

Sierra Montessori Academy

School Accountability Report Card



GRADES K-8

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Henry Bietz, Executive Director

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Executive Director's Message

Sierra Montessori Academy is a public charter school (K-8) serving approximately 105 students in the south Nevada County area. Previously sponsored by the Twin Ridges School District from 2005 through 2007, SMA is currently sponsored under the Nevada County Office of Education.

Sierra Montessori is the only public K-8 Montessori Charter school in Nevada County. It was started in 2005 by a group of dedicated parents who wanted to see the principles of Maria Montessori carried forward.

The curriculum at Sierra Montessori reflects a combination of the teachings of Maria Montessori and the California State Frameworks in grades K-3, which we refer to as a blended program, using the best practices of Montessori and blending them with what students need to learn and be able to do at the grade level.

Students in grades 4-8 follow a flexible block schedule format, students receive an intensive core curriculum in language arts, math, physical education, science, and social studies supplemented with enrichment in art, drama, and music. By making learning exciting and relevant, students become actively involved in their education. Students are surrounded by a nurturing support system of parents, teachers, and friends to help them set and achieve their goals. The students in the middle school age group are allowed to grow and mature at a developmental rate that fits their needs.

Students are encouraged to demonstrate empathy towards others through respectful and productive communications. The student is guided to view him/herself as a citizen who is empowered, and responsible, for making positive changes in the world and within the immediate environment. The SMA student is encouraged to develop personal habits leading to a healthy lifestyle.

Sierra Montessori recognizes that the traditional educational system meets the needs of many students; SMA offers an option where students can work in multi-age classrooms, with individual learning plans of instruction and materials which are progressive.

Parental Involvement

Parents play an active role in school activities at Sierra Montessori Academy. 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 and the list goes on.

For more information on how to become involved, contact Sarah Seward, Administrative Assistant, at (530) 268-9990.

School Safety

Sierra Montessori has a School Safety Plan and Emergency Preparedness Handbook that is reviewed every year with staff and teachers. The SMA school-wide Safety Plan was submitted and approved as part of the 2007 Charter Petition in February 2007. Key elements of the Plan include monthly drills and crisis intervention plans. This plan is reviewed annually and was most recently reviewed, updated, and discussed with school faculty in September 2011.

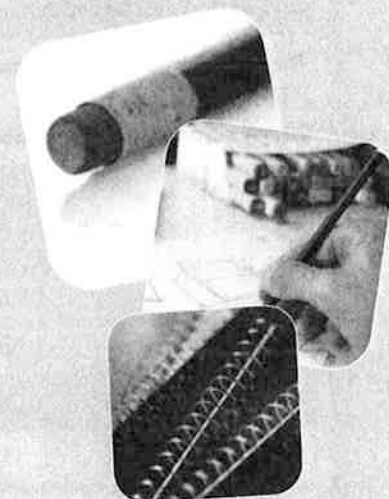
"SMA is committed to highly trained teachers and dedicates significant resources toward ongoing professional development."



Nevada County Office of Education

Holly Hermansen
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Class Size Distribution

Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-3	3			1	1		3		
3-4							1		
4-8	2			1	1		2		

School Facilities

Sierra Montessori moved into the current facility in August of 2011. Sierra Montessori Academy is located on the former Pleasant Ridge Elementary School site. The school has a total of six classrooms available with all six of them currently being used.

The facility is cleaned nightly from 4 pm to 8 pm.

During the 2011-12 school year, an after-school extended day program is available for a nominal charge of \$5 per daily use.

During the summer of 2011, the entire playground, track and facility at the Pleasant Ridge site became available. Children are now able to run, play, read and relax right out in front of their classrooms.

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/10/2011
Date of the Most Recent Completion of the Inspection Form			08/10/2011

Suspensions and Expulsions

Suspension and Expulsion Rates

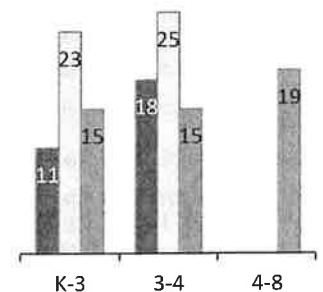
	Sierra Montessori Academy			Nevada COE		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.071	0.000	0.000	0.096	0.156	◇
Expulsion Rate	0.000	0.000	0.011	0.001	0.001	◇

◇ Data not available. Please see Nevada COE for more information.

Class Size

The bar graph displays the three-year data for average class size.

■ 08-09 □ 09-10 ■ 10-11



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning),
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Textbooks and Instructional Materials

Montessori curriculum and materials used at Sierra Montessori Academy are aligned with the California State Grade-level Standards. The school used 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. The current adoption is the previous adoption provided by the state. All textbooks are aligned with the state standards.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2009
Mathematics	Saxon	2009
Science	Houghton Mifflin	2009
History-Social Science	Houghton Mifflin	2009

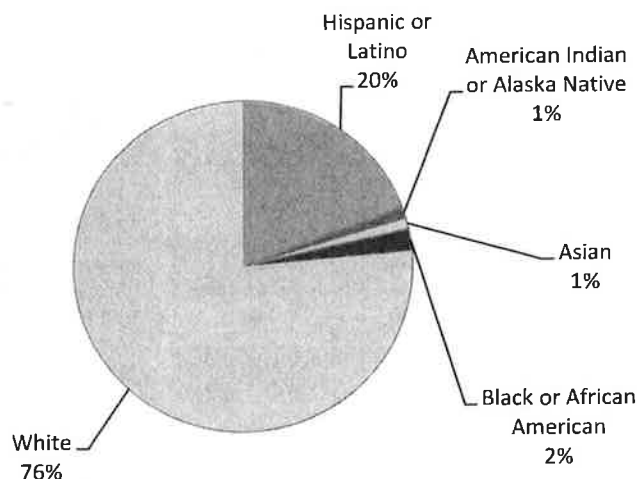
Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Enrollment and Demographics

The total enrollment at the school was 93 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

Currency of Textbook Data

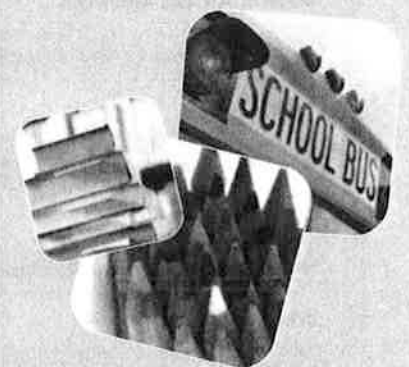
This table displays the date when the textbook and instructional materials information was collected and verified.

Sierra Montessori Academy	
Currency of Textbook Information	
Data Collection Date	08/2011

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Sierra Montessori Academy	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



Student Enrollment by Group

Sierra Montessori Academy	
Socioeconomically Disadvantaged	53.8%
English Learners	0%
Students with Disabilities	11.8%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Sierra Montessori Academy			Nevada COE			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	64%	68%	61%	46%	44%	45%	49%	52%	54%
Mathematics	47%	51%	53%	35%	32%	31%	46%	48%	50%
Science	❖	54%	67%	47%	45%	46%	50%	54%	57%
History-Social Science	❖	❖	❖	29%	32%	33%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	45%	31%	46%	33%
All Students at the School	61%	53%	67%	❖
Male	66%	60%	71%	❖
Female	56%	45%	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	60%	52%	67%	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	64%	59%	64%	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	8*	6*	6*
Similar Schools API Rank	*	*	*

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Sierra Montessori Academy — Actual API Change		
	Sierra Montessori Academy		Nevada COE		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	59	811	1,064	735	4,683,676	778	-42	8	0
Black or African American	2	■	11	655	317,856	696	■	■	■
American Indian or Alaska Native	1	■	17	611	33,774	733	■	■	■
Asian	0	■	17	775	398,869	898	■	■	■
Filipino	0	■	1	■	123,245	859	■	■	■
Hispanic or Latino	2	■	81	730	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	4	■	26,953	764	■	■	■
White	54	805	925	739	1,258,831	845	■	■	■
Two or More Races	0	■	4	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	31	822	434	689	2,731,843	726	■	■	■
English Learners	0	■	0	■	1,521,844	707	■	■	■
Students with Disabilities	8	■	160	581	521,815	595	■	■	■

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria					
Sierra Montessori Academy			Nevada COE		
Met Overall AYP	Yes			No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics	
Participation Rate	Yes	Yes	Yes	Yes	
Percent Proficient	Yes	Yes	No	No	
API	Yes			Yes	
Graduation Rate	✘			No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
Sierra Montessori Academy		Nevada COE
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2011-2012
Year in Program Improvement	✧	Year 1
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	15.4%
Five of Six Standards	30.8%
Six of Six Standards	38.5%
Grade 7	
Four of Six Standards	50%
Five of Six Standards	25%
Six of Six Standards	0%

Types of Services Funded

The following is a list of the programs and supplemental services that are provided at SMA either through categorical funds or other sources that support and assist students:

- Class Size Reduction

"Sierra Montessori recognizes that the traditional educational system meets the needs of many students."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
Teachers	Nevada COE	Sierra Montessori Academy		
	10-11	08-09	09-10	10-11
With Full Credential	◇	5	4	5
Without Full Credential	◇	0	0	1
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Sierra Montessori Academy		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

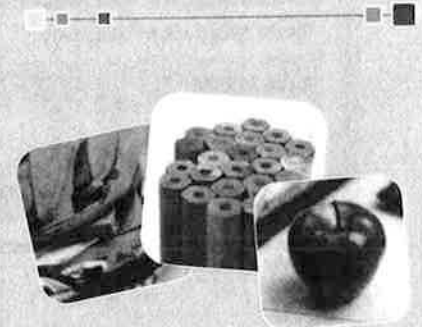
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Sierra Montessori Academy	100%	0%
All Schools in District	90.22%	9.78%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	89.43%	10.57%

◇ Data not available. Please see Nevada COE for more information.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	◇
Support Staff FTE	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	Part time
Social Worker	Contracted
Nurse	Part time
Speech/Language/Hearing Specialist	Part time
Resource Specialist (non-teaching)	Part time



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Nevada COE	Similar Sized District
Beginning Teacher Salary	✱	✱
Mid-Range Teacher Salary	✱	✱
Highest Teacher Salary	✱	✱
Average Principal Salary (Elementary School)	✱	✱
Average Principal Salary (Middle School)	✱	✱
Superintendent Salary	✱	✱
Teacher Salaries — Percent of Budget	✱	✱
Administrative Salaries — Percent of Budget	✱	✱

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sierra Montessori Academy	\$5,156	\$44,175
Nevada COE	◇	◇
California	\$5,455	\$57,071
School and District — Percent Difference	*	*
School and California — Percent Difference	-5.8	-29.2%

◇ Data not available. Please see Nevada COE for more information.

* A percentage cannot be calculated.

✱ County Office of Education schools are not required to display this data. (*Education Code* Section 41409.3).

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Sierra Montessori Academy	
Total Expenditures Per Pupil	\$8,394
Expenditures Per Pupil From Restricted Sources	\$3,238
Expenditures Per Pupil From Unrestricted Sources	\$5,156
Annual Average Teacher Salary	\$65,648



Professional Development

SMA is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, SMA reserves non-instructional service days for focused staff training and professional development to include topical areas such as special education, Montessori curriculum development, academic planning and other areas of educational specialty. In addition, staff members are encouraged to seek out other professional development opportunities that will directly enhance their teaching practices in line with the school's mission and vision. Staff is offered tuition incentives to assist with attendance at approved outside professional development events and activities.

For the 2008-09 school year, we dedicated five days for professional development. In 2009-10, there were seven days, and in 2010-11, there were three days dedicated for professional development.

School Accountability Report Card

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