

Sierra House Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 Vision

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

We will continue to:

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

Our Values:

There are four key values that we reiterate with our students and staff.

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

Sierra House Elementary School is located in the geographic heart of South Lake Tahoe, California. Nestled in the Sierra Nevada mountain range and located near the California/Nevada state line, South Lake Tahoe is a resort town where many families depend on seasonal employment in the casinos and ski resorts.

In October of 2020, our enrollment was 362 students.

The Sierra House student population was composed of:

- 44.75% female
- 55.25% male students.

Our student demographic is:

- 40.61% Hispanic
- 46.41% Caucasian
- 4.70% Filipino
- 0.00% Black/African American
- 8.28% Other
- 52.76 are Socioeconomically Disadvantaged (certified count pending) with 50.28% eligible for Free and Reduced meals
- 29.28% were designated as English Learners
- 17.40% were identified as students with disabilities.

We have 19 general education classes and 2 special education classes for moderate-severely handicapped students.

As a Professional Learning Community, we welcome collaborative discussions to help determine the best instructional strategies to utilize with our students on an individualized level. In order to monitor progress every student has an Individual Student Report in Illuminate where we record assessment scores four times during the year. Grade level team "Data Meetings" are held at least 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 the Canvas Learning Management System, Google platforms, Mystery Science, Prodigy, Seesaw, and Razz Kids, Scoot Pad, IXL. We integrate computer technology education into our curriculum through STEAM and when our STEAM Lab is open in a normal year, all students K-5th learn to code using a variety of robotic systems including BeeBots, Ozbots, Lego WeDo, Kibo, Spheros, and Little Bits.

When we are in school full time, we have a strong, fitness-based PE program that engages every student K-5th 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. Additionally, parents and teachers participate in before and after school enrichment opportunities to expose students to new sports (e.g. Ice Hockey) and physical activities (e.g. Mountain Biking Club). All of these educational opportunities help to instill a lifelong ethic of staying physically active and healthy and involve all demographic groups at our school.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	82
Grade 1	58
Grade 2	61
Grade 3	66
Grade 4	87
Grade 5	97
Total Enrollment	451

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	2.4
Filipino	5.8
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	0.2
White	49.7
Two or More Races	1.8
Socioeconomically Disadvantaged	50.1
English Learners	28.8
Students with Disabilities	15.1
Foster Youth	0.4
Homeless	2.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25.067	24.9082	19.2	184
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

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 up-to-date materials of high quality are available to our students. Sierra House is currently using the following texts adopted from the most recent state-approved list: McGraw-Hill Math 2014, McGraw-Hill ELA 2017, Savvas (Pearson) My World/Mi Mundo was adopted 5/28/2019, and McGraw Hill Science 2008. Google Chromebooks and netbooks are available for students for a 1 to 1 ratio in grades K-5.

Scot Pad, NearPod, Seesaw Raz-Kids, Reading A-Z, Brain Pop, IXL Learning, and Reflex Math are some of the online programs available for improving academic performance and for intervention. This year, due to pandemic concerns, we do not have a Reading Intervention program and Reading Intervention teachers have been assigned to grade level classrooms. However, 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 new books, encyclopedias, and dictionaries.

CURRICULUM IMPROVEMENT

Training and curriculum activities tailored to the school are essential for maintaining and improving our instructional program. General staff development activities and in-services include trainings on software programs, AVID, ELD (English Language Development), and writing/ literacy trainings each month at our focused collaboration meetings. All faculty is invited to participate in the District Literacy Committee as we develop focused strategies to improve writing across the district. All teachers are encouraged to attend online AVID trainings provided by the SCOE (Sacramento County Office of Education) AVID regional center. Our site technology coordinator offers 30-minute trainings as needed on current topics to support implementation of technology in the classroom.

During a regular school year, Sierra House teachers provide uninterrupted block periods for English Language Arts (ELA) and math instruction. Sierra House School has also created and implemented an ELD focus group to strategically focus on supporting English Language Learners. Class size reduction has been in place at kindergarten, 1st, 2nd, and 3rd grades. Instructional assistants are assigned to grade levels at concentrated instructional times in Language Arts and/or math and are part of a continuing coaching program to empower their instruction. Sierra House has four all-day kindergarten classes.

LEARNING CLIMATE

The teaching staff at Sierra House works hard to provide 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 good about themselves and have 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, award assemblies, morning announcements, and positive phone calls home. Our Student Study Team meets regularly to work with families of any student who is having difficulty in 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 is part of the regular class program. Teachers use GLAD and SADIE 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.

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	McMillan/McGraw-Hill Science (2006) Grades K-1, one kit per class Grade 1, one Big Book set per class Grade 2, ratio 1:1 or one Big Book set per class Grades 3-5, English and Spanish	Yes	0
History-Social Science	Savvas (Pearson) My World/Mi Mundo (Adopted 5/28/2019)	Yes	0
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1 Instrumental Music –grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Bks 1-3; Mueller Rausch String Method, Bks 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature.		N/A

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

School Facility Conditions and Planned Improvements

SCHOOL FACILITIES AND SAFETY

Sierra House School is well maintained, clean, safe, and provides an extremely positive atmosphere for learning to take place. 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 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.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Portions of the blacktop/playground were replaced in the fall of 2020, the rest of the blacktop was seal coated. All old blacktop should be replaced. Fencing around kindergarten yard should enclose the outdoor access to room 1(This is purely a safety concern).
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	51	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	44	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	30	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Sierra House Elementary School is proud of our parent and community involvement. In a normal year, our doors are open for parents and community members to visit and/or volunteer. Our automated 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, 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. Parents are welcome and encouraged to participate at our school through volunteering in our enrichment programs, assisting in classrooms, or volunteering in our BATS program (Bringing Arts to Schools). We also have many opportunities for parents to work in the garden and STEAM lab. Parents can contact the school office at any time to obtain volunteer paperwork or get more information about all of these volunteer opportunities.

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

(data collected between July through June, each full school year respectively)

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

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4	3.9	3.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Sierra House Safe School Plan for the 20-21 school year was reviewed and approved by the Sierra House Site Safety Committee on September 16, 2020.

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, participation in the Youth Task Force, 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 stakeholders. 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.

Sierra House Site Safety team is composed of administration, teachers, the school nurse, and representatives from the El Dorado County Sheriff’s Office and Lake Valley Fire. 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 student drop off and dismissal procedures as well as our public sign in and out systems to ensure that we are efficient and responsive to the most current safety guidelines. This year, part of our safety plan is to complete the purchase of a VHF two-way radio for each staff member to ensure a strong communication platform on a daily basis as well as in an emergency. Sierra House also 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 are locked during school hours.

SPECIAL NOTE FOR LAKE TAHOE UNIFIED SCHOOL DISTRICT RESPONSE TO THE COVID-19 PANDEMIC IN THE 2020-2021 SCHOOL YEAR

Lake Tahoe Unified School District (LTUSD) schools will open under distance learning for the start of the 2020-21 school year in response to the COVID-19 pandemic. On July 30, 2020, LTUSD Board of Education approved the COVID-19 Pandemic Plan for 2020-21 School Year, here forward referred to as the Pandemic Plan. The focus areas for planning were governance and operations, health and safety, school instructional models and schedules, academic success, special education and special populations, social-emotional and mental health supports, and family and community engagement. The plan defines a 4-phase approach to reopening schools in order to maximize in-person instruction while mitigating the risk of exposure to COVID-19 for students and staff. The phases move from distance learning to hybrid (distance/traditional) to modified traditional with the ultimate goal of returning to a traditional school model. With safety being top priority, each Pandemic Plan phase uses state and local guidelines to address risk assessment, rationale, safety protocols, food service, and transportation. The Pandemic Plan addresses student academic success, social-emotional support, health and safety, governance, and special student populations in response to the impact of the pandemic on the District and school community. Each instructional model ensures in-person and distance learning is robust and offers equal educational access, opportunity, and continuity.

For the 2020-21 school year, all sites will follow the Pandemic Plan health and safety protocols and procedures for each phase to ensure the safety of students and staff consistent with public health guidance. A separate Health and Safety Protocols document, along with student and self-screening information, has been distributed to staff, students, and families further defining the Pandemic Plan protocols and procedures. Both documents are available on the District website at www.ltusd.org. A print copy of the Pandemic Plan is available at the Education Center located at 1021 Al Tahoe Boulevard, South Lake Tahoe, CA 96150.

Should LTUSD return to traditional school during the 2020-21 school year, all actions in the Safe School Plan altered in response to the COVID-19 pandemic will revert to pre-COVID conditions.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	2		15	4			21	2	2	
1	22		3		19	3			18	3		
2	24		3		24		3		20	2	1	
3	20	1	4		21	1	3		21	2	1	
4	27		3		32		2	1	28		3	
5	30		3		30		3		24	1	3	
Other**					8	1			7	2		

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Psychologist	1.2
Nurse	1
Speech/Language/Hearing Specialist	0.5
Other	2.4

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13242	\$3,719	9523	\$77,222
District	N/A	N/A	\$9,641	\$76,991
Percent Difference - School Site and District	N/A	N/A	-1.2	0.3
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	20.5	2.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Sierra House School provides the following special services, categorical, and special programs: E.I.A., Title I, and Title III. Sierra House has a part-time psychologist. We use SIPPS, Sonday, Wonder Works, and Wonders ELD for reading intervention. In a normal school year, and as much as possible during the COVID pandemic, Sierra House utilizes instructional aide time to maximize reading and writing instructional minutes.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,425	\$47,145
Mid-Range Teacher Salary	\$74,006	\$74,952
Highest Teacher Salary	\$103,152	\$96,092
Average Principal Salary (Elementary)	\$119,361	\$116,716
Average Principal Salary (Middle)	\$130,271	\$120,813
Average Principal Salary (High)	\$139,855	\$131,905
Superintendent Salary	\$198,156	\$192,565
Percent of Budget for Teacher Salaries	37.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	22	28

Over the past three years, 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 so our time spent in professional development is engaging and relevant. For instance, during the 19-20 school year we took 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. Due to limitations resulting from the COVID-19 pandemic, and our inability to attend in-person professional development, we are utilizing virtual webinars as our main delivery method for professional development in the 20-21 school year. 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 development at the beginning of each school year. This year the District provided an extra day as we began navigating the implementation of our new Canvas Learning Management System. The District has provided informational training on how to enhance and modify traditional teaching practices so they are more effective for our students as we have moved to online teaching. LTUSD has also included two hours per week of professional development and collaboration time in instructional phases utilizing a distance learning component. This represents Phases 1-3 of our pandemic preparedness plan. Many of these trainings focus on learning programs that will enhance teaching and learning. NearPod and ScootPad are two examples of software programs that we have spent time introducing to teachers during professional development. The District has also provided access to Social Emotional Learning training to help teachers understand how to build SEL into their digital classrooms. English Language Development is another area of focus for professional development. We are continually working to improve instructional practices in this area, and this year the District is providing district-wide support as we work with our teachers to meet the needs of our many English Language Learners.

Opportunities for AVID trainings are also available throughout the year. El Dorado County Office of Education provides many virtual collaborative forums as well as monthly trainings that focus on implementing research based AVID strategies in both traditional, digital, and hybrid classroom settings. Writing across the curriculum is another area of focus that the District strongly supported in 19-20. Step up to Writing training was paid for and materials purchased. The District developed a Literacy Committee that focused on writing in all grades. One of the most powerful outcomes of this committee was our elementary school Drop Everything and Write initiative.