

Executive Summary School Accountability Report Card, 2009–10

For Sierra School at Eastern Lower

Address: 1150 Eastern Ave., Sacramento, CA. 95864
Principal: Carlee Erickson

Phone: 916-488-5455
Grade Span: K-8th

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Sierra School is a nonpublic, special education school with one overarching goal in mind: to provide an educational program that will make a difference in the lives of children. We want people to realize that children who face academic and behavioral challenges **can** be successful. To achieve this goal, Sierra School adheres to the following set of Core Values:

- We build the confidence and competence of children facing learning, language, and social challenges through personalized, academic interventions.
- We are committed to achieving success with each student even in the face of obstacles, challenges, and excuses.
- We are committed to preparing youth to become responsible adults who are able to participate in their communities and lead self-fulfilling lives.
- We never give up on a child.

To assist our students in finding success, and to expedite their transition back into the public school system, Sierra School utilizes standards-based curriculum and a unique rotational model that provides students with both direct and full-group instruction. In addition, we provide a myriad of related services including, but not limited to: individual and group therapy, speech therapy, and expressive art therapy.

Sierra School's Mission Statement is: "Building **confidence and competence** through personalized academic interventions." Please visit our website at: www.sierra-school.com

Student Enrollment

Group	Enrollment
Number of students	37
Black or African American	40%
American Indian or Alaska Native	2.7%
Asian	0%
Filipino	0%
Hispanic or Latino	10.8%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	32.4%
Two or More Races	10.8%
Socioeconomically Disadvantaged	90%
English Learners	0%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Sierra School takes pride in the cleanliness of our facilities, both inside and outside. Students who participate in Sierra School students assist in the outdoor facility upkeep by planting flowers, pulling weeds, and mowing the lawn. Students who work indoors address the kitchen, classrooms, and restroom areas. Further, Sierra School employs a nightly cleaning service and retains several contractors for more substantial repairs to the facility.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
<i>Sierra School has no set ratio of expenditures per school.</i>	

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dg.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Sierra School at Eastern Lower	District Name	San Juan Unified
Street	1150 Eastern Ave.	Phone Number	916-971-7700
City, State, Zip	Sacramento, CA 95864	Web Site	www.sanjuan.edu
Phone Number	(916) 488- 5455	Superintendent	Dr. Pat Jaurequi
Principal	Carlee Erickson	E-mail Address	NA
E-mail Address	cerickson@sierra-school.com	CDS Code	34-67447-6130025

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are always welcome at Sierra School! Opportunities for involvement include, but are not limited to: field trips, holiday celebrations, special events and classroom/teacher support. Parents are encouraged to contact Theresa Grant, School Director, for details on how to volunteer their time, energy, and expertise.

Student Enrollment by Grade Level (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	1	Grade 8	4
Grade 1	3	Ungraded Elementary	0
Grade 2	5	Grade 9	0
Grade 3	5	Grade 10	0
Grade 4	6	Grade 11	0
Grade 5	5	Grade 12	0
Grade 6	4	Ungraded Secondary	0
Grade 7	3	Total Enrollment	36

Student Enrollment by Group (School Year 2009–10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	40%	White	32.4%
American Indian or Alaska Native	2.7%	Two or More Races	10.8%
Asian	0%	Socioeconomically Disadvantaged	90%
Filipino	0%	English Learners	0%
Hispanic or Latino	10.8%	Students with Disabilities	100%
Native Hawaiian/Pacific Islander	0%		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
K-3	8	1	0	0	9	2	0	0	9	1	0	0
3-4	8	2	0	0	9	2	0	0	9	2	0	0
4-8	8	2	0	0	9	2	0	0	9	2	0	0
Other												

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	5	0	0	9	6	0	0	9	5	0	0
Mathematics	8	5	0	0	9	6	0	0	9	5	0	0
Science	8	5	0	0	9	6	0	0	9	5	0	0
Social Science	8	5	0	0	9	6	0	0	9	5	0	0

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Sierra School maintains a Mass Disaster Plan, which is reviewed by all staff bi-annually. The plan provides directions to staff (including student management) in the event of a natural or man-made disaster.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School		
	2007–08	2008–09	2009–10
Suspensions	23	21	5
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Sierra School takes pride in the cleanliness of our facilities, both inside and outside. Students who participate in Sierra School students assist in the outdoor facility upkeep by planting flowers, pulling weeds, and mowing the lawn. Students who work indoors address the kitchen, classrooms, and restroom areas. Further, Sierra School employs a nightly cleaning service and retains several contractors for more substantial repairs to the facility.

School Facility Good Repair Status (School Year 2010–11)

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

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

V. Teachers

Teacher Credentials

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

Teachers	School		
	2007–08	2008–09	2009–10
With Full Credential	4	1	3
Without Full Credential	2	5	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0%	N/A
Counselor (Social/Behavioral or Career Development)	0%	N/A
Library Media Teacher (librarian)	0%	N/A
Library Media Services Staff (paraprofessional)	0%	N/A
Psychologist	1%	N/A
Social Worker	1%	N/A
Nurse	0%	N/A
Speech/Language/Hearing Specialist	1%	N/A
Resource Specialist (non-teaching)	0%	N/A
Other	1%	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Texts (4 Years Old) Quality = Excellent: Quantity = approx. 175 Consumables/New: Quantity = approx. 450	0%
Mathematics	Texts (4 Years Old) Quality = Excellent: Quantity = approx. 50 Consumables/New: Quantity = approx. 250	0%
Science	Texts (4 Years Old) Quality = Excellent: Quantity = approx. 80 Consumables/New: Quantity = approx. 150	0%
History-Social Science	Texts (1 Year Old) Quality = Excellent: Quantity = approx. 80 Consumables/New: Quantity = approx. 150	0%
Foreign Language	Texts (1 Year Old) Quality = Excellent: Quantity = 0 Consumables/New: Quantity = 0	0%
Health	Texts (4 Years Old) Quality = Excellent: Quantity = 12 Consumables/New: Quantity = approx. 25	0%
Visual and Performing Arts	Curriculum designed by teachers and created by teachers based on state standards	0%
Science Laboratory Equipment (grades 9-12)	Microscopes/Science Kits	0%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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

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

Sierra School student test results are reported to that student's LEA only.

California Physical Fitness Test Results (School Year 2009–10)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0%	100%	0%
7	0%	50%	50%
9	NA	NA	NA

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School		
	2006–07	2007–08	2008–09
Dropout Rate (1-year)	NA	NA	NA
Graduation Rate	NA	NA	NA

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Sierra School provides weekly staff development for all staff members in addition to pupil free days throughout the school year.
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