

Sierra House Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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
Grade Span	K-5
County-District-School (CDS) Code	09-61903-6095301

2025-26 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

2025-26 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 Sierra House Core Values state that all students and staff strive 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 2025, our enrollment for Kindergarten through fifth grade was 375 students. The Sierra House student population is composed of 44.0% female and 56.0% male students. Demographically, our student population was 52.3% Hispanic, 38.1% Caucasian, 2.7% Filipino, 1.3% Asian, and 4.8% multi-ethnic. As of October 2025, 22.9% of our students were designated as English Learners, 68.0% socioeconomically disadvantaged (SES), and 21.6% of our students access special education services. We have seventeen general education classes and two Special Day Classes. We provide a blended resource program whenever appropriate.

As a Professional Learning Community, we welcome collaborative discussions to help determine the best instructional strategies to utilize with our students. Grade level team "Data Meetings" are held three times per year. Regularly scheduled monthly grade level collaboration meetings give teachers time to analyze student performance and progress towards academic goals. Our staff is continually working as a team to support students in all areas of development with a focus on academics and behavior.

Sierra House Elementary uses technology throughout the school day with SMART Boards, document cameras, and Chromebooks utilized in every classroom. Students regularly use a variety of technology systems that enhance learning including Accelerated Reader, Google platforms, iReady diagnostics and pathways, and Braining Camp for academics and 1-2-3 Wellness to support the emotional wellbeing of our staff and students.

2025-26 School Description and Mission Statement

We have a strong, fitness-based physical education (PE) program that engages every K-5 student in 200 minutes of PE over 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	66
Grade 2	73
Grade 3	74
Grade 4	80
Grade 5	80
Total Enrollment	418

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	56
American Indian or Alaska Native	0.7
Asian	1.2
Black or African American	0.2
Filipino	4.5
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.7
White	38.3
English Learners	24.4
Foster Youth	0.5
Homeless	2.4
Socioeconomically Disadvantaged	59.1
Students with Disabilities	21.3

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.

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)	19.9	86.93	160	82.11	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	1.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.36	14.1	7.26	11953.1	4.28
Unknown/Incomplete/NA	2	8.71	16.8	8.65	15831.9	5.67
Total Teaching Positions	22.9	100	194.9	100	279044.8	100

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.

2022-23 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)	22.7	95.79	161.3	82.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.1	4.65	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.2	6.74	11746.9	4.23
Unknown/Incomplete/NA	1	4.21	11.5	5.91	14303.8	5.15
Total Teaching Positions	23.7	100	196.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22.7	91.92	156.8	81.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.8	7.19	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.8	4.1	12112.8	4.34
Unknown/Incomplete/NA	2	8.08	13.8	7.2	13705.8	4.91
Total Teaching Positions	24.7	100	192.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

INSTRUCTIONAL MATERIALS

Textbook selection is accomplished via a district wide process involving teachers from all elementary schools. This process provides our professional staff with input necessary to ensure that current materials of high quality are available to our students. Sierra House is currently using the following instructional materials adopted from the most recent state-approved list: Imagine Learning - Illustrative Math 2024; McGraw Hill ELA 2017; My World/Mi Mundo adopted May 28, 2019; and School Specialty FOSS Science adopted June 23, 2022. Chromebooks are provided to all students in all grades.

Learning Ally, iReady pathway, Braining camp, and Accelerated Reader are a few of the supplemental online programs available to students for improving academic performance and intervention. We have one and a half intervention teachers housed at Sierra House who work with our students on targeted reading skills improvement. We use UFLI in grades K-1 as part of core instruction and we received a grant in 202526 to pilot the Really Great Reading program with our 2nd graders. Intervention reading programs are available for grade K-5 students receiving special education services through their IEPs (Individual Education Plans). Our school library is available to students and well stocked with a wide variety of books as we are adding to our library selection through a generous grant from the Marcella Foundation.

LEARNING CLIMATE

The teaching staff at Sierra House is diligent in providing research-based discipline practices and fair treatment of students. We believe that every student needs and deserves to have a strong connection with at least one adult on campus. The staff firmly believes that students who feel safe, have a good self concept, and are provided opportunities to receive recognition perform better academically and socially. Students and staff adhere to the concept that caring, respect and responsibility are guiding principles which result in a positive school culture. Since classroom disruptions interfere with the delivery of quality instruction, 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 accomplished 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. Students identified for which English is their second language, or bilingual students, are 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.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0

	Spanish Anthology, grades 3-5. (Adopted 4/26/2016)	
Mathematics	Imagine Learning: Illustrative Math (2024) K-5 ratio 1:1	0
Science	School Specialty Foss (Adopted 6/23/2022)	0
History-Social Science	Savvas My World/Mi Mundo (Adopted 5/28/2019)	0
Visual and Performing Arts	Instrumental Music – grades 4-5: 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 Books 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 learning environment. The upper pod, multi-purpose room, and main hallways were renovated in 2019 after a fire in our school's reading intervention rooms. The campus has a large playground consisting of blacktop, turf, and playground equipment. We have a quarter mile nature trail adjacent to the main playground and there is a Kindergarten playground with blacktop and play structure. The blacktop near the school was replaced in 2019 and the entire playground surface was patched and sealed. Ultimately, all blacktop needs to be replaced. The parking lot and entrance to the school were upgraded to meet Americans with Disabilities Act (ADA) requirements in the fall of 2019. The handicap access ramp to the stage was also re-poured in the fall of 2020 to meet ADA regulations.

Year and month of the most recent FIT report

December 2025

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 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	52	51	45	45	47	48
Mathematics (grades 3-8 and 11)	45	44	34	35	35	37

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2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	225	95.34	4.66	51.11
Female	104	100	96.15	3.85	54.00
Male	132	125	94.70	5.30	48.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	116	110	94.83	5.17	37.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	53.33
White	94	92	97.87	2.13	68.48
English Learners	52	44	84.62	15.38	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	145	95.39	4.61	40.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	35.85

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	230	97.46	2.54	43.91
Female	104	103	99.04	0.96	36.89
Male	132	127	96.21	3.79	49.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	116	113	97.41	2.59	28.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	40.00
White	94	93	98.94	1.06	65.59
English Learners	52	49	94.23	5.77	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	148	97.37	2.63	30.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	22.64

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	39.19	39.73	28.57	31.42	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	76	97.44	2.56	40.00
Female	38	37	97.37	2.63	24.32
Male	40	39	97.50	2.50	55.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	57.14
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	47	95.92	4.08	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	17.65

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	98%	98%	98%	98%	98%

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.

2025-26 Opportunities for Parental Involvement

Sierra House Elementary School is proud of our parent and community involvement. Our school encourages families and community members to volunteer in our classrooms and school community events. We distribute a weekly newsletter with updated information and highlights from the week. Our automated Parent Square (Aeries) communication system delivers messages to families, in their preferred language, keeping them informed of important school and classroom events. These messages are sent out in the family's preferred language. Sierra House also updates the school website weekly, a bulletin board in the front of the school, and an electronic message board which can be seen clearly from the 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 a means to be actively involved in our school. Teachers meet formally with parents twice a year for parent-teacher conferences and informally throughout the year as needed or requested. They use Parent Square to regularly communicate with their students' families. Sierra House staff understand that parents are an integral part of the educational process and value their support and input. Volunteering in the classroom is a way for parents to be part of their, and all, student's educational process. We also offer many opportunities for parents to work in the garden and volunteer in our after school enrichment program.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	461	448	119	26.6
Female	204	198	59	29.8
Male	257	250	60	24.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	19	19	4	21.1
Hispanic or Latino	223	216	69	31.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	7	24.1
White	177	172	34	19.8
English Learners	119	115	37	32.2
Foster Youth	--	--	--	--
Homeless	20	16	7	43.8
Socioeconomically Disadvantaged	295	285	98	34.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	100	28	28.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.9	0.89	2.6	4.34	4.37	5.32	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.60	0.00
Female	0.49	0.00
Male	4.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	2.82	0.00
English Learners	2.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Sierra House Safe School Plan for the 2025-26 school year was reviewed and approved by the Sierra House Site Safety Committee on September 10, 2025 and approved by the Board of Education on October 9, 2025.

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 educational 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.

Sierra House has a full-time counselor and a part-time SEL coordinator/teacher who are committed to assuring all students feel seen and heard. They run a 5th grade Kindness Club as well as train Peacemakers who help students resolve conflict on the playground. Sierra House began utilizing the Soul Shoppe program in 2023-24 which teaches students about emotions, empathy, and how to prevent bullying on campus. We have three Soul Shoppe presentations planned in 2025-26 for all grade levels, teachers have access to an online curriculum to complete with their classes, and all students have access to the majik kids app that contains several resources to support their well being.

The Sierra House Site Safety Team is composed of administration, classified staff, teachers, and representatives from the El Dorado County Sheriff’s Department, Lake Valley Fire Protection District, and California Highway Patrol. Our committee meets monthly to monitor, update and brainstorm next steps to address 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 efficiency and adherence to the most current safety guidelines. We have a Threat Assessment Team and provide safety training for our staff. Sierra House has an interior and exterior camera system, we have one entrance onto campus, and the perimeter is surrounded by 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	3	0	0
1	21	1	2	0
2	22	0	3	0
3	22	0	3	0
4	23	0	3	0
5	25	0	3	0
6	0	0	0	0
Other	7	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		2	
1	20	3		
2	23		3	
3	22		3	
4	26		3	
5	26		3	
Other	8	3		

2024-25 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

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	17,929	6,647	11,282	117,194
District	N/A	N/A	11,820	94,465
Percent Difference - School Site and District	N/A	N/A	-4.7	21.5
State	N/A	N/A	11,146	92,686
Percent Difference - School Site and State	N/A	N/A	1.2	23.4

Fiscal Year 2024-25 Types of Services Funded

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

- Instructional aide time to maximize reading, writing, math and English Language Development (ELD) instructional minutes
- Two Special Day class programs
- Two full time RSP (Resource Specialist Program) teachers
- One full-time and one part-time speech pathologist
- School psychologist on campus three days per week
- School counselor on campus five days per week
- Part-time Occupational Therapist, part-time Physical Therapist, and a part-time Adaptive Physical Education teacher
- Full-time nurse

We are recipients of LCFF supplemental, Title I, and Title III funding. For our reading intervention program we use UFLI (University of Florida Literacy Institute), SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Read Naturally, Sonday, Wonder Works, and Wonders English Language Development.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,575	\$57,978
Mid-Range Teacher Salary	\$91,046	\$89,612
Highest Teacher Salary	\$126,894	\$117,194
Average Principal Salary (Elementary)	\$146,226	\$143,632
Average Principal Salary (Middle)	\$160,406	\$149,447
Average Principal Salary (High)	\$147,409	\$162,334
Superintendent Salary	\$248,225	\$234,076
Percent of Budget for Teacher Salaries	34.62%	27.81%
Percent of Budget for Administrative Salaries	4.91%	5.47%

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 evaluated to ensure time spent in professional development is engaging and relevant. 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. In 2025-26, our district wide staff development day included sessions focusing on the Science of Reading, Culturally Responsive Instruction and the Brain and Artificial Intelligence. Staff were then provided several different training opportunities to self select for the remainder of the day.

LTUSD has created master schedules that provide one hour of professional development time for all teachers after school every Wednesday. 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, trauma informed practices, and are continually working to improve instructional practices in this area. Additionally, the District is providing district wide support as our teachers continue to utilize Ellevation. Fully implemented since 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 helps 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:

- Student Social Emotional Learning
- Analyzing site wide data to inform our instructional practices
- Participating in a schoolwide trauma informed practice PD
- District and schoolwide grade level collaborations
- Collaboration time for Site Single Focus plans and implementation; Sierra House staff is focusing on teaching to a specific learning objective with a focus on math and writing instruction
- Developing and reviewing grade level common assessments, goals and planning, and keeping up to date on school safety

We hold monthly Tuesday afternoon math collaboration meetings to unpack math critical concepts we will be covering each month as part of our contractual staff meeting times and reserve one hour on one Wednesday each month for staff meetings.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	41	30	43