	79
Grade 3	65
Grade 4	83
Grade 5	74
Total Enrollment	450

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	40
American Indian or Alaska Native	0.7	Two or More Races	2.2
Asian	1.8	Socioeconomically Disadvantaged	67.8
Filipino	8.4	English Learners	44
Hispanic or Latino	46	Students with Disabilities	10.4
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4	0	0	20.99	0	4	0	20.65	1	3	0
1	19	3	0	0	19.29	4	0	0	20.81	0	3	0
2	19.7	3	0	0	19.55	3	0	0	19.52	3	1	0
3	20	3	0	0	19.65	4	0	0	20.26	3	0	0
4	27.3	0	3	0	32.02	0	2	0	26.33	0	3	0
5	31	0	3	0	27.57	0	3	0	30.31	0	3	0
Other	0	0	0	0	0	0	0	0				

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Lake Tahoe Unified School District
Sierra House Elementary School
Safe School Plan 2010-11

This plan was reviewed and approved on October 28, 2010.

Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through LTUSD's systemic planning process which involves Sierra House Elementary School's Site Safety Committee, the site's Site Safety Lead, the LTUSD District Safety Committee, participation in the Youth Task Force, and other established community collaborations and partnerships.

About Sierra House Elementary School

Sierra House Elementary School is located in the geographic heart of South Lake Tahoe, California. Nestled in the Sierra Nevada mountain range and located on the California/Nevada state line, South Lake Tahoe is a resort town where many families depend on seasonal employment in the casinos and ski resorts. The Sierra House team continually assesses the need of ways to respond to the demands of our diverse population. We try to build opportunities within our program which will benefit all levels of learners, from our limited or emerging readers through our gifted and talented students

Our November 2010 Free and Reduced Lunch report reflected that 66% of the students qualified for this program. 38% of the student population is designated as English Learners. The site hosts 20 regular education classes and one Special Day Class for severely handicapped children.

Sierra House Elementary School is well maintained, clean, and safe, and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

The school maintains a designated Site Safety Lead Teacher and an Alcohol-Tobacco-and Other Drug Lead Teacher who meet regularly with the District Safety Coordinator. Regularly scheduled Site Safety Meetings are held and the Site Safety Lead participates in the District Safety Committee meetings four times per year. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Blackboard Connect-Ed phone contact system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors to ensure a safe and peaceful school.

- CHKS Data, 2008
- Sierra House Elementary School
- 5th grade students.
- Average Response Rate of 80%; 49% female, 51% male.
- Students reporting resident change 1 or more times in the past year. 37 %
- Those who perceive they do not do as well on school work as others 15 %
- Students who have ever used cigarettes. 4 %
- Students who have ever used marijuana. 3 %
- Students that feel safe at school. 51 %
- Feel safe outside of school "all of the time". 42 %
- Been hit or pushed at school. 68 %
- Had mean rumors spread at school about them. 66 %
- At home without adult supervision. 41 %
- Feel close to people at the school at least some of the time. 92 %
- My best friends never get into trouble at this school. 23 %

Goals and Objectives: The goals and objectives of our project are in complete alignment with the goals and objectives of the Lake Tahoe Unified School District and the state of California. It is our intent to support students and staff in recognizing and building on the cultural richness of our school community. It is also our intent that by the end of this school year, students, and staff will feel more connected, more accepted, and more informed concerning activities both academically and socially at our site. The following goals are based on school surveys, committee input, student discipline results, student and staff attendance, and results from the California Healthy Kids Survey and School Climate Survey.

Component 1: People and Programs

Mission Statement:

Sierra House Elementary School continually strives to be a respected place of learning where all individuals feel safe, cared for, and connected. Our mission is to provide each individual with an advocate and to develop an awareness of self-responsibility for all. It is through this belief that the staff, parents, and community will guide our students to becoming caring and contributing members of their families, their community, and their society as a whole.

Goal 1: Staff will continue to improve the performance of all safety drills and the procedures to follow during an evacuation, lock down, shelter-in-place, duck/cover/hold.

- By October 2011, 90% the Sierra House Incident Management Team will be trained in the National Incident Management System (NIMS) as evidenced by the training log of the District Safe Schools Coordinator.
- By December 19, 2010, a Site Safety team member will provide an Emergency Procedure presentation to all staff members as evidenced by a staff roster submitted to the principal of the site. The training will review the instructions, procedures, and guidelines for all emergency situations as identified by the LTUSD Emergency Clipboard and its contents.
- By June 15, 2011, Sierra House Elementary will have completed ten emergency drills that will include the Accountability Process, Safety Worksheet, Operations Worksheet, and drill Evaluation as evidenced by records maintain by the district's Safe School Coordinator.

Goal 2: There will be an increase of students who report "feeling safe at school all of the time" as recorded on the CHKS of 2010.

- By October 1, 2011, 100 % of the Site Safety Committee will identify specific areas of improvement that they want to evaluate on the CHKS 2008 survey as it relates to bullying prevention as evidenced by minutes submitted by the Site Safety Lead.
- By December 1, 2010, 100% of Sierra House classrooms will receive refresher instructions from the Physical Education teacher on all aspects of the "Peaceful Playground Rules" including games, rules, mutual respect, and good sportsmanship as evidenced by a class roster that will be submitted to the site's Safety Lead.

Goal 3: By November 2010, Sierra House Staff will be provided an opportunity to update their CPR/First Aid certification.

Goal 4: By December 2010 a Site Safety team member will provide a presentation on Disability Awareness/Bullying to each Sierra House classroom.

Component 2: Places

Mission Statement:

Our Mission at Sierra House Elementary School is to create a physical environment that communicates respect for learning and caring for all individuals. Our mission is to encourage students, staff, and the community to take pride in our school site and to demonstrate that it is a place that they want to be.

Goal 1: To review as a staff the location of Emergency equipment and evacuation locations.

- By October 1, 2010, the Site Safety Lead will account for 100% of the LTUSD Emergency Clipboards throughout the site as evidenced by a building map and roster.
- By October 1, 2010, the Site Safety Lead will review evacuation routes with 100% of the staff as evidenced by a staff roster that will be submitted to the principal.

Goal 2: By October 2010, instructions, procedures and guidelines for all emergency situations will be reviewed to Sierra House Staff by the Site Safety Lead during staff meetings. Drain rooms will be marked with a letter "D" so students know which rooms to evacuate into from outside.

Goal 3: By June 2011, our parking lot will be marked for crosswalks and AM traffic monitors will work for 30 minutes in the morning to ensure safe entrance for our students to school. The morning and afternoon traffic routes will be marked off so that there is a one-way flow of traffic.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.21	2.84	3.78	10.15	8.63	8.92
Expulsions	0	0	0	0.05	0	0.05

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

School Facilities And Safety

Sierra House School is well maintained, clean and safe, and provides an extremely positive atmosphere for learning to take place. The Safe School Plan for our school has two components: 1) To provide each individual with an advocate and develop an awareness of self-responsibility for all; 2) Improve the staff's ability to communicate necessary information before, during, and after an emergency.

Sierra House School completed its modernization project in September 2005. Sierra House has a large playground consisting of blacktop, turf, and new playground equipment.

The school is well maintained, clean and safe and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills (conducted monthly) reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	24	23	22	203
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence			0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.68	0.32
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	93.75	6.25

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.7	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	1	---
Other	0.09	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Instructional Materials

Textbook selection is accomplished via a district-wide process involving teachers from the elementary schools. The staff at Sierra House School is and has been involved with the Lake Tahoe Unified School District's procedure for reviewing and adopting textbooks. This process provides our professional staff with the input necessary to ensure that up-to-date materials of high quality are available to our students. Sierra House is currently using the following texts adopted from the most recent state-approved list: reading/language arts 2004, social studies 2005, science 2006, and math 2008. Textbook ratio per pupil is as follows: grades K-1 - Big Books are used for entire group; grades 2-5 - class sets are available for a 1 to 1 ratio of books to pupils. Houghton Mifflin language arts was adopted and has been implemented since the 2004-05 school year.

The Waterford Early Intervention technology program has been added for primary support in each K-3 classroom with three stations. READ Naturally is available to all classrooms. READ 180 has been implemented for 1st- 5th grade struggling readers. FASTT Math has been made available to 2nd-5th grade classes to build math fact fluency. Our school library is open and available to students, and is well equipped with several new books, encyclopedias and dictionaries.

All staff, parents, and students have the opportunity to refer to our Student Study Team any student who is having difficulty in academics, social, emotional or behavioral progress. The Sierra House staff believes in providing the least restrictive program for our students. In other words, a student will not be pulled from a regular class for extra help unless it will greatly benefit them. Numerically significant subgroups as well as the rest of the student body are assessed through multiple measures including growth of AYP/API scores.

Our RSP programs support the regular core curriculum. Any non-English speaking or bilingual student is evaluated with the CELDT to determine if our ELD Program will serve their needs. ELD is also a part of the regular class program for our English learners.

Curriculum Improvement

Training and curriculum activities tailored to the school are essential for maintaining and improving our instructional program. General staff development activities and inservices include math inservice updates, language arts training and support, technology training, and a peer support program.

Sierra House has created and implemented designated uninterrupted block periods for ELA and math instruction. Sierra House School has also created and implemented an ELD focus group to strategically focus on ELL and Hispanic subgroups. Class size reduction has been in place at kindergarten, 1st, 2nd, and 3rd grades. Instructional assistants are assigned to grade levels at concentrated instructional times in Language Arts. All-day kindergarten has been implemented. In 2009-10, we offered a self-contained, preppie kindergarten class and continue to do so each year.

Learning Climate

The teaching staff at Sierra House works hard to provide good discipline practices and fair treatment of students. Recognition that every student needs and deserves an advocate is built into the program. The staff firmly believes that students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. Students and staff adhere to the concept of Respect and Responsibility as guiding principles to a positive school culture.

Since classroom disruptions interfere with the delivery of quality instructional programs, the staff utilizes various behavior management techniques. Measures to deal with attendance issues are also an important part of our program. In 2008-09, the suspension rate was 7.2% and the expulsion rate was 0. In 2007-08, the suspension rate was 3.5% and the expulsion rate was 0. In 2006-07, the rate of suspensions was 2.9% and the rate of expulsions was 0. Recognition of students for their positive efforts in academics and/or behavioral areas is acknowledged through various programs. Questions regarding the information presented in this report may be directed to your principal, Ryan Galles, at 543-2327

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (2003), grades 1-5, ratio 1:1; Big Books (K-1), one set per class; Spanish Anthology, grades 3-5.		0
Mathematics	McMillan/McGraw Hill (2008/09), grades K-5.		0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt Science (2006), K-1, one kit per class; grade 1, one Big Book set per class; grade 2, ratio 1:1 or one Big Book set per class; grades 3-5, English and Spanish		0
History-Social Science	Harcourt Social Studies (2005), grade K, one kit per class; grade 1, one Big Book set per class; grades 2-5, ratio 1:1; grades 3-5, Spanish.		0
Foreign Language			
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music –grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Bks 1-3; Mueller Rausch String Method, Bks 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature.		N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,256	\$2,994	\$5,262	\$64,971
District	---	---	\$5,850	\$65,898
Percent Difference: School Site and District	---	---	-10%	-1%
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and State	---	---		

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Sierra House School provides the following special services, categorical and special programs. School Improvement Program, E.I.A., Title I & VI, one Special Education class, a part-time psychologist, a resource specialist, and a part-time Primary Intervention Program specialist.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,803	\$39,074
Mid-Range Teacher Salary	\$60,829	\$60,172
Highest Teacher Salary	\$84,772	\$78,468
Average Principal Salary (Elementary)	\$102,262	\$95,926
Average Principal Salary (Middle)	\$124,304	\$99,356
Average Principal Salary (High)	\$107,069	\$107,041
Superintendent Salary	\$159,973	\$148,555
Percent of Budget for Teacher Salaries	42%	38%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	53	58	50	51	54	49	52	54
Mathematics	66	71	67	49	51	52	46	48	50
Science	46	49	59	55	54	60	50	54	57
History-Social Science	N/A	N/A	N/A	34	32	38	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	52	60	38
All Student at the School	58	67	59	N/A
Male	54	64	61	N/A
Female	63	70	58	N/A
Black or African American				N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	0	0	0	N/A
Filipino	75	83	0	N/A
Hispanic or Latino	39	52	42	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	73	79	74	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	51	58	50	N/A
English Learners	41	54	27	N/A
Students with Disabilities	47	42	25	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	26	9.1

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	6	6
Similar Schools	7	6	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	31	14	13
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	48	5	14
Native Hawaiian/Pacific Islander			
White	24	21	-4
Two or More Races	N/D		
Socioeconomically Disadvantaged	50	20	20
English Learners	43	14	37
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	283	826	2,675	780	4,683,676	778
Black or African American	0		28	708	317,856	696
American Indian or Alaska Native	3		25	823	33,774	733
Asian	6		48	821	398,869	898
Filipino	21	907	113	801	123,245	859
Hispanic or Latino	123	742	1,072	692	2,406,749	729
Native Hawaiian/Pacific Islander	1		8		26,953	764
White	122	891	1,340	845	1,258,831	845
Two or More Races	7		29	820	76,766	836
Socioeconomically Disadvantaged	187	788	1,583	722	2,731,843	726
English Learners	120	752	782	648	1,521,844	707
Students with Disabilities	46	749	420	659	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers participate in 3 days of staff development at the beginning of the school year. 1 day is a site day in which the staff meets to go over data and discuss our instructional priorities for the year. Our primary areas for staff development have been implementing Guided Language Acquisition Design, Professional Learning Communities and Step Up to Writing (K-5 writing program). Teachers collaborate twice per month and we have a staff meeting monthly where we have a professional development focus. The staff meeting focuses on providing best practices in our schoolwide focus areas.

Professional development is delivered on site with in house staff and through conference/workshop attendance. This past year our teachers have been involved in Professional Learning Communities and Guided Language Acquisition training off site.

Teachers are supported through on going support, classroom walkthroughs, observations and the evaluation cycle. Two times per year, teachers meet with the principal, school psychologist and RSP teacher to discuss student progress and plan for meeting all students' needs.