

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

SIERRA RIDGE – 2008-09

A California Distinguished School

OUR SCHOOL MISSION

We value the worth of each individual and every student's need to acquire confidence and self-assurance through educational and social success. Programs that are in place and programs that are planned for implementation in the future are designed to provide learning experiences for all students to:

- achieve academic excellence
- acquire mastery of basic knowledge and skills
- develop critical thinking and independent learning skills
- be prepared for future challenges of high school and beyond
- build higher feelings of self-worth and self-esteem
- develop a lifelong love of learning
- develop a compassion for life and nature
- develop a higher social conscience and an abiding commitment to make our world a better place in which to live

SUPPORT SERVICES

Sierra Ridge School has the part-time services of a district nurse, a school psychologist, a speech/language specialist, a librarian technician, and media technician. The school works with county public health services in referring students for counseling and many other El Dorado County services in its efforts to meet student and family needs. The school maintains an active CARE program for children with social, emotional, and academic needs.

The district nurse, speech/language specialist, and psychologist are on site one day per week and serve 344 students. The library/media technician and media technician are on campus six hours per day.

INSTRUCTIONAL MATERIALS

The staff at Sierra Ridge is intimately involved in the selection of our textbooks.

All textbooks are state adopted and aligned with the State Standards. The ratio of textbooks to students is 1.2 to 1 in all academic subjects that allow a classroom set to be kept at school and issued books to be kept at home.

In 1997-98, a computer lab was established adjacent to the library. The lab is grant funded with Windows computers (PCs) and is available to teachers and students. The school has been wired for Internet access. Students' use will be carefully monitored as responsible Internet usage is emphasized. The music department has added a video projection system and a computer with instructional music software that has MIDI capabilities. A wireless, mobile computer lab containing 30 laptops is available in addition to the 32-station stationary computer lab.

SCHOOL FACILITIES AND SAFETY

Sierra Ridge students, staff, and the Pollock Pines community take pride in our school. All teachers have their own room. The multipurpose room supports the PE classes and two lunch periods each day. Outdoor blacktop areas provide basketball, volleyball, and other hard surface activities. A turf field provides additional PE activities and lunch time play. Boys and girls rest rooms are located on the upper and lower classroom levels. Rest room facilities for staff are located near the front office. Classrooms, rest rooms, multipurpose room, and office areas are cleaned and maintained on a daily basis. The campus is free of graffiti. An active recycling program is ongoing to help reduce trash and instill conservation behaviors in our students.

The school is well maintained and safe. Policies are in place regarding campus safety, fire drill exercises, earthquake preparedness instruction, and campus supervision. Our School Safety Plan is updated annually. A discipline plan is implemented yearly. Review of safety practices and procedures is ongoing. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			New Safety Tile for Fall Installed
Roofs	✓			
Overall Cleanliness	✓			

INSTRUCTION

Sierra Ridge’s instructional program is designed to address students’ academic, social, physical and emotional needs. The curriculum is aligned with state frameworks. We are adapting and implementing the state curriculum standards as they are developed with the support of the County Office of Education.

Core curriculum for all students includes language arts, mathematics, science, history/social studies, and PE. Math and English tutorials are provided for students who require extra assistance to be successful in regular classes. Beginning, intermediate and advanced band and choir are available to all students. Students in the 7th and 8th grades have access to the Advancement Via Individual Determination (AVID) program.

Beyond the core curriculum, students have opportunities to participate in the following programs at various levels.

Leadership	Reading
Spanish	GATE
Fine Art	Band
Computer Science	Choir
Yearbook	Sports
Robotics	Accelerated Reading & Math
Drama	

The Sierra Ridge Staff and Site Council comprise the leadership team that supervises the review, assessment, and improvement of school programs and curricular areas. Resource Specialist Program students are included in regular programs in compliance with their Individual Education Plans. Title I students are identified by standardized test scores and teacher referral. Students are tested further to assess specific deficiencies. Support programs such as 504 Plans are prescribed depending on the student’s needs. English Learners are identified by staff referrals and/or registration information. Students are further assessed using CELDT. Appropriate assistance is then designed to meet the individual student's needs.

The School Site Council provides opportunities for parent and community involvement in the planning and implementation of school programs. Parents and students are given the opportunity for input into school programs at monthly meetings and other informal communication vehicles.

All students have access to school programs and activities. Parents and interested community members are invited to attend Site Council meetings and other school activities/programs. Staff and parent input are important ingredients to program planning and decision-making. There are several parent advisories at Sierra Ridge: GATE, Sports Boosters, Parent-Teacher Club, and the School Site Council.

CURRICULUM IMPROVEMENT

Improving the quality of our instructional program is an ongoing focus of staff and Site Council.

Current programs for Sierra Ridge include:

- Ongoing implementation of the state standards in math, language arts, history and science
- Gifted and Talented students receive appropriate instruction using differentiated instruction and enrichment activities
- After-school tutorial programs
- The Boys and Girls Club, a nationally affiliated program, which provides after-school recreational opportunities from 2:15-6:30 p.m.

- The Sierra Ridge staff collaborates regularly on data analysis and its manipulation of common assessments and long/short term educational goals on a regular basis.

LEARNING CLIMATE

Sierra Ridge staff members make every effort to provide a safe, orderly, and disciplined campus atmosphere. Fifth through eighth grade teachers utilize school rules and consequences. A Parent-Student Handbook with school rules and policies goes home and is available on the web. Rules are enforced by all staff. The discipline program has had a positive impact on student behavior and school climate. In 2008, the suspension rate was 10.2% and the expulsion rate was 0.3%. In 2007, the rate of suspensions was 7.4% and the rate of expulsions was 1.6%. In 2006, the suspension rate was 7% and the expulsion rate was 0.5%. These suspensions represent the four major areas of suspension in the Education Code.

A variety of activities and programs provide Sierra Ridge students with special recognition and opportunities for enjoyment throughout the course of the school year. Students are encouraged to participate in as many special programs as possible. Many of the programs are listed below:

- Wolverine Pride
- Athletic Awards Events
- Principal's Honor Roll
- Perfect Attendance Awards
- D.C. Club (8th grade trip)
- 5th Grade Field Trips
- San Francisco (6th grade trip)
- School-wide Assemblies
- 6th Grade Activity Programs
- Sugarloaf Fine Arts Camp
- GATE Supplemental Activities
- Principal's Monthly Integrity Contest
- Athletic Sports Teams
- Perfect Behavior Recognition
- Spelling Bee
- Student Council
- School Dances (7th-8th)
- Waterworld Trip (8th)
- Awards Assemblies
- Spirit Days/Prizes
- Robotics Club
- 8th Grade Honor Awards
- Graduation Valedictorian

In addition, teachers integrate positive recognition measures into their classroom procedures that promote high-quality learning experiences for their students.

Students in good standing regarding academics and behavior may attend after-school sports events and school dances. Other activities that motivate students and provide social opportunities include faculty-student games, student council activities, honor band, GATE, recycling, tutoring, music programs, and art activities. The staff recognizes the importance of students' emotional and social development in addition to focusing energies on basic subjects.

If you have any questions regarding the information presented in this report, please contact Rich Callaghan, Principal, at 644-2031. FAX: 644-0198.

Statistical data regarding student performance, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CALIFORNIA STANDARDS TEST (CST)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	53	52	54	52	52	54	42	43	46
Mathematics	46	46	45	50	54	55	40	40	43
Science	52	50	67	52	50	67	35	38	46
History-Social Science	36	44	38	36	44	38	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*		
Hispanic or Latino	35	43	45	*
White (not Hispanic)	56	46	68	39
Male	50	45	77	45
Female	56	45	57	31
Economically Disadvantaged	43	38	63	
English Learners	*	*	*	*
Students with Disabilities	22	32	41	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	9.7
7	17.4

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California.

API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	8	8
Similar Schools	6	6	5

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	13	-4	-11	781
White (not Hispanic)	4	-8	-6	789
Socioeconomically Disadvantaged	37	-15	-13	737

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Pollock Pines School District identified as a PI school.

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	17	16	15	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence			--	N/A

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District		

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Holt (2003), Spotlight on Literature, grades 6-8; SRA/McGraw-Hill (2002), SRA Open Court Reading, grade 5.	0
Mathematics	Holt (2008), Holt, California Algebra Readiness, grade 8 (2008); Holt, California Mathematics, grades 6-8; Houghton Mifflin (2009); Houghton Mifflin Mathematics, grade 5.	0
Science	Prentice Hall (2008), grades 6-8; Scott Foresman (2008), grade 5.	0
History-Social Science	Glencoe/McGraw-Hill (2006), grade 8; Prentice Hall (2006), grades 6-7; Harcourt (2006), grade 5.	0
Health	--	NA
Visual and Performing Arts	--	NA

CLASS SIZE AND ENROLLMENT

Sierra Ridge Middle School recognizes the advantages of smaller class sizes. Class size depends on the program offered and the district's ability to fund additional class sections. Class size reduction funds are used to purchase additional periods of teacher time to reduce class size.

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08			
	Avg. Class Size	Number of Classrooms			1-22	21-32	33+		1-22	21-32	33+	
		1-22	21-32									33+
5	25.7		3		33.5			2	30.0		2.0	
4-8					27.0		1		31.0		1.0	

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08			
	Avg. Class Size	Number of Classrooms			1-22	23-32	33+		1-22	23-32	33+	
		1-22	23-32									33+
English	28.3	6	6	10	28.9	4	4	12	28.3	6	4	11
Mathematics	32.6	1	3	7	24.9	4	4	3	26.3	3	8	2
Science	33.3		4	5	30.3	1	4	4	33.8		1	7
Social Science	33.8		2	8	33.8		2	6	33.5		3	5

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 5	71
Grade 6	91
Grade 7	95
Grade 8	106
Total Enrollment	363

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.83 %
American Indian or Alaska Native	2.75 %
Asian	0.55 %
Filipino	0.55 %
Hispanic or Latino	6.61 %
White (not Hispanic)	88.71 %
Socioeconomically Disadvantaged	39 %
English Learners	1 %
Students with Disabilities	11 %

SCHOOL FINANCES

Special programs offered include the Resource Specialist Program, Speech/Language Program, and the school psychologist.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,464	\$2,262	\$5,202	\$55,910
District	\$7,522	\$2,193	\$5,329	\$54,787
Percent Difference – School Site and District	-1%	3.1%	-2.4%	2%
State	--	--	\$5,300	\$54,322
Percent Difference – School Site and State	--	--	-1.8%	2.9%

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37780	\$37322
Mid-Range Teacher Salary	\$50529	\$53824
Highest Teacher Salary	\$66628	\$67700
Average Principal Salary (Elementary)	\$83428	\$85507
Average Principal Salary (Middle)	\$83428	\$91421
Superintendent Salary	\$115706	\$104993
Percent of Budget for Teacher Salaries	37.5 %	37.6 %
Percent of Budget for Administrative Salaries	7.1 %	6.4 %