



# Sierra Hills School

16505 Placer Hills Rd. • Meadow Vista, CA 95722 • (530) 878-9473 • Grades K-3

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Placer Hills Union Elementary School District

16801 Placer Hills Rd.  
Meadow Vista, CA 95722  
(530) 878-2606  
[www.phusd.org](http://www.phusd.org)

#### District Governing Board

Joyce Bradshaw

Kim Piper

Katie Schiavone

Glenn Pierce

Shannon Wines

#### District Administration

Julie Kehoe

**Superintendent**

David Figuly

**Sierra Hills School Principal**

Steve Brown

**Weimar Hills School Principal**

George Rooks

**Director of Special Education**

### School Description

#### PRINCIPAL'S MESSAGE

Sierra Hills School is dedicated to excellence and committed to success for all students. At Sierra Hills, the faculty, students, and parents work together in order to provide a safe and nurturing environment for all students. We provide opportunities for the children to develop positive self-concepts and a positive attitude toward school and learning. Student success is recognized and celebrated regularly with site-wide positive behavior goals and rewards as well as individual character and academic awards, Student of the Week presentations and "HOOT Loot" drawings. These are among the many ways that achievements, hard work, effort, and good citizenship are recognized. Our teachers challenge students to think critically, integrate all areas of their learning to solve real-world problems and bring academic pursuits to life by providing interesting, creative and challenging lessons that emphasize high standards for all. Our students benefit from curriculum enhanced by designated music, physical education, Spanish, science, technology, and library instruction. Enrichment opportunities throughout the year include our after school Robotics Club lunchtime Running Club, and a reading cafe. Parent volunteers regularly assist teachers in classrooms and with extracurricular activities.

We are grateful for the wonderful parental and community support we experience daily. Sierra Hills is indeed a great place to work and learn.

#### SCHOOL PROFILE

Sierra Hills School is a Transitional Kindergarten through 3rd-grade school nestled in the Sierra Nevada foothills and is the foundation school whose children move as a group to the neighboring Weimar Hills School for their 4th through 8th-grade education. During the 2019-20 school year, the Sierra Hills campus has approximately 360 students. Located in the small town of Meadow Vista, the school serves children from several rural communities covering 69 square miles. Our twenty-four-year-old, ten-acre school site was planned and built intentionally to serve primary students. The building of our school was the culmination of a fifteen-year project designated to accommodate a growing population of families choosing to raise children in a country environment. A large community park borders our campus. While our families are primarily in the middle of the socioeconomic range, the school serves a diverse population in terms of student abilities and needs.

Sierra Hills School is an exemplary school offering challenging learning experiences in a supportive and caring atmosphere. The school is committed to our vision of preparing each child to become a literate, thinking and caring person. To that end, our school nurtures the strengths of each individual, acknowledges and appreciates the uniqueness of each child and sets clear, reasonable and rigorous academic and behavioral expectations. Sierra Hills School is in its third year of Positive Behavior, Intervention, and Supports (PBIS) training this year. The community has embraced our philosophy of HOOT (Helpful, Outstanding, Ownership, and Truthful) as the basis for our school culture, and we received Gold status recognition from the California PBIS Coalition for our implementation of this program.

The warm and caring tone is set as children are personally greeted each day when they arrive on the school bus or are delivered by parents in our "kiss and drop" zone. Many parents stay to volunteer in the children's classes. A chorus of good-byes and a flurry of high fives and hugs follow the trail to each group of children as their teachers deliver them to the safety of their waiting parent or a friendly bus driver. Our staff reflects the values, goals, and standards of our students' families. Because they prize the quality of life in our community, many of our teachers live within our district. As a measure of the stability of our community and staff, a number of our students' parents were taught by our teachers and the majority of our staff members have, or have had, their children attend our district schools. Our school is the beginning link to an ongoing relationship between our two district schools and the small communities served. The school lays the groundwork to create a tightly knit unit consisting of the school, the students, their parents and extending families, the community and local merchants. Our campus, with its large gym, is the community center. From the Lion's Club Mother's Day breakfast, annual Fall Carnival, to the Pioneer Day celebration, weddings to memorial services, volleyball practice to championship basketball games, Sierra Hills School is truly the heart of Meadow Vista in both body and spirit.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	75
Grade 2	78
Grade 3	68
Total Enrollment	345

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2
Filipino	0.3
Hispanic or Latino	5.5
White	90.1
Two or More Races	1.2
Socioeconomically Disadvantaged	33.3
English Learners	0.3
Students with Disabilities	8.7
Foster Youth	0.3
Homeless	2

## 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 for Sierra Hills School	17-18	18-19	19-20
With Full Credential	19.4	19.4	19.1
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Placer Hills Union	17-18	18-19	19-20
With Full Credential	0	0	0
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

### Teacher Misassignments and Vacant Teacher Positions at Sierra Hills School

Indicator	17-18	18-19	19-20
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)

Placer Hills Union Elementary held a public hearing on September 11, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK- 2: National Geographic Reach - Adopted 2016 3rd Grade: Benchmark - Adopted 2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	TK/K: Envision - Adopted 2016 1-3: GoMath - Adopted 2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: Foss Adopted in 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace Adopted in 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Hills School was originally constructed in 1995 and is comprised of 18 permanent classrooms, five portable classrooms, one multipurpose room, one library, one staff lounge, one computer lab, and three playgrounds. The community is very proud of the beautiful school setting and all stakeholders work diligently together to maintain the school's new look.

#### Cleaning Process

The principal works daily with the custodial staff of one full time and one part time person to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district's governing board has adopted cleaning standards for all schools in the district.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

#### Deferred Maintenance Budget

The district no longer receives funding from the state for deferred maintenance. All deferred maintenance projects must therefore be funded out of general unrestricted funds. Deferred maintenance projects typically include roofing, plumbing, HVAC, electrical systems, interior and exterior painting, and floor systems.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: January 2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	57	59	62	60	50	50
Math	57	65	55	55	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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	66	98.51	59.09
Male	40	39	97.50	56.41
Female	27	27	100.00	62.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	56	55	98.21	61.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	40.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	66	98.51	65.15
Male	40	39	97.50	64.10
Female	27	27	100.00	66.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	56	55	98.21	65.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	40.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parental involvement is available through participation in the School Site Council, the school's Parent-Teacher organization (PTC), the Placer Hills Education Foundation (PHEF) various annual events and activities, and regular volunteering of their services in classrooms. Parents volunteer as art, music and nature docents, assist teachers in language arts, center time, math explorations, Book Fair, Jog-a-thon, Fall Carnival, Hoe Down HOOT, Running Club and many other special activities and events.

### State Priority: School Climate

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

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

### School Safety Plan

The School Safety Plan focuses on the school's physical and social environment as well as the teaching of tolerance as a means of preventing violence. An Emergency Preparedness Manual is posted in each room, detailing instructions in the event of a disaster. Emergency drills are practiced in a non-threatening manner on a regular basis. The campus visitor policy requires all visitors to sign in and out at the office and to wear visitor badges. The safety plan is updated each year in the fall by the School Safety Committee and reviewed with staff at the beginning of each year.

A designated area on campus for student drop off and pick up is painted at the front of the school. All supervision before, during, and after school is the responsibility of classified staff, credentialed staff, and administration.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.3	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.4	5.1	2.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade 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	22	1	3		22	2	3		21	2	4	
1	19	4			25		3		25		3	
2	25		3		19	3			26		3	
3	24		3		23	1	3		23		3	
Other**												

\*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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

During the 2016-2017 school years, teachers worked on understanding and developing their new Language Arts curriculum for an hour every Monday afternoon. All teachers are asked to regularly participate in professional development activities. In addition to this professional development, teacher grade level and subject matter meetings are held to work on instructional strategies, assessment, and implementation of standards. Teachers had 3 professional development days where they were asked to guide their needs as well as professional development prior to the school year as well as one post-school year day. Teachers also participated in multiple days of training in school-specific English/Language Arts and Math curriculum. Throughout the 2016-2017 and 17-18 school years, teachers have been transforming student grade reporting systems to reflect California's cutting edge changes in education.

As part of PHUSD's commitment to providing effective instructional development and evaluation, teachers district-wide participate in targeted professional development with administrators and peers through ACA/UDL training, PBIS, and staff meeting PD time. Teachers utilize professional development opportunities from content area specialists in research-based educational practices. Formal and informal classroom observations are conducted and documented on a continual basis throughout the year.

In 2018-2019 Sierra Hills has continued to build upon our core instructional practices through review and updating of our MTSS practices and procedures. Each week the staff has an early release day to work on professional growth. The professional growth agenda was developed through collaboration with district administration and teacher leadership teams. Some of the other focus areas have included Area 3 writing project, International Baccalaureate exploration, as well as academic and behavioral intervention strategies. Not only do we use 6 days throughout the year for full-day professional growth, but the staff also participates in PBIS training throughout the year, academic conferences 3 times per year, and ongoing vertical articulation meetings to plan the scope and sequence throughout the grade level, as well as between grade levels.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,436	\$45,252
Mid-Range Teacher Salary	\$59,203	\$65,210
Highest Teacher Salary	\$78,594	\$84,472
Average Principal Salary (ES)	\$93,662	\$107,614
Average Principal Salary (MS)	\$104,217	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$137,407	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	31%
Administrative Salaries	4%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Sierra Hills School offers a variety of programs to assist students. The school employs a full-time speech therapist on site, a special education preschool, and a learning center teacher. Sierra Hills school also offers Title 1 services and small group instruction in reading through the use of reading aides in the classroom under teacher direction.

PHEF also funds an after school robotics program, Spanish docent, and helped purchase some of the Social, Emotional curricula.

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9650.16	2865.46	6784.71	\$64,770.74
District	N/A	N/A	6166.88	\$65,160.50
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.5	-0.6
School Site/ State	-10.1	-0.3

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.