

# Sierra Montessori Academy

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Sierra Montessori Academy
<b>Street</b>	16229 Duggans Rd.
<b>City, State, Zip</b>	Grass Valley, CA 95949
<b>Phone Number</b>	(530) 268-9990
<b>Principal</b>	Henry W. Bietz
<b>E-mail Address</b>	hbietz@sierramontessori.org
<b>Web Site</b>	www.sierramontessori.org
<b>Grades Served</b>	K-8
<b>CDS Code</b>	29 10298 0114975

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

### School Description and Mission Statement (Most Recent Year)

Sierra Montessori Academy (SMA) is a K-8 public charter school serving approximately 120 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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	12
Grade 1	11
Grade 2	11
Grade 3	16
Grade 4	13
Grade 5	9
Grade 6	15
Grade 7	6
Grade 8	7
<b>Total Enrollment</b>	<b>100</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Percent of Total Enrollment</b>
Black or African American	2
American Indian or Alaska Native	10
Asian	2
Hispanic or Latino	7
White	79
Socioeconomically Disadvantaged	46
Students with Disabilities	13
Foster Youth	2

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	8	8	9	
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	66.7	33.3
All Schools in District	64.7	35.4
High-Poverty Schools in District	63.6	36.4
Low-Poverty Schools in District	100.0	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 2015-16)

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 November 12, 2014, the school's Council of Directors approved the sufficiency of instructional materials.

Core Curriculum Area	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	Go Math	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McGraw Hill	Yes	0
History-Social Science	McGraw Hill	Yes	0

#### 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. 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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/17/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/17/15				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	45	44
Mathematics	34	28	33

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 Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	19	17	89.5	24	12	18	47
	4	13	12	92.3	33	25	25	0
	5	12	10	83.3	--	--	--	--
	6	17	16	94.1	50	19	19	13
	7	13	10	76.9	--	--	--	--
	8	9	9	100.0	--	--	--	--
Male	3		13	68.4	23	8	23	46
	4		6	46.2	--	--	--	--
	5		5	41.7	--	--	--	--
	6		12	70.6	58	17	8	17
	7		5	38.5	--	--	--	--
	8		5	55.6	--	--	--	--
Female	3		4	21.1	--	--	--	--
	4		6	46.2	--	--	--	--
	5		5	41.7	--	--	--	--
	6		4	23.5	--	--	--	--
	7		5	38.5	--	--	--	--
	8		4	44.4	--	--	--	--
American Indian or Alaska Native	3		1	5.3	--	--	--	--
	5		1	8.3	--	--	--	--
	6		5	29.4	--	--	--	--
	8		2	22.2	--	--	--	--
Asian	3		1	5.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Hispanic or Latino</b>	3		2	10.5	--	--	--	--
	4		1	7.7	--	--	--	--
	6		1	5.9	--	--	--	--
	8		1	11.1	--	--	--	--
<b>White</b>	3		13	68.4	23	8	23	46
	4		11	84.6	27	27	27	0
	5		9	75.0	--	--	--	--
	6		10	58.8	--	--	--	--
	7		10	76.9	--	--	--	--
	8		6	66.7	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		8	42.1	--	--	--	--
	4		6	46.2	--	--	--	--
	5		3	25.0	--	--	--	--
	6		7	41.2	--	--	--	--
	7		6	46.2	--	--	--	--
	8		2	22.2	--	--	--	--
<b>Students with Disabilities</b>	3		1	5.3	--	--	--	--
	4		3	23.1	--	--	--	--
	5		1	8.3	--	--	--	--
	6		2	11.8	--	--	--	--
	8		2	22.2	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	19	17	89.5	12	24	35	29
	4	13	10	76.9	--	--	--	--
	5	12	11	91.7	18	45	18	18
	6	17	16	94.1	38	50	13	0
	7	13	10	76.9	--	--	--	--
	8	9	9	100.0	--	--	--	--
<b>Male</b>	3		13	68.4	15	15	38	31
	4		5	38.5	--	--	--	--
	5		5	41.7	--	--	--	--
	6		12	70.6	42	42	17	0
	7		5	38.5	--	--	--	--
	8		5	55.6	--	--	--	--
<b>Female</b>	3		4	21.1	--	--	--	--
	4		5	38.5	--	--	--	--
	5		6	50.0	--	--	--	--
	6		4	23.5	--	--	--	--
	7		5	38.5	--	--	--	--
	8		4	44.4	--	--	--	--
<b>American Indian or Alaska Native</b>	3		1	5.3	--	--	--	--
	5		1	8.3	--	--	--	--
	6		5	29.4	--	--	--	--
	8		2	22.2	--	--	--	--
<b>Asian</b>	3		1	5.3	--	--	--	--
<b>Hispanic or Latino</b>	3		2	10.5	--	--	--	--
	4		1	7.7	--	--	--	--
	6		1	5.9	--	--	--	--
	8		1	11.1	--	--	--	--
<b>White</b>	3		13	68.4	8	23	46	23
	4		9	69.2	--	--	--	--
	5		10	83.3	--	--	--	--
	6		10	58.8	--	--	--	--
	7		10	76.9	--	--	--	--
	8		6	66.7	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		8	42.1	--	--	--	--
	4		4	30.8	--	--	--	--
	5		4	33.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		7	41.2	--	--	--	--
	7		6	46.2	--	--	--	--
	8		2	22.2	--	--	--	--
Students with Disabilities	3		1	5.3	--	--	--	--
	4		1	7.7	--	--	--	--
	5		1	8.3	--	--	--	--
	6		2	11.8	--	--	--	--
	8		2	22.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	45	54	50	50	48	59	60	56

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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48
All Student at the School	54
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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.



## 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 (Most Recent Year)

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.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.00	0.00	0.00	0.90	0.55	0.69	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

Sierra Montessori School Safety Plan

Last Review Date: November 2014

Last Discussion With Faculty: August 19, 2015

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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

### Federal Intervention Program (School Year 2015-16)

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	2012-13				2013-14				2014-15			
	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	11	1			18	1			15	1		
2	24		1		22		1		19	1		
3					2	1			16	1		
4	23		1		22		1		13	1		
5					16	1						
6	9	2							24		1	

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,108	\$2,123	\$4,985	\$38,900
District	N/A	N/A	\$4,985	\$38,900
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	
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 2014-15)**

- 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 2013-14)**

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)

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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