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Sierra Montessori Academy
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sierra Montessori Academy
Street	16229 Duggans Rd.
City, State, Zip	Grass Valley, CA 95949
Phone Number	(530) 268-9990
Principal	Henry W. Bietz
E-mail Address	hbietz@smak8i.org
Web Site	www.sierramontessori.org
CDS Code	29 10298 0114975

District Contact Information	
District Name	Sierra Montessori Academy
Phone Number	(530) 268-9990
Superintendent	Henry W. Bietz
E-mail Address	hbietz@smak8.org
Web Site	http://sierramontessori.org

School Description and Mission Statement (School Year 2016-17)

Sierra Montessori Academy (SMA) is a K-8 public charter school serving approximately 140 students in the south Nevada County area. SMA is sponsored under the Nevada County Office of Education.

The mission of SMA is to educate K-8 students of the Sierra Foothills through a self-motivating, individualized and child focused, comprehensive instructional program. Research has shown that a Montessori education leads to better social and academic skills. We strive to help each child develop the habits, skills, attitudes, and confidence which are essential to a lifetime of creative learning. We blend this Montessori philosophy with instructional programs based on the California Common Core State Standards. These standards are designed to be relevant in our constantly changing world. Student proficiency reflects the knowledge and the skills students need for success in both higher education and their ultimate careers.

Our objective is to provide a sensory-rich, hands-on, student-centered environment where all students develop respect and tolerance for themselves and others; become involved, responsible citizens, and realize their full potential.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	12
Grade 1	10
Grade 2	11
Grade 3	11
Grade 4	20
Grade 5	16
Grade 6	13
Grade 7	18
Grade 8	14
Total Enrollment	125

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	7.2
Asian	0
Filipino	0
Hispanic or Latino	9.6
Native Hawaiian or Pacific Islander	0
White	82.4
Two or More Races	0
Socioeconomically Disadvantaged	41.6
English Learners	0.8
Students with Disabilities	12.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	9	9	9
Without Full Credential			1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	85.7	14.3
All Schools in District	76.8	23.2
High-Poverty Schools in District	76.8	23.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 8/15

The Montessori curriculum and materials used at Sierra Montessori Academy are aligned with the California State Grade-level Standards. The school uses state-adopted texts and materials to complement the Montessori materials used in the classroom. Charter schools are not required to be consistent with the state cycles. SMA's current adoption is the previous adoption provided by the state with the exception of our math textbooks which are the current adoption provided by the state. All textbooks are aligned with the state standards.

On September 21, 2016, the school's Council of Directors approved the sufficiency of instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	Yes	0
Mathematics	My Math	Yes	0
Science	McGraw Hill	Yes	0
History-Social Science	McGraw Hill	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Sierra Montessori Academy moved to its current leased facility, the former Pleasant Ridge Elementary School, in August 2011. The general condition of the school is good. The school custodian/maintenance person cleans and inspects the facility nightly. During the school year, an after-school extended-day program is available for a nominal charge of $5 per student per day.

Since the summer of 2011, the entire playground, track and quad area are included in the lease. Children are able to run, play, read, and relax right out in front of their classrooms. Playground aides supervise students before school as well as during morning, afternoon and lunch recesses. An after-school aide provides after-school supervision.

The school, an older facility built in 1959, was upgraded this school year with new energy efficient HVAC units and fluorescent lighting using Proposition 39 funds. The roof on the main building was repaired during the summer of 2016 to patch area's that were showing water damage due to leaks. SMA uses the main administration building which includes 3 classrooms. We also use three portable classrooms plus the computer lab and all of the playground facilities.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			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			

The table header spans: **School Facility Good Repair Status (Most Recent Year)** — Year and month of the most recent FIT report: 4/05/16

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/05/16				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	42	46	42	44	44	48
Mathematics	34	41	26	29	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	13	12	92.3	41.7
	4	21	20	95.2	60.0
	5	16	16	100.0	18.8
	6	14	14	100.0	64.3
	7	19	19	100.0	52.6
	8	18	15	83.3	33.3
Male	4	16	15	93.8	66.7
	7	12	12	100.0	41.7
	8	11	8	72.7	12.5
White	4	17	16	94.1	62.5
	5	14	14	100.0	21.4
	6	11	11	100.0	72.7
	7	14	14	100.0	57.1
	8	17	15	88.2	33.3

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	13	13	100.0	61.5
	4	21	20	95.2	65.0
	5	16	15	93.8	6.7
	6	14	14	100.0	28.6
	7	19	19	100.0	57.9
	8	19	19	100.0	57.9
Male	4	16	15	93.8	80.0
	7	12	12	100.0	58.3
	8	12	12	100.0	58.3
White	4	17	16	94.1	68.8
	5	14	13	92.9	7.7
	6	11	11	100.0	36.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	14	14	100.0	57.1
	8	14	14	100.0	57.1

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	54	57	50	48	58	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	33	30	90.9	56.7
Male	20	18	90.0	61.1
Female	13	12	92.3	50.0
White	31	28	90.3	60.7
Socioeconomically Disadvantaged	14	13	92.9	53.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3	53.3	26.7
7	5	20	45

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents play an active role in school activities at SMA. Volunteers are welcomed and encouraged in the classroom as well as other school-wide activities. Examples of volunteer activities include classroom work, helping with the maintenance of the buildings and grounds, providing technical support, fundraising, supervising students during lunch recess, supervising field trips - the list goes on. In addition the SMA Council of Directors is made up of four parents. This is four of the five Council Members.

For further information on how to become involved, please contact Executive Director Henry Bietz at (530) 268-9990.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	3.4	0.6	0.7	0.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Sierra Montessori School Safety Plan
Last Review Date: March 2016
Last Discussion With Faculty: August 20, 2016

The Key Elements:

Table of Contents
Signature Page

Basic Plan:
I. Introduction 1
II. Concept of Operations 11
III. Organization and Assignment of Responsibilities 13
IV. Direction, Control, and Coordination 17
V. Communications 23
VI. Administration, Finance, and Logistics 28
VII. Plan Development, Maintenance, and Distribution 30
VIII. Authorities and References 32
IX. School Climate 33

Functional Annexes (To be determined):
Continuity of Operations (COOP) Procedures 35
Recovery: Psychological Healing Procedures 41

Hazard- and Threat-Specific Annexes:
Natural Hazards: Flood 43
Technological Hazards: Chemical 46
Fire/Wildfire 50
Human-Caused Hazards: Intruder/Lockdown 52
Human-Caused Hazards: Active Shooter 55
References 57

Appendix…(Include site specific details)
• School maps
• Hazardous material storage
• Evacuation routes and sites
• Location of shut off valves
• Location of fire pulls, fire extinguishers

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			15	1			15	1		
2	22		1		19	1			19	1		
3	2	1			16	1			16	1		
4	22		1		13	1			13	1		
5	16	1										
6					24		1		24		1	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Avg. Class Size	2013-14 Number of Classrooms 1-22	2013-14 Number of Classrooms 23-32	2013-14 Number of Classrooms 33+	2014-15 Avg. Class Size	2014-15 Number of Classrooms 1-22	2014-15 Number of Classrooms 23-32	2014-15 Number of Classrooms 33+	2015-16 Avg. Class Size	2015-16 Number of Classrooms 1-22	2015-16 Number of Classrooms 23-32	2015-16 Number of Classrooms 33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.5	N/A
Other	1.5	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	$7,108	$2,123	$4,985	$38,900
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$5,677	
Percent Difference: School Site and State	N/A	N/A	-6.8	

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

Types of Services Funded (Fiscal Year 2015-16)

- Grade level assignment for math tutors to support classroom instruction 4 days/week for at least 1 hour/student
- Literacy coach available to identified students at all grade levels 4 days/week for at least 1 hour/student; includes Brain Gym activities
- Students with IEPs receive all services as defined in their IEPs

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Professional Development (Most Recent Three Years)

Due to the new Common Core Standards, staff had numerous opportunities to become more familiar with how to utilize these new standards in their classrooms.
Beginning Teacher Support and Assessment (BTSA) was provided to 2 new teachers.
Workshops were provided on:
• Formative Assessment
• Core Six
• Writing in History & Social Studies
• Improving Math Instruction
• Go Math Problem Solving
• Accelerated Reader and STAR training
• Cooperative Learning
• Raising Student Literacy Levels
• Student achievement data was used to determine what areas needed to be reviewed by staff and they were assigned related staff development to meet those needs. Teachers were supported after this training during staff meetings and review of more current student performance data.