Sierra Unified School District

SARC

2022-23

School Accountability Report Card
Published in 2023-24
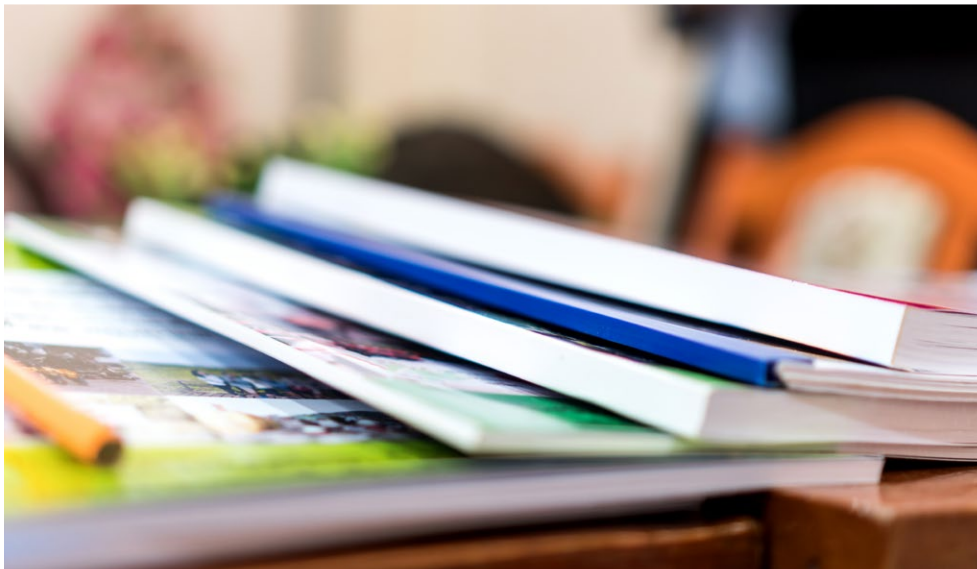
Sierra Junior High School

Grades 7-8
CDS Code 10-75275-0124123

Jordan Reeves, Principal
jreeves@sierrausd.org

33326 Lodge Road
Tollhouse, CA 93667
(559) 855-8311

www.sierrausd.org/sjhs

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 August 2023.

The school safety plan contains key elements for disaster preparedness. This includes action plans developed through Catapult 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. Sierra Junior High School coordinates disaster and lockdown drills with all sites in the district and periodically includes law enforcement agencies. 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.
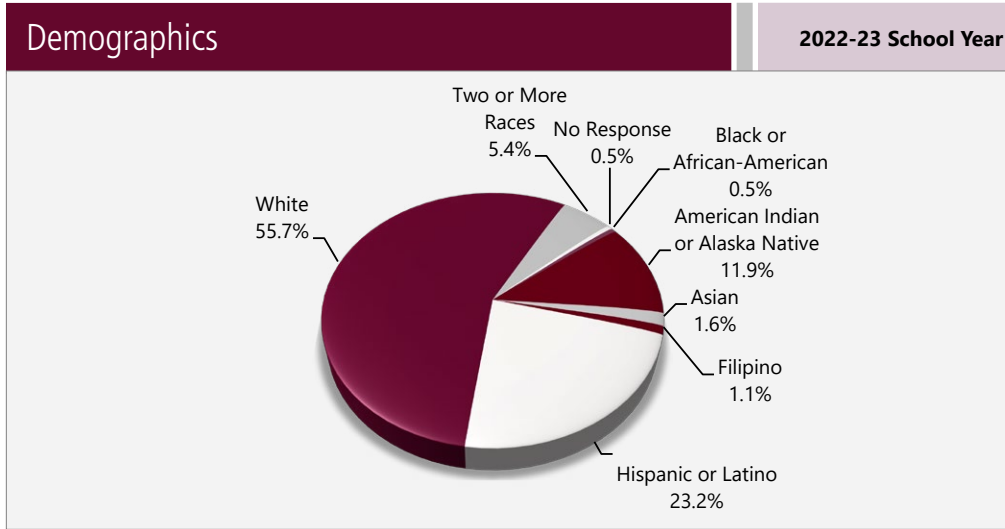
Governing Board

Cortney Burke

Carolyn Capps

Ginger Cardoza

James Hoak

Ben Kimbler

Wes Qualls

Connie Schlaefer

Enrollment by Student Group

The total enrollment at the school was 185 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.
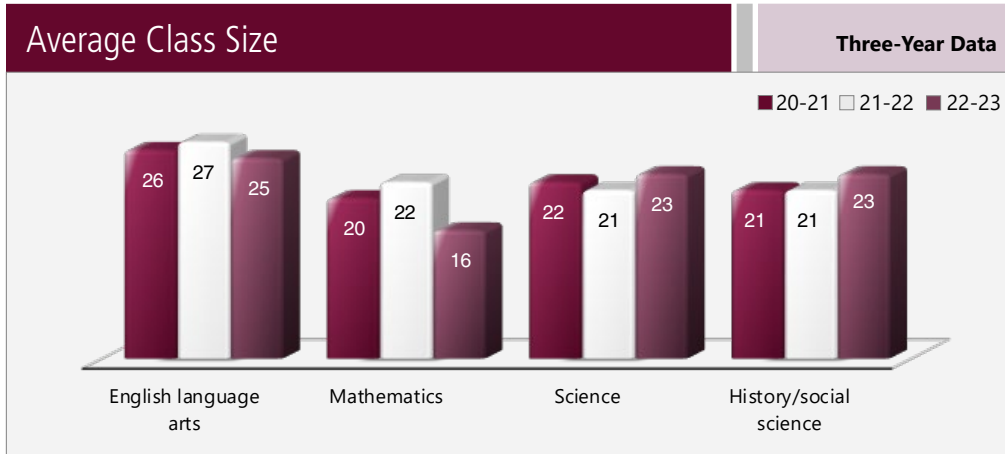
Demographics	2022-23 School Year

- Two or More Races 5.4%
- No Response 0.5%
- Black or African-American 0.5%
- White 55.7%
- American Indian or Alaska Native 11.9%
- Asian 1.6%
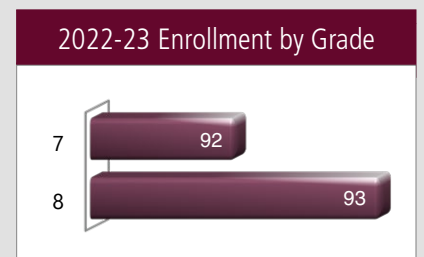- Filipino 1.1%
- Hispanic or Latino 23.2%

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.

Average Class Size — Three-Year Data

Legend: 20-21, 21-22, 22-23

Subject	20-21	21-22	22-23
English language arts	26	27	25
Mathematics	20	22	16
Science	22	21	23
History/social science	21	21	23

Number of Classrooms by Size — Three-Year Data

Subject	2020-21			2021-22			2022-23		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	1	11	1	1	11		3		
Mathematics	5	3		4	3		7	4	
Science	4	4		4	4		3	5	
History/social science	5	3		5	3		4	4	

Enrollment by Student Group

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Enrollment
7	92
8	93

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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions									Three-Year Data
	Sierra JHS			Sierra USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	3.20%	14.70%	15.00%	1.50%	6.00%	8.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	15.00%	0.00%
Female	9.50%	0.00%
Male	19.60%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	20.80%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	17.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	15.40%	0.00%
White	12.50%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	19.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	34.30%	0.00%

Professional Development

SJHS 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	
2021-22	6
2022-23	6
2023-24	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 and 2022-23 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				2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	95.5%	96.6%	96.6%	94.3%	97.7%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	207	200	63	31.50%
Female	95	91	32	35.20%
Male	112	109	31	28.40%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	24	23	11	47.80%
Asian	3	3	2	66.70%
Black or African American	1	1	1	100.00%
Filipino	2	2	0	0.00%
Hispanic or Latino	51	50	17	34.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	13	12	2	16.70%
White	112	108	30	27.80%
English Learners	2	2	1	50.00%
Foster Youth	0	0	0	0.00%
Homeless	6	5	3	60.00%
Socioeconomically Disadvantaged	87	83	29	34.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	35	35	18	51.40%

Types of Services Funded

These federal program participation services are provided at the school:

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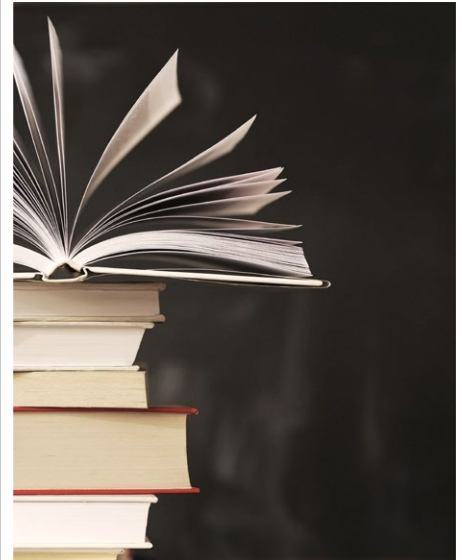- Title III: Limited English

"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.
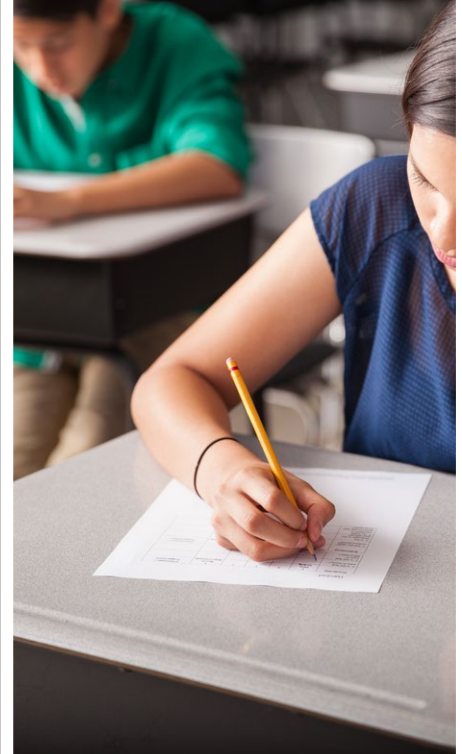
Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

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	
	Sierra JHS		Sierra USD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
Science	26.58%	22.45%	28.27%	25.98%	29.47%	30.29%

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	
	Sierra JHS		Sierra USD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
English language arts/literacy	48%	45%	46%	38%	47%	46%
Mathematics	28%	29%	31%	29%	33%	34%

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 Standard					2022-23 School Year
Science					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	98	98	100.00%	0.00%	22.45%
Female	48	48	100.00%	0.00%	22.92%
Male	50	50	100.00%	0.00%	22.00%
American Indian or Alaska Native	12	12	100.00%	0.00%	16.67%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	0.00%	13.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	50	50	100.00%	0.00%	24.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	44	44	100.00%	0.00%	11.36%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	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 Standard				2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	189	176	93.12%	6.88%	44.89%
Female	83	80	96.39%	3.61%	50.00%
Male	106	96	90.57%	9.43%	40.63%
American Indian or Alaska Native	22	20	90.91%	9.09%	35.00%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	46	41	89.13%	10.87%	36.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	54.55%
White	103	98	95.15%	4.85%	46.94%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	74	68	91.89%	8.11%	35.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	30	25	83.33%	16.67%	12.00%

❖ 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: Mathematics (grades 7-8)

Percentage of Students Meeting or Exceeding State Standard				2022-23 School Year	

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	189	175	92.59%	7.41%	29.14%
Female	83	80	96.39%	3.61%	26.25%
Male	106	95	89.62%	10.38%	31.58%
American Indian or Alaska Native	22	20	90.91%	9.09%	20.00%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	46	41	89.13%	10.87%	24.39%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	45.45%
White	103	97	94.17%	5.83%	30.93%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	74	67	90.54%	9.46%	17.91%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	30	24	80.00%	20.00%	4.17%

❖ 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.
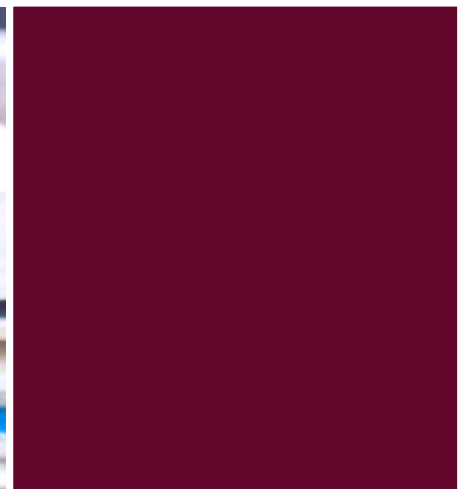
Textbooks and Instructional Materials

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.

Textbooks and Instructional Materials List

Textbooks and Instructional Materials List		2023-24 School Year
Subject	**Textbook**	**Adopted**
English language arts	*StudySync*, McGraw-Hill (7-8)	2016
Mathematics	*Big Ideas Math: Modeling Real Life Common Core* (7-8)	2022
Science	*Bring Science Alive!*, TCI (7-8)	2021
History/social science	*Impact: California, World History & Geography, Medieval & Early Modern Times*, McGraw-Hill (7)	2017
History/social science	*Impact: California, United States History & Geography: Growth & Conflict* (8)	2017

Quality of Textbooks

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

Quality of Textbooks

Quality of Textbooks	2023-24 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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

Percentage of Students Lacking Materials by Subject	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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

Currency of Textbooks	
2023-24 School Year	
Data collection date	9/11/2023

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.

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	2023-24 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	Good
Overall summary of facility conditions	Fair
Date of the most recent FIT report	9/28/2023

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. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2023-24 school year. Work orders will be prioritized and assigned as time and/or funding permits.

Deficiencies and Repairs	2023-24 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**
Systems	1 Extreme deficiency noted do to inoperable heat exchanger; 2 system deficiency noted for missing/damaged heat exchanger.
Interior	37 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	3 deficiencies for lighting, 1 deficiency of a missing cover plate.
Restrooms/fountains	9 deficiencies noted ranging from damaged fixtures or rusty/damaged partitions.
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, sloping or sagging rock walls, damaged or missing rain gutters, downspouts, and roof drains.
External	11 deficiencies noted ranging from; drainage problems, eroded soil, water damaged asphalt, trip hazards, cracked windows.

"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."

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 four 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, unregistered 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.
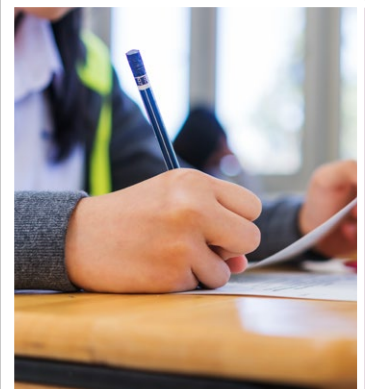
Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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/calpadsupdflash201.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.
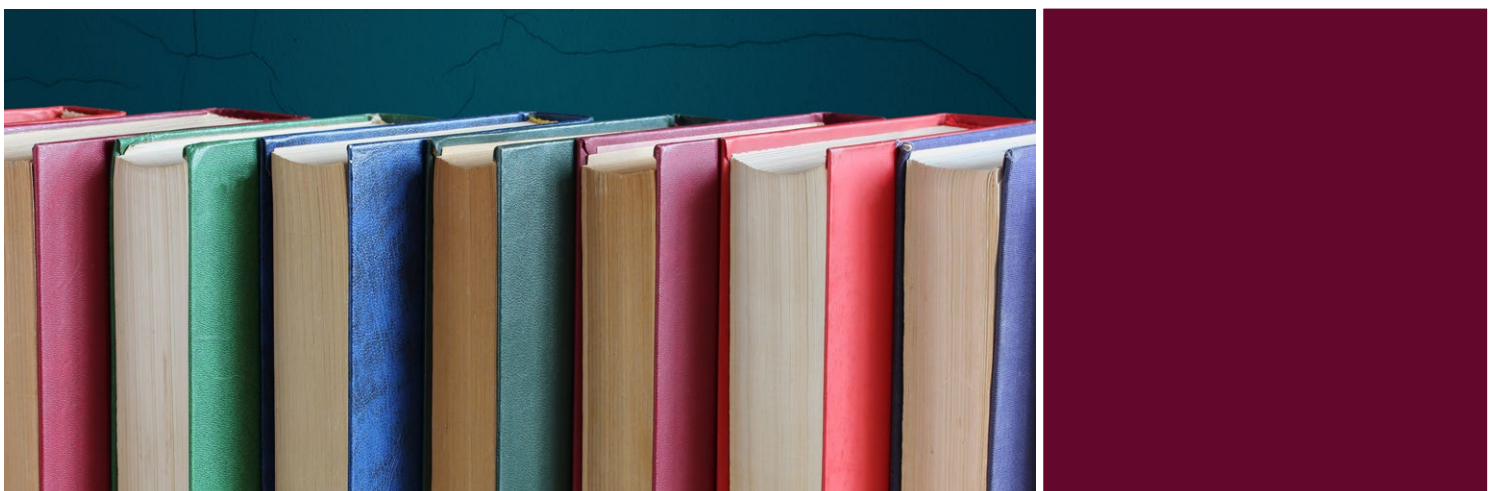
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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	
Authorization/Assignment	**2020-21**	**2021-22**
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	
Indicator	**2020-21**	**2021-22**
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	
Indicator	**2020-21**	**2021-22**
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%

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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	93:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2021-22 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		2021-22 Fiscal Year
	Sierra USD	**Similar Sized District**
Beginning teacher salary	$45,014	$47,615
Midrange teacher salary	$69,846	$75,580
Highest teacher salary	$89,919	$100,485
Average elementary school principal salary	$99,233	$114,066
Average middle school principal salary	◇	$123,621
Average high school principal salary	$106,852	$125,385
Superintendent salary	$193,025	$157,977
Teacher salaries: percentage of budget	31.15%	27.82%
Administrative salaries: percentage of budget	5.73%	5.78%

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		2021-22 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Sierra JHS	$3,041	$76,182
Sierra USD	$12,605	$71,246
California	$7,607	$77,993
School and district: percentage difference	-75.9%	+6.9%
School and California: percentage difference	-60.0%	-2.3%

◇ 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
2021-22 Fiscal Year

Total expenditures per pupil	$4,480
Expenditures per pupil from restricted sources	$1,439
Expenditures per pupil from unrestricted sources	$3,041
Annual average teacher salary	$76,182

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.