

Sierra House Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sierra House Elementary School
Street	1709 Remington Trail
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 543-2327
Principal	Karin Holmes
Email Address	kholmes@ltusd.org
Website	sierrahouse.ltusd.org
County-District-School (CDS) Code	09-61903-6095301

Entity	Contact Information
District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. James Tarwater
Email Address	jtarwater@ltusd.org
Website	www.ltusd.org

School Description and Mission Statement (School Year 2019-20)

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, caring, organized, responsible, and empowered citizens.

Our Vision

We, as a school community, work together to provide opportunities that will meet the individual needs of all students. We work collaboratively to enable our children to grow and learn in an environment that fosters a positive, empowered learning experience.

We will continue to:

- Create partnerships with families and work as a community to shape students who are caring, organized, responsible, and empowered.
- Integrate positive mindset techniques to allow all children to learn.
- Continue to develop ongoing, meaningful collaboration to allow cross integration of all subject matter and diversity of teaching modals.
- Provide hands-on STEAM based opportunities to develop skills that will allow our students to excel now and in the future.

Our Values

There are four key values that we reiterate with our students and staff every day:

- Caring- Care for yourself, others and the environment
- Organized- Organize your work and your actions
- Responsible- Be responsible for your thoughts, your actions and your learning
- Empowered- Empower yourself and others through your thoughts, words and actions

Sierra House Elementary School is located in the geographic heart of South Lake Tahoe, California. Nestled in the Sierra Nevada mountain range and located near 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 October of 2019, our enrollment was 451 students. The Sierra House student population was composed of 44.8% female and 55.2% male students. Demographically, our student population was 37.3% Hispanic, 49.7% Caucasian, 5.8% Filipino, 0.7% Black/African American, and 6.5% "Other." Our October of 2019 Free and Reduced Lunch report estimates that 48.6% of our students qualified for Free or Reduced Lunches, 28.8% were designated as English Learners, and 15.1% were identified as students with disabilities. We have 19 general education classes and 2 special education classes for moderate-severely handicapped students.

As a Professional Learning Community, we welcome collaborative discussions to help determine the best instructional strategies to utilize with our students on an individualized level. In order to monitor progress every student has an Individual Student Report in Illuminate to record assessment scores four times during the year. We have a very strong intervention team that uses data to drive placement and instruction of all students who need extra support in reading. Additionally, team “Data Meetings” are held at least three times per year and regularly scheduled monthly grade-level collaboration meetings support staff’s ability to analyze student performance and progress towards our school goals. Response to Intervention (RTI) is another way our staff is working together to individualize instruction and differentiate to assure high levels of student learning. Our entire staff is involved in our work in RTI, with a focus on both targeted academics and behavior.

Sierra House Elementary has initiated higher level technology use throughout the school day. SMART Boards, document cameras, and Chromebooks are installed in every classroom. Students regularly use a variety of technology systems to help enhance learning most recently including Mystery Science, Prodigy, Seesaw, and Gizmos among others. We integrate computer technology education into our curriculum through STEAM and all students K-5th currently learn to code using a variety of robotic systems including BeeBots, Ozbots, Lego WeDo, Kibo, Spheros, and Little Bits.

In 2012/13 our school initiated a school wide theme focusing on ‘Fitness, Health and Mountain Sports’. As of 2018 we have a well-established garden science-based program, which includes elements of nutrition, healthy eating through cooking, and robotics. We also have a variety of stable long-term partnerships supporting our sports and health education. We work with local businesses including Heavenly Valley Ski Resort of Vail Resorts and the South Lake Tahoe Ice Arena as well as with local agencies such as CalFresh to enhance all of our learning programs. Currently our students enjoy the following experiential learning experiences:

- K-5th grades all receive the opportunity to ski at Heavenly Valley Ski Resort
- K-5th grades receive professional art lessons twice a year at school
- 3rd grade have ice skating lessons at City of South Lake Tahoe Ice Arena
- 4th grade have swimming lessons at City of South Lake Tahoe Recreation and Swim Complex
- 4-5th grades study instrumental music year-round at school

Our strong fitness-based PE program allows every student K-5th to receive 200 minutes of PE within a two-week period. Students also participate daily in fitness-based activities within the classroom and structured activities during recess times. Additionally, parents and teachers participate in before and after school enrichment opportunities to expose students to new sports (e.g. Ice Hockey) and physical activities (e.g. Mountain Biking Club).

All of these educational opportunities help to instill a life-long ethic of staying physically active and healthy and involve all demographic groups at our school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	58
Grade 1	58
Grade 2	76
Grade 3	85
Grade 4	100
Grade 5	90
Total Enrollment	467

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	2.4
Filipino	5.4
Hispanic or Latino	38.8
White	48.8
Two or More Races	1.7
Socioeconomically Disadvantaged	55.9
English Learners	30.4
Students with Disabilities	14.6
Foster Youth	0.4
Homeless	4.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25.067	24.9082	186.2492
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: May 2019

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: McGraw-Hill Math 2014, McGraw-Hill ELA 2017, Pearson My World/Mi Mundo was adopted 5/28/2019, and McGraw Hill Science 2008. Google Chromebooks and netbooks are available for students for a 1 to 1 ratio in grades K-5.

Scoot Pad, Seesaw Raz Kids, Reading A-Z, Brain Pop, IXL Learning, and Reflex Math are some of the online programs available for improving academic performance and for intervention. Reading Intervention, SIPPS, and Sonday programs are available for K- 5th grade struggling readers. Our school library is open and available to students, and is well equipped with new books, encyclopedias, and dictionaries. ALEKS is available as an intervention math program in grades 4 and 5. Gizmos is a science and math program available to all 3-5 students.

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. The student body, including numerically significant subgroups, are assessed through multiple measures including MAP assessments in grades 3-5 and growth of CAASPP scores.

Our RSP programs support the regular core academic curriculum. Any non-English speaking or bilingual student is evaluated with the ELPAC to determine their needs. ELD is also a part of the regular class program for our English learners with teachers using GLAD and SADIE strategies.

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 AVID, ELD, and writing/ literacy trainings each month at our focused collaboration meetings. All faculty is invited to participate in the District Literacy Committee as we develop focused strategies to improve writing across the district. All faculty is encouraged to attend AVID trainings at SCOE AVID regional center. Our site technology coordinator offers 30 minute trainings as the need arises on current topics in order to support implementation of technology in the classroom. Staff was provided with a full day Trauma informed practice training in August as well as a half day of TRIBES PD to help with start of the year community building and classroom management techniques.

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 and/or math and are part of a continuing coaching program to empower their instruction. Sierra House has four all-day kindergarten classes.

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. Recognition of students for their positive efforts in academics and/or behavioral areas is acknowledged through various programs such as PBIS, award assemblies, morning announcements, Pizza with the Principal, after-school movies, and recognition in the newspaper.

Questions regarding the information presented in this report may be directed to your principal, Karin Holmes, at (530) 543-2327.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA (2017), grades 1-5, ratio 1:1; Big Books (K-1), one set per class Spanish Anthology, grades 3-5. (Adopted 4/26/2016)	Yes	0
Mathematics	McGraw-Hill: My Math (2014): K-2 workbooks; Grades 3-5, ratio 1:1. (Adopted 4/21/2015)	Yes	0
Science	Harcourt Science (2006) Grades 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	Yes	0
History-Social Science	Pearson My World/Mi Mundo (Adopted 5/28/2019)	Yes	0
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

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES AND SAFETY

Sierra House School is well maintained, clean, safe, and provides an extremely positive atmosphere for learning to take place. The Safe School Plan for our school has two components: 1) To empower each individual on our campus, provide them with an advocate, and develop an awareness of self-responsibility for all and 2) Improve the staff's ability to effectively lead their class through an emergency and communicate necessary information before, during, and after an emergency. Sierra House School completed a modernization project in September 2005 and the upper pod, multi-purpose room, and main hallways were renovated in 2019 after a fire in our school's reading intervention rooms. Sierra House has a large playground consisting of blacktop, renovated turf, and playground equipment. The blacktop near the school was replaced in 2019 and the entire playground surface was patched and sealed. In November 2014, two growing domes were built on the west side of campus to support the school-wide theme of Fitness, Health and Mountain Sports. Monthly 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 (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground structure has some broken pieces which PTA is working on replacing. Portions of the blacktop/playground were replaced this fall, the rest was seal coated. All old blacktop should be replaced. Fencing around kindergarten yard should enclose the outdoor access to room 1- safety concern.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	51	43	44	50	50
Mathematics (grades 3-8 and 11)	48	44	35	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	259	97.37	2.63	50.58
Male	141	137	97.16	2.84	52.55
Female	125	122	97.60	2.40	48.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	15	11	73.33	26.67	63.64
Hispanic or Latino	106	105	99.06	0.94	33.33
Native Hawaiian or Pacific Islander					
White	128	127	99.22	0.78	62.20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	145	141	97.24	2.76	42.55
English Learners	90	85	94.44	5.56	32.94
Students with Disabilities	42	42	100.00	0.00	23.81
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	264	99.25	0.75	43.56
Male	141	139	98.58	1.42	49.64
Female	125	125	100.00	0.00	36.80
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	15	15	100.00	0.00	40.00
Hispanic or Latino	106	106	100.00	0.00	23.58
Native Hawaiian or Pacific Islander					
White	128	127	99.22	0.78	58.27
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	145	145	100.00	0.00	37.93
English Learners	90	90	100.00	0.00	25.56
Students with Disabilities	42	42	100.00	0.00	23.81
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	9.0	29.2	43.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Sierra House has a very active, supportive, and involved PTA. Our PTA supports our academic, incentive, and enrichment programs. Some of the main events that are PTA Sponsored are the Walkathon, Halloween Carnival, Adult Social, and our annual Spring Fling. Our school supports a wide range of field trips, including grade level field trips to Black Chasm Caverns (2nd Grade), Taylor Creek, Vikingsholm, Thunderbird Lodge (3rd Grade), the Prophet, Hope Valley, Coloma Living History program (4th Grade), Heavenly Valley Ski Resort, and Nature Bridge Marin Headlands (5th Grade). The current PTA president is Theresa Wolfe and she can be reached at 530-574-3793. Our school also hosts a weekly parent group called Cafecitos. This Spanish speaking group meets weekly to discuss school issues, support parent involvement, and support school-wide cultural events. In 2015, our school hired a bilingual community liaison as part of our LCAP (Local Control and Accountability Plan) funding. Parents are welcome and encouraged to volunteer at our school through enrichment programs, assisting in classrooms, or volunteering in our BATS program (Bringing Arts to Schools). We also have many opportunities for parents to work in the garden and STEAM lab.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.6	1.4	3.7	3.2	3.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Lake Tahoe Unified School District
Sierra House Elementary School
Safe School Plan 2017-2018

This plan was reviewed and approved by the Sierra House Site Safety Committee on September 20, 2019 and the Lake Tahoe Unified School District Board of Education on October 22, 2019.

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.

Sierra House Elementary School is well maintained, clean, safe, and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lock down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel. The site maintains a Site Safety 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. Moving forward Sierra House is taking an active role in developing a district safety team that will review all current safety and emergency policies and ensure detailed processes and procedures are prescribed for any event that could affect any school in our district. In emergency situations, Sierra House and the district communicate with the public through the Aeries Communication text, email, and 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	3			21	1	2		15	4		
1	19	4			22		3		19	3		
2	23		4		24		3		24		3	
3	19	4			20	1	4		21	1	3	
4	32		3		27		3		32		2	1
5	25	1	3		30		3		30		3	
Other**									8	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,689	\$3,013	\$8,676	\$77,222.23
District	N/A	N/A	\$9,365	\$74,706.23
Percent Difference - School Site and District	N/A	N/A	-7.6	3.3
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	14.5	5.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Sierra House School provides the following special services, categorical, and special programs: E.I.A., Title I, and Title III. Sierra House has a part-time psychologists, 1.5 resource specialist, 1 part-time reading Intervention teacher, and 2 full time K-5 intervention teachers. We use SIPPS, Sonday, Wonder Works, and Wonders ELD for reading intervention and utilize instructional aide time to maximize reading and writing instructional minutes.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,475	\$46,208
Mid-Range Teacher Salary	\$72,554	\$72,218
Highest Teacher Salary	\$101,117	\$92,742
Average Principal Salary (Elementary)	\$125,323	\$134,864
Average Principal Salary (Middle)	\$139,328	\$118,220
Average Principal Salary (High)	\$137,113	\$127,356
Superintendent Salary	\$192,537	\$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	16	22

This year, due to a late start for teachers at Sierra House, we had 9 days of PD/collaboration and planning time prior to the start of the year. This time included Trauma informed practices, building community in the classroom through TRIBES, AVID methodologies, safety protocols and practices, and vertical and horizontal articulation across curricular areas. Typically, LTUSD teachers participate in one day of staff development at the beginning of the school year. The 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 Common Core State Standards, Understanding and Implementing Trauma Informed Practices, Professional Learning Communities, Academic Vocabulary, English Language Development, Response to Intervention (RTI), Advancement Via Individual Determination (AVID), Sonday and SIPPS implementation. Teachers collaborate twice per month; once as a grade level and once with writing/ AVID/ELD as a focused collaboration. We are adding a monthly meeting for vertical articulation paid for through site professional development funds. In addition, we have monthly staff meetings that focus on modeling best practices in our school-wide focus areas.

Professional development is delivered on-site during focused collaborations and off-site through conference/workshop attendance. Our professional development focus is: Common Core State Standards, RTI implementation, PBIS implementation, SEL (social-emotional) strategies, English Language Development, Advancement Via Individual Determination, and this year, writing with Step Up to Writing Trainings. Tri-annual data analysis meetings are held during which we use current data to develop appropriate interventions and differentiated instructional supports, and SIPPS and Sonday implementation. Analyzing data in these meetings also assists in planning future PD as we determine areas of instructional strengths and areas of opportunity. These meetings also determine school-wide responses to interventions. Teachers are supported through open dialogue, on going support in needed areas, and collaboration. In addition, informal classroom walk-throughs, observations, and the evaluation cycle are focused on supporting teacher growth.

In 2019-2020, every teacher had 10 days prior to the start of classes, and we spend two 40 minute sessions a month working as a staff or grade levels on AVID, writing and EL strategies to improve instruction and student outcomes. These bi-monthly PD/collaboration sessions add up to approximately 2 days of Staff Development over the course of the year.

In addition to all staff trainings, we have many teachers attend trainings throughout the year that are specific to their needs. Individual teachers are encouraged to attend 1 day AVID trainings at SCOE throughout the year. We recently had 4 teachers attend a 1-day Step up to Writing training at the El Dorado County Office of Education and we are sending 2 teachers to guided reading differentiation conference in Sacramento in February.