

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

SIERRA HOUSE – 2009-10

OUR SCHOOL

School Mission, Vision and Values

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 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 2009, our enrollment was 461 students. The gender breakdown in Sierra House reflected 49% female students and 51% male students. Our student population was 45% Hispanic, 41% Caucasian, 9% Filipino, and 5% “Other.” Our November 2009 Free and Reduced Lunch report reflected that 64.1% of our students qualified for Free or Reduced Lunches. We have 44% of our students designated as English Learners. We have 20 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

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“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.

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 intern working five days a week under the direction of our psychologist. 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 a full-time speech and language specialists who works five days a week and serves 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, 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.

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 4th and 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.

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.

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

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	45	44	53	45	45	50	43	46	50
Mathematics	54	57	66	38	42	49	40	43	46
Science	42	46	47	48	50	54	38	46	50
History-Social Science	0	0	0	27	26	34	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	55	65	*	
Hispanic or Latino	38	50	32	
Pacific Islander	*	*		
White (not Hispanic)	68	82	68	
Male	49	63	48	
Female	57	68	46	
Economically Disadvantaged	41	57	29	
English Learners	34	44	22	
Students with Disabilities	38	43	27	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18	39.3	24.7

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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 on the [CDE Academic Performance Index \(API\) Web page](#).

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	5	5
Similar Schools	7	5	7

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-9	9	31	799
Hispanic or Latino	-16	38	48	723
White (not Hispanic)	7	-15	24	874
Socioeconomically Disadvantaged	-9	19	50	748
English Learners	-14	21	43	701
Students with Disabilities		35		668

"N/A" means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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.

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			✓		
Overall Rating	Good				

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	24	25	24	207
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.0	3.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	94.1	5.9

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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.	NA
Health	Included in Science	Included in Science

CLASS SIZE AND ENROLLMENT

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

Average Class Size and Class Size Distribution (Elementary)

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	2006-07			2007-08			2008-09					
	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	19.0	4			20.0	4			20.0	4		
1	20.0	3			18.8	4			19.0	3		
2	19.7	3			20.0	3			19.7	3		
3	20.0	4			18.5	4			20.0	3		
4	24.0		3		28.3		3		27.3		3	
5	32.7		1	2	24.7		3		31.0		3	
K-3	20.0	1							20.0	1		

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	67
Grade 2	71
Grade 3	62
Grade 4	83
Grade 5	95
Total Enrollment	458

Student Enrollment by Group (School Year 2008-09)

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	0.22 %
American Indian or Alaska Native	0.44 %
Asian	1.75 %
Filipino	6.77 %
Hispanic or Latino	40.39 %
Pacific Islander	0.22 %
White (not Hispanic)	46.29 %
Multiple or No Response	3.93 %
Socioeconomically Disadvantaged	59.00 %
English Learners	42.00 %
Students with Disabilities	16.00 %

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 2007-08)

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 school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,919	\$2,770	\$6,149	\$61,571
District	\$9,280	\$2,961	\$6,319	\$65,238
Percent Difference – School Site and District	-4%	-6%	-3%	-6%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	12%	1%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,803	\$38,941
Mid-Range Teacher Salary	\$60,829	\$59,686
Highest Teacher Salary	\$84,772	\$77,828
Average Principal Salary (Elementary)	\$112,141	\$94,258
Average Principal Salary (Middle)	\$117,762	\$98,271
Average Principal Salary (High)	\$107,069	\$104,869
Superintendent Salary	\$159,973	\$142,247
Percent of Budget for Teacher Salaries	41.30 %	38.20 %
Percent of Budget for Administrative Salaries	4.60 %	5.90 %