

Sierra Unified School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Sierra Junior High School

Grades 7-8
CDS Code 10-75275-0124123

Natie Cozby, Principal
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Principal's Message

Sierra Junior High School (SJHS) was established in 2011 as part of the Sierra Unified School District restructuring. The grade 7-8 teaching teams have developed their own wing of the campus with exciting educational programs, and a sense of responsibility and pride in their students.

Sierra Junior High School is an accomplished school with rigorous educational programs, high expectations, solid teamwork, student interventions and opportunities for students to get involved in extracurricular athletics. Since our Junior high is located on the same campus as the high school, our students are able to take high school courses that are taught by high school teachers. Students also take elective courses from the high school CTE teachers.

With the advent of new California state standards, our experienced team of educators has redesigned the academic program to incorporate more group work, critical thinking and speaking skills. Students must take the information they learn and synthesize it into presentations, projects and written analysis. We are excited about our program and the opportunities to build critical-thinking, technology and writing skills that will provide students with the tools they need for success in the 21st century.

School Mission Statement

It is the mission of Sierra Junior High School to promote academic and personal growth in our students and provide them with the guidance and learning opportunities to achieve their goals. As a staff, we continually examine and refine our curriculum and our instructional practices to improve student learning.

The Sierra Junior High School expected schoolwide goals are incorporated as a part of our school vision. These include an education at Sierra Junior High School that will yield students who will be able to communicate an understanding of basic skills, critical thinking and problem solving. Students will learn positive personal qualities including individual responsibility and good citizenship.

Parental Involvement

Although Sierra Junior High and Sierra High School are independent schools, they share the same campus, administration and opportunities for parental involvement. Twice each year, the parent community is formally invited on campus to participate in their child's education. Back-to-school night is held at the beginning of each school year. On this evening, parents receive their child's class schedule and attend each class following their child's daily schedule. Throughout the evening, teachers supply parents with information regarding the requirements of the class and ways to help students be successful. Parent-teacher conferences happen in October each year. This is the parent's opportunity to have an individual conference with their child's teacher to discuss their child's specific academic strengths and challenges. These opportunities encourage parents who have not participated in other ways to join us on campus and get to know the staff and programs.

For more information on how to be involved, please contact Sharon Cuevas at (559) 855-8311.

School Safety

Sierra Junior High School provides a safe and effective learning environment for all students. This is due to the establishment and support of well-articulated student behavior expectations that all students learn at the start of the school year. Further, the staff and administration have developed student-behavior policies that are agreed on annually and enforced by all staff members. The school safety plan is reviewed and updated annually with input from staff, community members and local law-enforcement agencies. The plan was last reviewed, updated and discussed with staff in July 2022.

The school safety plan contains key elements for disaster preparedness. This includes action plans developed by Hour Zero training for fire, lockdown, bomb threat and earthquake. The plan is posted in every classroom, making evacuation routes and action plans available to all students, parents, regular and substitute teachers, as well as any visitors on campus. The school conducts at least one safety drill a month. Parents and community members are encouraged to contact the school office if they have any specific questions about the school safety plan or if they would like a copy for their own review.



School Accountability Report Card

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.

District Mission Statement

Our mission is to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.

District Vision Statement

Our vision is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students; the rich connection to our mountain community; and the excellence of our people, programs, and learning environment.

Governing Board

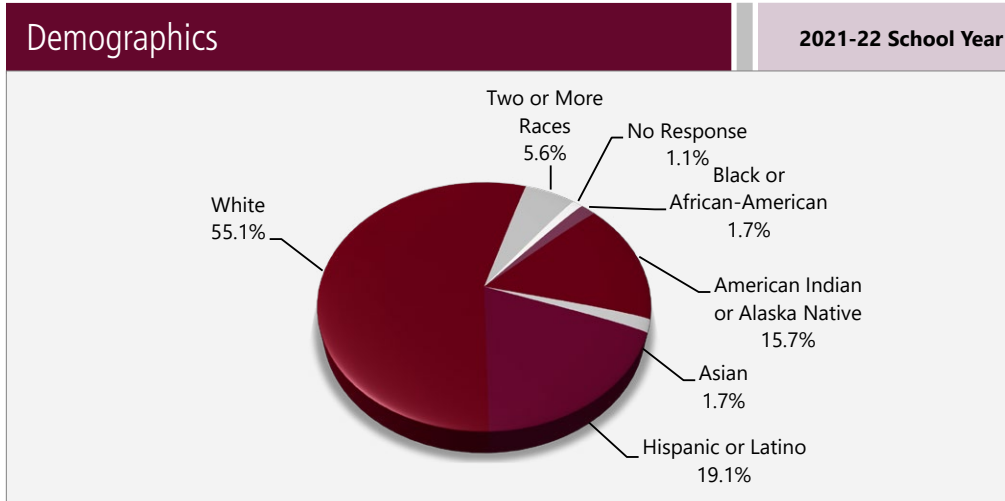
- Janet Bill
- Cortney Burke
- Jeremiah Gilbert
- James Hoak
- Ben Kimbler
- Lauri King
- Connie Schlaefer



"Students will learn positive personal qualities including individual responsibility and good citizenship."

Enrollment by Student Group

The total enrollment at the school was 178 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

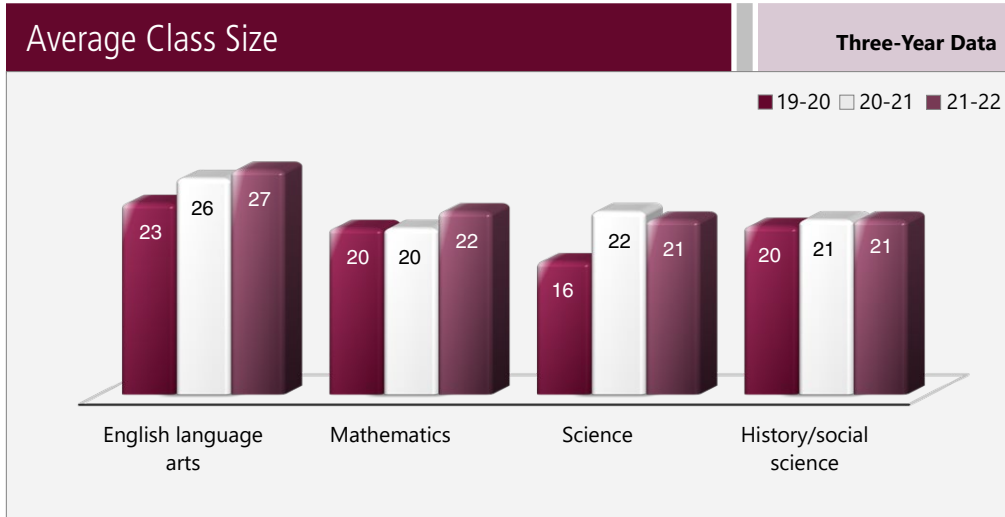


Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	47.20%
Male	52.80%
Non-Binary	0.00%
English learners	1.10%
Foster youth	1.70%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	41.00%
Students with Disabilities	15.20%

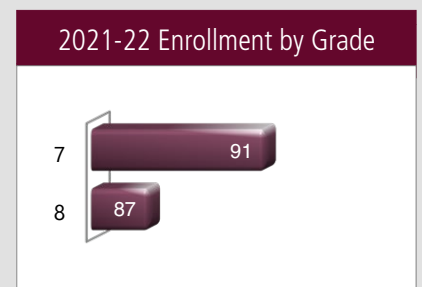
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



Number of Classrooms by Size

Subject	Three-Year Data								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	8	1	3	1	11	1	1	11	
Mathematics	8			5	3		4	3	
Science	6	2		4	4		4	4	
History/social science	7	1		5	3		5	3	





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Sierra JHS		Sierra USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	3.2%	14.7%	1.5%	6.0%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Sierra JHS		Sierra USD		California
	19-20		19-20		19-20
Suspension rates	5.0%		3.8%		2.5%
Expulsion rates	0.0%		0.0%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	14.7%	0.0%		
Female	12.0%	0.0%		
Male	17.2%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	14.3%	0.0%		
Asian	0.0%	0.0%		
Black or African American	0.0%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	17.7%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	16.7%	0.0%		
White	14.7%	0.0%		
English Learners	0.0%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	20.3%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	20.6%	0.0%		

Professional Development

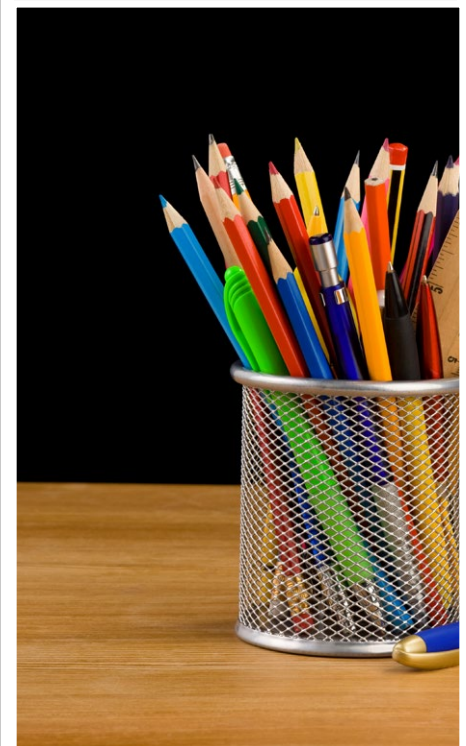
Sierra Junior High School uses three pre-service days, two days during the school year, and one day at the end of the year to provide staff development. In addition, Sierra Junior and Senior High School teachers participate in vertical department team professional development through Professional Learning Community meetings twice a month.

Once a month, the staff comes together to receive information and training in engagement strategies that strengthen the instructional program for students, increasing critical-thinking skills, and aligning with the expectations of the new standards.

Individual teachers and small teacher-teams attend targeted conferences in the area of engagement strategies and standards implementation. They then bring back that information to the whole school team.

Finally, in the area of safety, the staff receives monthly training in drill procedures and disaster scenarios.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	6
2021-22	6
2022-23	6





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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	96%	97%	97%	97%	97%

Chronic Absenteeism by Student Group

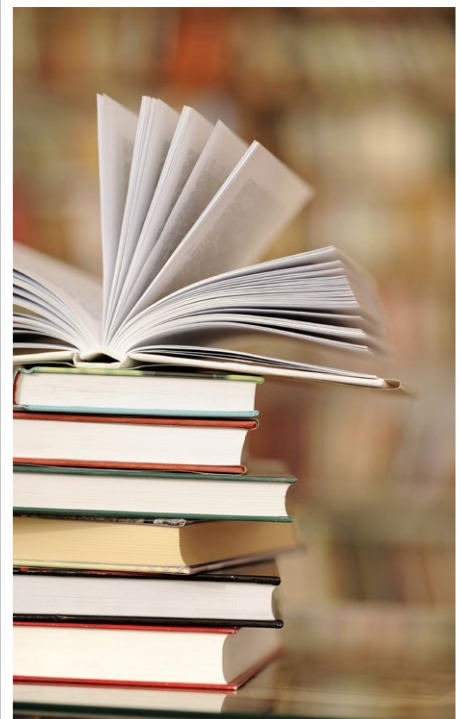
Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	191	185	53	28.60%	
Female	92	89	23	25.80%	
Male	99	96	30	31.30%	
American Indian or Alaska Native	28	28	15	53.60%	
Asian	3	3	0	0.00%	
Black or African American	3	3	2	66.70%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	34	33	8	24.20%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	12	12	2	16.70%	
White	109	104	26	25.00%	
English Learners	2	1	0	0.00%	
Foster Youth	3	3	1	33.30%	
Homeless	3	2	0	0.00%	
Socioeconomically Disadvantaged	79	78	23	29.50%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	34	33	15	45.50%	

Types of Services Funded

These federal program participation services are provided at the school:

- Title I: Supplemental Education
- Title II: Improving Teacher Quality
- Title III: Limited English

“With the advent of new California state standards, our experienced team of educators has redesigned the academic program to incorporate more group work, critical thinking and speaking skills.”



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Sierra JHS		Sierra USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	*	26.58%	30.26%	28.27%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Sierra JHS		Sierra USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	48%	*	46%	*	47%
Mathematics	*	28%	*	31%	*	33%

* This school did not test students using the CAASPP for Science.

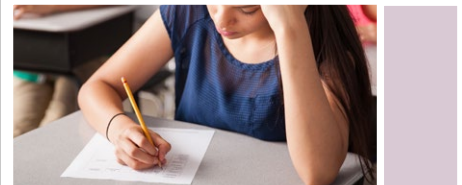
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 CAA divided by the total number of students who participated in both assessments.

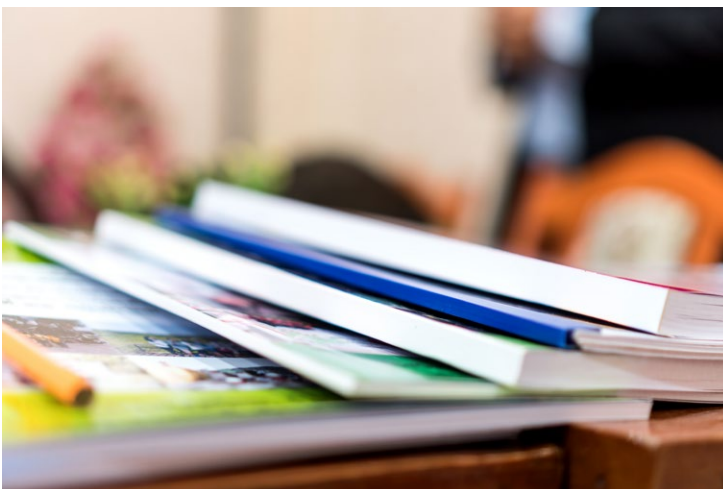
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	82	79	96.34%	3.66%	26.58%
Female	37	37	100.00%	0.00%	16.22%
Male	45	42	93.33%	6.67%	35.71%
American Indian or Alaska Native	12	11	91.67%	8.33%	18.18%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	48	47	97.92%	2.08%	31.91%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	26	24	92.31%	7.69%	16.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	12	92.31%	7.69%	0.00%

❖ 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.

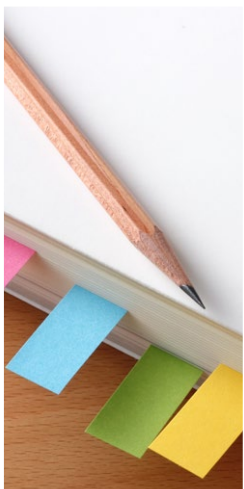




CAASPP Test Results by Student Group: English Language Arts (grades 7-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	173	167	96.53%	3.47%	47.90%
Female	83	80	96.39%	3.61%	51.25%
Male	90	87	96.67%	3.33%	44.83%
American Indian or Alaska Native	25	24	96.00%	4.00%	50.00%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	30	30	100.00%	0.00%	36.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	15	13	86.67%	13.33%	61.54%
White	97	94	96.91%	3.09%	48.94%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	65	62	95.38%	4.62%	33.87%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	27	93.10%	6.90%	14.81%

❖ 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.

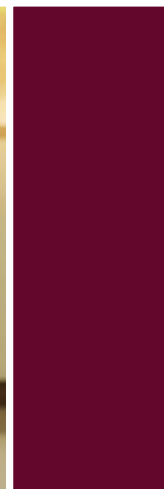
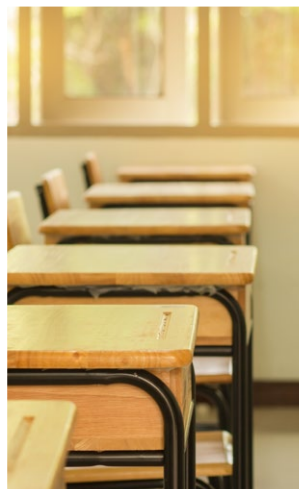




CAASPP Test Results by Student Group: Mathematics (grades 7-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	173	168	97.11%	2.89%	27.98%
Female	83	82	98.80%	1.20%	18.29%
Male	90	86	95.56%	4.44%	37.21%
American Indian or Alaska Native	25	24	96.00%	4.00%	29.17%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	30	30	100.00%	0.00%	10.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	15	14	93.33%	6.67%	42.86%
White	97	94	96.91%	3.09%	29.79%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	65	63	96.92%	3.08%	15.87%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	27	93.10%	6.90%	7.41%

❖ 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.





Textbooks and Instructional Materials

Textbooks are selected by content-area teachers who utilize California Department of Education listings and guides to determine materials that adequately cover the Common Core State Standards students are expected to master. Additionally, materials are reviewed to ensure they will provide intervention materials for English learners and special education students, are teacher and student friendly, and will work with the Sierra Unified instructional program.

A thorough review of the programs is conducted with input from staff, including teaching sample lessons from programs being reviewed. Community members are invited to conduct a review of content and then a recommendation is made to the Board of Education. The Sierra Unified District notifies school site councils and publishes the notification in the regular board agenda of the proposed material adoption and displays the materials publicly for review at the site and district office. Public may comment at the board meeting when adoption is scheduled for approval or leave comments with the school site or district office staff.

The Board of Trustees vote to approve materials at a regularly scheduled meeting.

Each fall, the board reviews textbook and instructional material sufficiency. A hearing is publicly announced and is held during a regularly scheduled board meeting. Public comment is invited via an announcement in the newspaper of the meeting and materials sufficiency hearing.

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
English language arts	<i>StudySync</i> , McGraw-Hill (7-8)	2016
Mathematics	<i>Core Connections: Course 2</i> , College Preparatory Math (7)	2015
Mathematics	<i>Core Connections: Course 3</i> , College Preparatory Math (8)	2015
Science	<i>Bring Science Alive!</i> , TCI (7-8)	2021
History/social science	<i>Impact: California, World History & Geography, Medieval & Early Modern Times</i> , McGraw-Hill (7)	2017
History/social science	<i>Impact: California, United States History & Geography: Growth & Conflict</i> (8)	2017

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2022-23 School Year

Data collection date	9/12/2022
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Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2022-23 School Year

Sierra JHS	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%





School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Poor	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Poor	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair	
Overall summary of facility conditions	Fair	
Date of the most recent school site inspection	9/13/2022	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Work orders have been generated for all deficiencies. Work orders will be prioritized and assigned as time and/or funding permits.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Systems	1 Extreme deficiency noted do to inoperable heat exchanger. 1 system deficiency noted for missing/damaged heat exchanger.	
Interior	42 interior deficiencies ranging from evidence of roof leaks, and/ ceiling staining, warping, peeling, missing tiles, flooring wear and tear, wall tears or holes.	
Cleanliness	1 cleanliness deficiencies do to pest/vermin infestation.	
Electrical	1 deficiency of a missing cover plate.	
Restrooms/fountains	9 deficiencies noted ranging from cleanliness and/or damaged fixtures or closed during school hours.	
Safety	5 deficiencies noted ranging from; damaged/Missing fire alarm components, peeling, chipping or cracking paint.	
Structural	16 deficiencies noted ranging from; visible evidence of cracks, dry rot, mold, sloping or sagging, damaged or missing rain gutters, downspouts, and roof drains.	
External	13 deficiencies noted ranging from; drainage problems, eroded soil, water damaged asphalt, trip hazards, broken glass, cracked windows.	

School Facilities

Sierra Junior High School is located on the same campus as Sierra High School. Sierra High School was built in 1922 and has 42 permanent classrooms and eight portable classrooms. Our campus also includes a 325-seat presentation center, four science labs, a library media center, four computer labs, a 238-acre farm, meat-processing lab, two gymnasiums, a cafeteria, snack bar, 2,500-seat stadium, two baseball diamonds, two softball diamonds, swimming and diving pools, tennis and basketball courts, a fitness center, new practice fields for soccer, and a pole barn with four lanes for hitting and pitching practice.

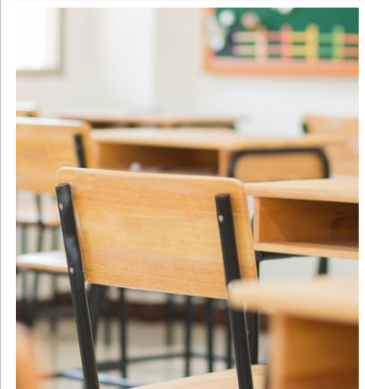
Sierra Junior High School monitors school environment to maintain a safe campus continually throughout the day. Certificated staff members are assigned monitoring before and after school as well as during breaks. A campus aide works as school security, curbing truancy, vandalism, un-registered visitors and mediating student interpersonal conflicts.

Additionally, the principal and vice principal support supervision at lunch and break. Discipline data is analyzed throughout the year to determine safety program needs and adjustments are made in staff assignments to address any areas of concern.

Sierra Unified School District strives to keep a clean and safe learning environment for all students. This includes ensuring all facilities are well maintained, clean and operational. At last inspection, all specific systems were found to be in “good” status. Detailed information about future plans for facility improvement can be obtained by contacting the district director of facilities and maintenance.



“Sierra Junior High School is an accomplished school with rigorous educational programs, high expectations, solid teamwork, student interventions and opportunities for students to get involved in extracurricular athletics.”





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.1	76.7%	53.9	78.7%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.5	0.8%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	10.7%	2.4	3.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	8.7	12.8%	12,115.8	4.4%
Unknown	1.1	12.4%	2.8	4.2%	18,854.3	6.9%
Total Teaching Positions	9.3	100.0%	68.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.4	84.1%	57.7	84.5%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	11.3%	3.0	4.4%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.3	0.5%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	4.3	6.3%	11,953.1	4.3%
Unknown	0.4	4.5%	2.9	4.3%	15,831.9	5.7%
Total Teaching Positions	8.8	100.0%	68.3	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.0
Misassignments	1.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

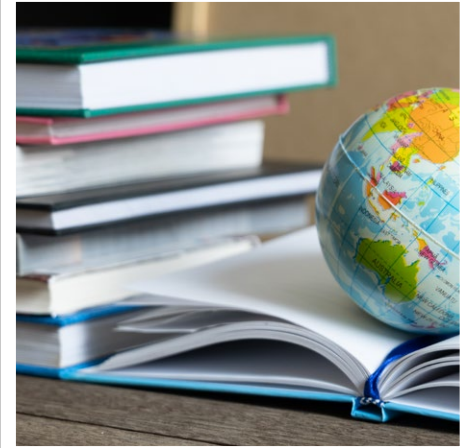
Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	1.8%

Public 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2021-22 School Year

	Ratio
Pupils to Academic counselors	178:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.6
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.3
Psychologist	0.3
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	2.0
Resource specialist (nonteaching)	0.3



Financial Data

The financial data displayed in this SARC is from the 2020-21 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.

Salary Data	2020-21 Fiscal Year	
	Sierra USD	Similar Sized District
Beginning teacher salary	\$44,131	\$46,419
Midrange teacher salary	\$68,476	\$69,902
Highest teacher salary	\$88,156	\$97,912
Average elementary school principal salary	\$94,951	\$111,731
Average middle school principal salary	◆	\$122,012
Average high school principal salary	\$120,144	\$122,212
Superintendent salary	\$165,000	\$150,971
Teacher salaries: percentage of budget	30%	29%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This 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.

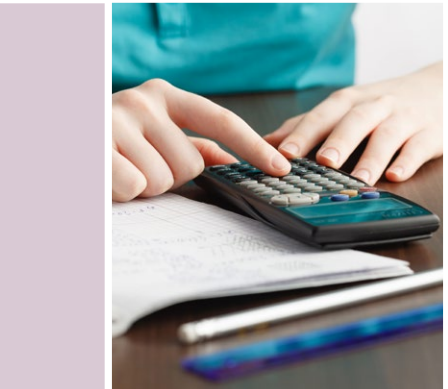
Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sierra JHS	\$2,911	\$76,018
Sierra USD	\$11,353	\$71,430
California	\$6,594	\$73,001
School and district: percentage difference	-74.4%	+6.4%
School and California: percentage difference	-55.8%	+4.1%

◆ Information is not available at this time.

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$3,707
Expenditures per pupil from restricted sources	\$796
Expenditures per pupil from unrestricted sources	\$2,911
Annual average teacher salary	\$76,018



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2023.