Sierra House Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School 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
School Website	sierrahouse.ltusd.org
County-District-School (CDS) Code	09-61903-6095301

2023-24 District Contact Information

District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. Todd Cutler
Email Address	tcutler@ltusd.org
District Website	www.ltusd.org

2023-24 School Description and Mission Statement

Our Mission
It is the mission of Sierra House Elementary School, in partnership with families, to provide a high achieving learning environment that prepares our students to be well educated, caring, organized, responsible, and empowered citizens.

Our CORE Values:
There are four key values that we reiterate with our students and staff.
We work with our students to be:
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

In October of 2022, our enrollment was 409 students.
The Sierra House student population was composed of:
45.7% female
54.3% male students
Our student demographic is:
43.0% Hispanic/Latinx
45.7% Caucasian
4.4% Filipino
0.00% Black/African American
1.0% Asian
4.9% multiple

58.2% SES (socioeconomically disadvantaged) with 22.5% eligible for Free and Reduced meals
24% were designated as English Learners
21.3% were identified as students with disabilities
We have 18 general education classes and 3 special education classes for moderate-severely handicapped students.

2023-24 School Description and Mission Statement

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. Grade level team "Data Meetings" are held three times per year. Regularly scheduled monthly grade-level collaboration meetings help 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 academics and behavior.

Sierra House Elementary has initiated using higher level technology throughout the school day. SMART Boards, document cameras, and Chromebooks are utilized in every classroom. Students regularly use a variety of technology systems to help enhance learning. Some of these software systems include Accelerated Reader, Google platforms, Mystery Science, and Braining Camp.

We have a strong, fitness-based PE program that engages every K-5 student in 200 minutes of PE within a two-week period. Students also participate daily in movement and brain break activities within the classroom and a wide variety of activities during recess times. We also work with Heavenly Ski Resort (Vail Resorts) to get every student on the mountain with ski lessons up to three days per year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	64
Grade 2	68
Grade 3	67
Grade 4	76
Grade 5	62
Total Enrollment	410

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	54.4%
American Indian or Alaska Native	0.5%
Asian	1%
Filipino	4.4%
Hispanic or Latino	42.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.9%
White	45.9%
English Learners	23.9%
Foster Youth	0.2%
Homeless	3.9%
Socioeconomically Disadvantaged	57.8%
Students with Disabilities	21.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.50	89.46	158.10	84.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.20	1.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.90	5.84	12115.80	4.41
Unknown	1.90	10.54	15.90	8.52	18854.30	6.86
Total Teaching Positions	18.50	100.00	187.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	86.93	160.00	82.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.80	1.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.36	14.10	7.26	11953.10	4.28
Unknown	2.00	8.71	16.80	8.65	15831.90	5.67
Total Teaching Positions	22.90	100.00	194.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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 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 current 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, Savvas (Pearson) My World/Mi Mundo 2019, and School Specialty FOSS Science 2022. Chromebooks are provided to all students in all grades.

Learning Ally, Mystery Science, Brain Pop, and Accelerated Reader are some of the online programs available for improving student academic performance and intervention. We have one intervention teacher housed at Sierra House this year who works with our students for targeted reading skills improvement. We use SIPPS in grades K-2 as part of core instruction. SIPPS and Sonday programs are available for K- 5th grade students receiving special education services through their IEPs (Individual Education Plans). Our school library is available to students and is well equipped with a wide variety of books. This year we are working with the Marcella Foundation, a local nonprofit organization, to update our library book selection.

LEARNING CLIMATE
The teaching staff at Sierra House works hard to provide research-based 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 safe, have a good self concept, and are provided opportunities to receive recognition tend to perform better academically and socially. Students and staff adhere to the concepts of respect and responsibility as guiding principles to a positive school culture. Since classroom disruptions interfere with the delivery of quality instructional programs, 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 (Positive Behavioral Interventions and Supports), morning announcements, positive phone calls home, and end of Trimester assemblies. Our Student Study Team meets regularly to work with families of students struggling with academic, 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 is to their greatest benefit. Our RSP (Resource Specialist) programs support the regular core academic curriculum. Any non-English speaking or bilingual student is evaluated with the English Language Proficiency Assessment for California, or ELPAC, to determine their language acquisition needs. ELD (English Language Development) is part of the regular class program with 30 minutes daily of Designated ELD provided for our English Learners.   Teachers use GLAD (Guided Language Acquisition) and SADIE (Specially Designed Academic Instruction in English) English Learner strategies which also benefit all students.

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

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill 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	School Specialty Foss (Adopted 6/23/2022)	Yes	0
History-Social Science	Savvas (Pearson) My World/Mi Mundo (Adopted 5/28/2019)	Yes	0
Visual and Performing Arts	Instrumental Music – grades 5-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1		N/A

	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.		

School Facility Conditions and Planned Improvements

SCHOOL FACILITIES AND SAFETY
Sierra House School is well maintained, clean, safe, and provides an extremely positive learning environment. Sierra House School completed a modernization project in September 2005. 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, turf, and playground equipment. We have a quarter mile nature trail adjacent to the main playground. There is also a Kindergarten playground with blacktop and a play structure. The blacktop near the school was replaced in 2019 and the entire playground surface was patched and sealed. Ultimately, the blacktop should all be replaced. The parking lot and entrance to the school were upgraded to meet all Americans with Disabilities Act (ADA) requirements in the fall of 2019. The handicap access ramp to the stage was re-poured in the fall of 2020 to meet ADA regulations.

Year and month of the most recent FIT report	11/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Outside drinking fountains are not working since COVID- need parts.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playgrounds/parking lot: Asphalt needs to be replaced. Safety concern: Front fence should enclose door to room #1.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	50	44	44	47	46
Mathematics (grades 3-8 and 11)	41	40	28	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	197	97.04	2.96	50.25
Female	99	97	97.98	2.02	49.48
Male	104	100	96.15	3.85	51.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	86	84	97.67	2.33	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	95	91	95.79	4.21	63.74
English Learners	52	51	98.08	1.92	23.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	112	97.39	2.61	38.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	53	98.15	1.85	16.98

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	198	97.54	2.46	39.90
Female	99	97	97.98	2.02	31.96
Male	104	101	97.12	2.88	47.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	95	91	95.79	4.21	53.85
English Learners	52	51	98.08	1.92	13.73
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	112	97.39	2.61	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	53	98.15	1.85	13.21

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	46.27	50.91	27.62	31.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	56	94.92	5.08	50.00
Female	25	24	96.00	4.00	41.67
Male	34	32	94.12	5.88	56.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	29	93.55	6.45	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	81.82
English Learners	20	19	95.00	5.00	21.05
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85.25%	90.16%	90.16%	93.44%	90.16%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Sierra House Elementary School is proud of our parent and community involvement. Our school encourages parents and community members to volunteer in our classrooms and at our many school community events.   We send a weekly newsletter with updated information and highlights from the week. Our automated Parent Square (Aeries) phone message, text, and email system delivers messages to parents to keep them informed of important school events. These messages are sent out in the family's preferred language. Sierra House also has a website that is updated weekly, a bulletin board in the front of the school and an electronic message board which can be seen clearly from our parking lot as parents drive up to drop off and pick up their students.

Our PTA (Parent Teacher Association), Cafecitos, School Site Council, and ELAC (English Learner Advisory Committee) groups encourage parents to take an active role in our many activities and fundraisers. These groups provide a voice for parents and are a means to be actively involved in our school. Teachers also meet formally with parents twice a year for parent-teacher conferences and informally throughout the year as needed or requested. Teachers use many different methods to regularly communicate with their families. Sierra House understands that parents are an integral part of the educational process and values their support and input. Volunteering in the classroom is a way for parents to be a part of our educational process. We also have many opportunities for parents to work in the garden and volunteer in our after school enrichment program. Parents may contact the school office to obtain volunteer paperwork or get more information about volunteer opportunities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	435	174	40.0
Female	207	201	86	42.8
Male	237	234	88	37.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	7	7	1	14.3
Black or African American	0	0	0	0.0
Filipino	20	19	5	26.3
Hispanic or Latino	191	186	95	51.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	23	23	7	30.4
White	200	197	63	32.0
English Learners	110	107	51	47.7
Foster Youth	1	1	1	100.0
Homeless	30	29	12	41.4
Socioeconomically Disadvantaged	271	265	123	46.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	104	50	48.1

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.42	0.90	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.9	0
Female	0	0
Male	1.69	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	5	0
Hispanic or Latino	0.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.35	0
White	0.5	0
English Learners	1.82	0
Foster Youth	0	0
Homeless	3.33	0
Socioeconomically Disadvantaged	1.11	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.83	0

2023-24 School Safety Plan

The Sierra House Safe School Plan for the 2023-2024 school year was reviewed and approved by the Sierra House Site Safety Committee on September 13, 2023.

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. The process involves collaboration among Sierra House Elementary School's Site Safety Committee, the Site Safety Lead, the LTUSD District Safety Committee, and other established community agencies and partnerships.

Sierra House Elementary School is well maintained, clean, safe, and provides a positive atmosphere for learning. Campus supervision is provided by teachers and classified personnel. The Sierra House Safe School Plan is updated every year in the fall. This plan is continually refined to address current school safety and facility issues with input from all education partners. Regular school safety, evacuation, shelter-in-place, and lock down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Teachers work with students to prepare for these drills and debrief students afterwards.

The Sierra House Site Safety Team is composed of administration, classified staff, teachers, and representatives from the El Dorado County Sheriff's Office and Lake Valley Fire Protection District. Our committee meets monthly to monitor, update and brainstorm next steps for improving our school wide safety needs. We are continually monitoring and refining our emergency drill procedures, student drop off and dismissal procedures, as well as public sign in and out systems to ensure that we are efficient and responsive to the most current safety guidelines. We also have a Threat Assessment Team and participate in safety training for our teaching staff. Sierra House has a complete interior and exterior camera system, we have one entrance onto campus, and our entire perimeter is fenced with a 6-foot fence. Gates and front doors are locked during school hours.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	22		3	
2	21		3	
3	21		2	
4	24	1	1	
5	24		2	
Other	14	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	20	1	1	
2	20	2	1	
3	21	1	2	
4	24		2	
5	27		2	
Other	13	3	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	20	2	1	0
2	22	0	3	0
3	22	0	3	0
4	24	0	3	0
5	29	0	2	0
6	0	0	0	0
Other	8	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16247	5815	10432	91503
District	N/A	N/A	10170	$82,209
Percent Difference - School Site and District	N/A	N/A	2.5	10.7
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	31.3	11.0

Fiscal Year 2022-23 Types of Services Funded

Sierra House School provides the following services and supports through federal and state funding:

- Sierra House utilizes instructional aide time to maximize reading, writing, math and English Language Development (ELD) instructional minutes
- Three Special Day class programs are housed on our campus
- In addition to our Special Day Classes, our special education program has two full time RSP (Resource Specialist Program) teachers
- Sierra House also has one full time and two part time speech pathologists
- Sierra House has a school psychologist who is on campus 3 days per week
- Sierra House has a school counselor on campus 2 days per week
- We have a part time Occupational Therapist, a part time physical Therapist, and a part time Adaptive Physical Education teacher
- Sierra House has a full time nurse

We are recipients of LCFF supplemental, Title I, and Title III funding. For our reading intervention program we use SIPPS, Read Naturally, Sonday, Wonder Works, and Wonders ELD.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,786	$50,875
Mid-Range Teacher Salary	$80,672	$79,761
Highest Teacher Salary	$112,435	$103,045
Average Principal Salary (Elementary)	$134,951	$128,154
Average Principal Salary (Middle)	$119,500	$131,774
Average Principal Salary (High)	$124,600	$142,676
Superintendent Salary	$211,000	$211,462
Percent of Budget for Teacher Salaries	34.61%	30.11%
Percent of Budget for Administrative Salaries	5.23%	5.49%

Professional Development

The focus of our professional development has evolved as we strive to meet the current academic and social emotional needs of our students. Our focus is a process that is continually being evaluated, to ensure that our time spent in professional development is engaging and relevant. For instance, during the 2019-2020 school year we committed time to focus on trauma informed practices as our school had been through major disruptions due to a fire that displaced us from our site from December 2018 through October 2019. Much of our professional development has emphasized developing a deeper understanding of the changes in teaching strategies needed as we strive to teach skills that prepare our students for 21st century opportunities. Every teacher has the opportunity to self-select areas for additional focus and develop a plan for implementation. LTUSD provides one full day of staff professional development. This year our district wide staff development day was held on October 31st with the 4-hour morning session focusing on researched based math practices - specifically targeting the benefit of daily warm ups. Staff were then provided several different training opportunities for the remainder of the day.

LTUSD has created master schedules that provide one hour of professional development time after school every Wednesday for all teachers. This time is devoted to improving practice and working as Professional Learning Communities to make sure we are meeting the needs of our students. We have trainings centered on English Language development practices and are continually working to improve instructional practices in this area. Additionally, the District is providing district wide support as we train our teachers in Ellevation. Fully implemented in the 2021-2022 school year, Ellevation organizes all English Language Learner (ELL) information and data from an entire school district into one dashboard. The program will help us to better meet the needs of English Learners by allowing teachers, specialists, and administrators to collaborate on individual ELL instruction plans and goals, communicate with parents, and access district-wide aggregate assessment data.

Professional development (PD) days are also used for learning about and planning for Social Emotional Learning, looking at site wide data to support our instructional practices, district and site wide grade level collaborations, time to collaborate on our Site Single Focus plans and implementation (this 3-year cycle Sierra House staff is focusing on teaching to a specific learning objective with a focus on math and writing instruction) as well as dedicating time for team collaboration to develop and review grade level common assessments, goals and planning, and keeping up to date on school safety. We also hold Tuesday afternoon math collaboration meetings to unpack math critical concepts we will be covering each month as part of our contractual staff meeting times. We reserve one hour on one Wednesday each month for staff meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	35	34	41