

## SIERRA HOUSE – 2008-09

### OUR SCHOOL School Vision and Mission

Sierra House Elementary School, working collaboratively with parents and the community, will provide a quality learning environment for the development of individual excellence and positive self-esteem resulting in all students becoming confident, life-long learners, responsible, and respectful, contributing citizens. The staff of Sierra House School, utilizing California State Standards, will provide a research-based educational program which allows all students to reach at least a proficient level of identified grade level standards.

### 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 4,100 in the current school. 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 2008, our enrollment was 436 students. The gender breakdown in Sierra House reflected 49% female students and 51% male students. Our student population was 41% Hispanic, 45% Caucasian, 8% Filipino, and 6% “Other.” Our November 2008 Free and Reduced Lunch report reflected that 58% of our students qualified for Free or Reduced Lunches. We have 38% of our students designated as English Learners. We have 21 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 three 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 5<sup>th</sup> 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 4<sup>th</sup> and 5<sup>th</sup> grades. Finally, the District provides 5<sup>th</sup> grade ski week at Heavenly Valley Ski Resort; 4<sup>th</sup> grade swimming instruction is provided by the City of South Lake Tahoe; and 3<sup>rd</sup> grade students receive ice skating lessons as part of the District and community joint cooperation agreements.

### 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 reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

## SUPPORT SERVICES

Sierra House Elementary School has several qualified personnel assigned to provide counseling and other student support services on a part-time basis. Counseling and support services include academic counseling, health counseling, speech and language assistance, and referral to outside agencies. Testing services include assistance in the administration of the California Standardized Testing and Reporting (STAR) program that provides a measure of individual academic progress in the spring of each year. Parents are provided student achievement information.

We also have the support services of three part-time bilingual teaching assistants to help our growing limited English speaking population.

Sierra House has a psychologist two days per week. Our psychologist spends approximately 80% of her time providing assessment services and 20% of her time providing support services. A nurse is available one day per week and provides health counseling and first aid. Sierra House has two part-time speech and language specialists who work five days a week and serve the needs of approximately 65 students. Our K-5 Resource Specialist is currently serving approximately 43 students with special needs in reading, math, and written language.

## 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, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades. Instructional assistants are assigned to grade levels at concentrated instructional times in Language Arts. All-day kindergarten has been implemented.

## 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 4<sup>th</sup> and 5<sup>th</sup> grade struggling readers. FASTT Math has been made available to 2<sup>nd</sup>-5<sup>th</sup> grade classes to build math fact fluency.

Statistical data regarding student performance, teachers, textbooks, class size and enrollment, and school finances may be found on the following pages.

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.

## 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 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. In 2005-06, the suspension rate was 1.6% and the expulsion rate 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.

# STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## CALIFORNIA STANDARDS TEST (CST)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	43	45	44	43	45	45	42	43	46
Mathematics	58	54	57	40	38	42	40	40	43
Science	33	42	46	41	48	50	35	38	46
History-Social Science				26	27	26	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
Asian	*	*	*	
Filipino	45	55	*	
Hispanic or Latino	21	37	28	
White (not Hispanic)	63	74	58	
Male	45	59	42	
Female	40	54	49	
Economically Disadvantaged	26	44	30	
English Learners	15	34	14	
Students with Disabilities	21	29	*	

# ACCOUNTABILITY

## Academic Performance Index

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

## API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	5	6	5
Similar Schools	6	7	5

## API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	26	-9	9	767
Hispanic or Latino	47	-16	38	674
White (not Hispanic)	31	7	-15	852
Socioeconomically Disadvantaged	30	-9	19	698
English Learners	44	-14	21	656
Students with Disabilities			35	633

## Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to

the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0

## TEACHERS

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	22	24	25	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence			--	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.2	4.8
All Schools in District	93.8	6.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	75.7	24.3

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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
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
Health	Included in Science	Included in Science
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 Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature.	NA

## CLASS SIZE AND ENROLLMENT

Sierra House recognizes the advantage of keeping our class sizes as low as possible to provide the best instruction.

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	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	29.5		2		19.0	4			20.0	4.0		
1	19.0	3			20.0	3			18.8	4.0		
2	18.4	5			19.7	3			20.0	3.0		
3	29.0		2		20.0	4			18.5	4.0		
4	29.3		3		24.0		3		28.3		3.0	
5	30.0		3		32.7		1	2	24.7		3.0	
K-3	22.5	1	1		20.0	1						

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	82
Grade 1	75
Grade 2	63
Grade 3	75
Grade 4	87
Grade 5	76
Total Enrollment	458

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.09 %
American Indian or Alaska Native	0.22 %
Asian	1.31 %
Filipino	5.24 %
Hispanic or Latino	41.27 %
Pacific Islander	0.22 %
White (not Hispanic)	47.16 %
Multiple or No Response	3.49 %
Socioeconomically Disadvantaged	62 %
English Learners	39 %
Students with Disabilities	16 %

## SCHOOL FINANCES

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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8461	\$2843	\$5618	\$58813
District	\$8765	\$2911	\$5854	\$62953
Percent Difference – School Site and District	-3%	-1%	-4%	-7%
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--	6%	-1%

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38643	\$37916
Mid-Range Teacher Salary	\$59057	\$58151
Highest Teacher Salary	\$81674	\$75396
Average Principal Salary (Elementary)	\$107794	\$91086
Average Principal Salary (Middle)	\$114565	\$95220
Average Principal Salary (High)	\$103950	\$101661
Superintendent Salary	\$155314	\$136091
Percent of Budget for Teacher Salaries	40.7 %	38.5 %
Percent of Budget for Administrative Salaries	4.7 %	5.8 %