

Executive Summary School Accountability Report Card, 2012–13

For Sierra School at Eastern Upper

Address: 1150 Eastern Ave., Sacramento, CA 95864
Principal: Janine Hughes

Phone: 916-488-2515
Grade Span: 7th-12th

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. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 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. Further, Sierra School participates in California's Workability 1 Program.

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

Group	Enrollment
Number of students	50
Black or African American	22%
American Indian or Alaska Native	0%
Asian	4%
Filipino	0%
Hispanic or Latino	14%
Native Hawaiian or Pacific Islander	4%
White	52%
Two or More Races	6%
Socioeconomically Disadvantaged	92%
English Learners	2%
Students with Disabilities	100%

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	3
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's Workability Program assist in the outdoor facility upkeep by planting flowers, pulling weeds, and other forms of a school upkeep. 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

NA

Corrective Actions Taken or Planned

NA

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)
School Site	Sierra School has no set ratio of expenditures per pupil

School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

California Department of Education
School Accountability Report Card
Reported Using Data from the 2012–13 School Year
Published During 2013–14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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://dq.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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Throughout this document the letters DPL mean data provided by the local educational agency (LEA), and the letters DPC mean data provided by the CDE.

I. About This School

School Contact Information (School Year 2013–14)

School Name	Sierra School at Eastern Upper
Street	1150 Eastern Ave.
City, State, Zip	Sacramento, CA 95864
Phone Number	(916) 488-2515
Principal	Janine Hughes
E-mail Address	jhughes@sierra-school.com
County-District-School (CDS) Code	34-67447-6938245

School Description and Mission Statement (School Year 2012–13)

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:

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Opportunities for Parental Involvement (School Year 2012–13)

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 Janine Hughes, School Director, for details on how to volunteer their time, energy, and expertise.

California Physical Fitness Test Results (School Year 2012–13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	NA	NA	NA
7	NA	NA	NA
9	84%	16%	0%

II. School Climate

Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0

Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	5
Grade 10	6
Grade 11	6
Grade 12	33
Ungraded Secondary	0
Total Enrollment	50

Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	22%
American Indian or Alaska Native	0%
Asian	4%
Filipino	0%
Hispanic or Latino	14%
Native Hawaiian or Pacific Islander	4%
White	52%
Two or More Races	6%
Socioeconomically Disadvantaged	92%
English Learners	2%
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		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
Other	0	0	0	0	0	0	0	0	0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	4	0	0	11	3	0	0	10	5	0	0
Mathematics	11	4	0	0	11	3	0	0	10	5	0	0
Science	11	4	0	0	11	3	0	0	10	5	0	0
Social Science	11	4	0	0	11	3	0	0	10	5	0	0

School Safety Plan (School Year 2012–13)

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

Rate	School 2010–11	School 2011–12	School 2012–13
Suspensions	8	22	4
Expulsions	0	0	0

III. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013–14)

Sierra School takes pride in the cleanliness of our facilities, both inside and outside. Students who participate in Sierra School's Workability Program assist in the outdoor facility upkeep by planting flowers. 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.

System Inspected	Repair Needed and Action Taken or Planned			
	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 Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

IV. Teachers

Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13
With Full Credential	1	2	2
Without Full Credential	3	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
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 2012–13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0

V. Support Staff

Academic Counselors and Other Support Staff (School Year 2012–13)

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

VI. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: **August 2012**

Core Curriculum Area	Textbooks and instructional materials/year of adoption	Percent students lacking own assigned copy
Reading/Language Arts	Texts (2012) Quality = Excellent: Quantity = approx. 60 Consumables/New: Quantity = approx. 100	0%
Mathematics	Texts (2012) Quality = Excellent: Quantity = approx. 60 Consumables/New: Quantity = approx. 100	0%
Science	Texts (2012) Quality = Excellent: Quantity = approx. 60 Consumables/New: Quantity = approx. 100	0%
History-Social Science	Texts (2012) Quality = Excellent: Quantity = approx. 60 Consumables/New: Quantity = approx. 100	0%
Foreign Language	Texts (2012) Quality = Excellent: Quantity = 60 Consumables/New: Quantity = approx. 100	0%
Health	Texts (2012) Quality = Excellent: Quantity = 60 Consumables/New: Quantity = approx. 100	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 Kit DPL	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Sierra School at Eastern: Upper has a daily rate of \$131.53 per day for the 2011– 2012 school year. Public school districts provide funding for placement at Sierra School when there is no appropriate placement available in the public setting to meet the individual needs of a student and the requirements for service and placement included in the Individual Education Plan. This rate was exclusive of the following services: Special Education, Counseling and Guidance Services, Occupational Therapy, Language and Speech Development and Remediation, Adaptive Physical Education, and Vision Services. However, this rate did include; Behavior Intervention - Including Development and Modification, Behavior Intervention – Implementation of Behavior Support Plans, and Specially Designed Vocational Education and Career Development. Disabilities served primarily include: Specific Learning Disability, Emotional Disturbance, and Other Health Impaired.

VIII. 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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School
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	2009-10	2010-11	2011-12
Dropout Rate	4%	3%	8%
Graduation Rate	6%	6.8%	26%

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

Group	School
All Students	13%
Black or African American	11%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	7%
Native Hawaiian or Pacific Islander	0%
White	61%
Two or More Races	0%
Socioeconomically Disadvantaged	100%
English Learners	0%
Students with Disabilities	100%

IX. 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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