

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Sierra USD Alternative Program

Ara Keledjian  
Director of Alternative Education  
akeledjian@sierrausd.org

### Lodge Pole Elementary School

Grades K-8  
CDS Code 10-75275-6612544

33461 Lodge Road  
Tollhouse, CA 93667  
(559) 855-3020

[www.sierra.org](http://www.sierra.org)

### Oak Meadow Community Day School

Grades 4-8  
CDS Code 10-75275-1030709

33280 Lodge Road  
Tollhouse, CA 93667  
(559) 855-3020

[www.sierra.org](http://www.sierra.org)

### Sandy Bluffs Alternative Education Program

Grades 9-12  
CDS Code 10-75275-1030139

33280 Lodge Road  
Tollhouse, CA 93667  
(559) 855-3020

[www.sierrausd.org/alternative](http://www.sierrausd.org/alternative)



## Sierra Unified School District

29143 Auberry Road Prather, CA 93651 ▪ [www.sierrausd.org](http://www.sierrausd.org)  
Dr. Alan Harris, Superintendent ▪ [aharris@sierrausd.org](mailto:aharris@sierrausd.org) ▪ (559) 855-3662



### Principal's Message

Sierra Unified School District Alternative Program consists of Sandy Bluffs Alternative Education Center (grades 9-12), Oak Meadow Community Day School (grades 4-8) and Lodge Pole Elementary School (grades K-8). These small rural schools serve a vast 3,100 square mile foothill and mountain area, approximately 40 miles northeast of Fresno. Sandy Bluffs Alternative Education Center serves students from the district who have fallen behind in credits, who want to accelerate their high school graduation date, or who want to experience a small school environment. Oak Meadow Community Day School provides an opportunity for students with behavioral problems who may need a small class size with a more restrictive environment. Lodge Pole Elementary provides elementary-age students an Independent Study option at the request of their parents or guardians. Collectively, these school programs provide alternative educational options for all students in the Sierra Unified School District.

### School Mission Statement

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

### Parental Involvement

The Sandy Bluffs Alternative Education Center has several programs to fit the needs of our community. In our programs, parental involvement is always invited but may look different than one would expect to see at a regular school site. Our independent study schools have the highest degree of parent involvement within their children's day-to-day education. At our Continuation High School, parent conferences are held in the fall of each school year to encourage parental involvement in the educational process. Parents are also invited to participate in the intervention and behavior systems. All our schools have an open-door policy that allows the parent to observe classes.

For more information on how to become involved at the school, please contact the director of Alternative Education Ara Keledjian at (559) 855-3020.

### School Safety

The school safety plan was last updated in January 2021. All staff members reviewed the plan. Sandy Bluffs Alternative Education Center is supported in its efforts to provide for a safe learning environment by philosophies, policies and procedures adopted by the Sierra Unified Board of Trustees. Sierra Unified has moved to a comprehensive emergency response system. Hour Zero is an emergency response system based on the Incident Command System used by Cal Fire and other emergency responders. This new system provides detailed training and duty assignments for all staff, while standardizing protocols between the school and first responders.

### Professional Development

Common Core State Standards Implementation, Positive Discipline, Components of a Therapeutic Community, and Aeries student information system training are a few of the professional-development trainings the district has provided.

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	4	4	6



### 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.



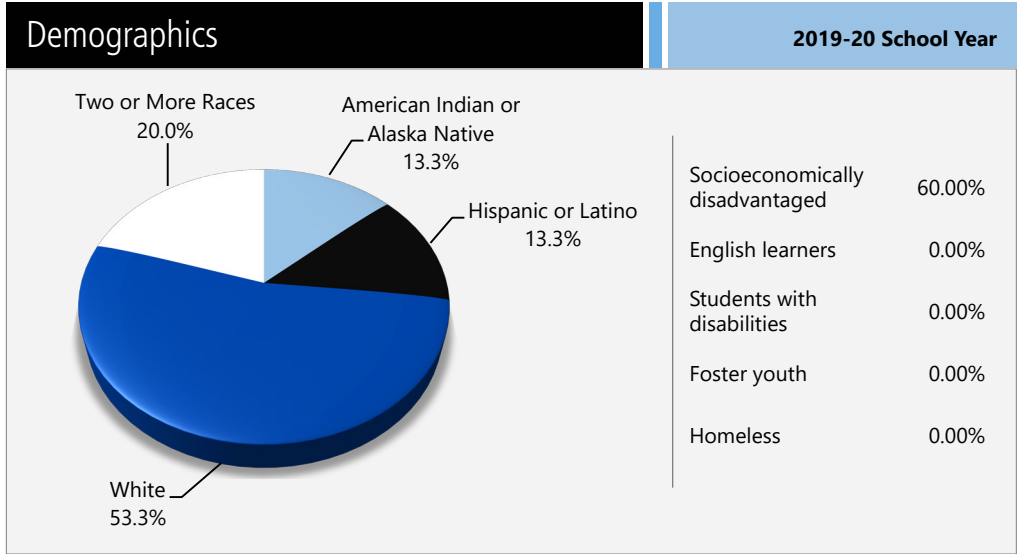
### Governing Board

- Ron Eldridge
- Chrissy Falk
- Don Fowler
- Tom Mendenhall
- Wes Qualls
- Connie Schlaefler



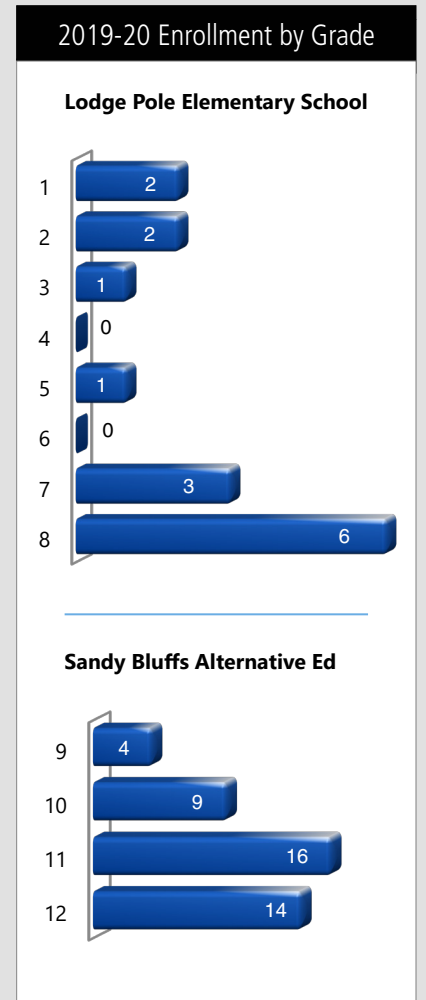
### Enrollment by Student Group: Lodge Pole Elementary School

The total enrollment at the school was 15 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



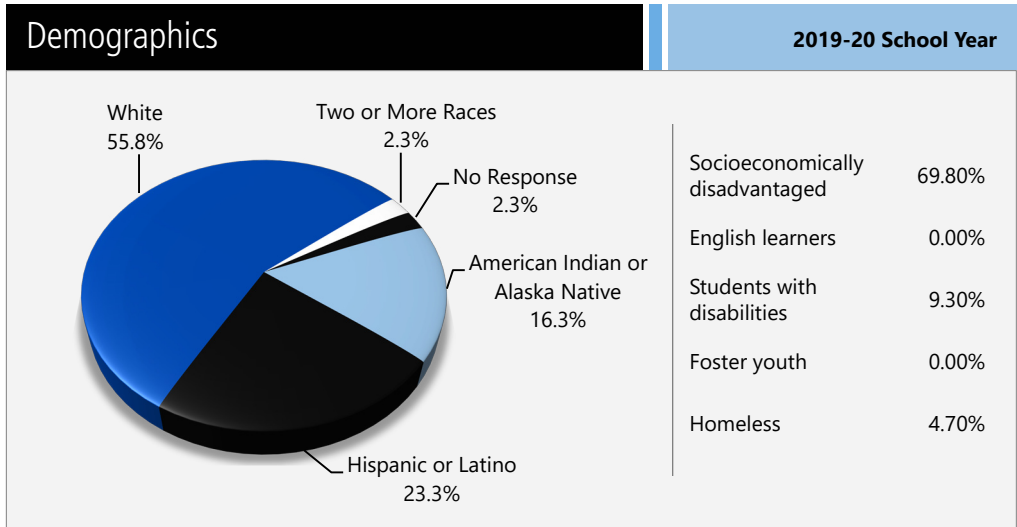
### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.



### Enrollment by Student Group: Sandy Bluffs Alternative Education

The total enrollment at the school was 43 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



### Average Class Size and Class Size Distribution

#### Lodge Pole Elementary School

Lodge Pole School is an independent study program for grades K-8. Each student meets independently with the classroom teacher on an assigned day, therefore class size data does not apply.

#### Sandy Bluffs Alternative Education Program

Sandy Bluffs is a continuation high school. A large percentage of the student population transfers between the district high school and Sandy Bluffs dependent on disciplinary contracts, credit accrual and recommendations from academic counselors. For the 2019-20 school year, 34 students attended Sandy Bluffs, however the total student enrollment did not exceed 25 students at any one time.

#### Oak Meadow Community Day School

Total student enrollment for the 2019-20 school year was 5.





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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Lodge Pole ES		Sandy Bluffs Alt. Ed		Oak Meadow CDS	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	❖	◇	25%	◇	❖	◇
	Sierra USD			California		
Subject	18-19		19-20		19-20	
Science	32%		◇		30%	

### CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Lodge Pole ES		Sandy Bluffs Alt. Ed		Oak Meadow CDS	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	18%	◇	31%	◇	❖	◇
Mathematics	12%	◇	29%	◇	❖	◇
	Sierra USD			California		
Subject	18-19		19-20		19-20	
English language arts/literacy	50%		◇		51%	
Mathematics	36%		◇		40%	

### 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. The PFT measures six key fitness areas:

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

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

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

### California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



### 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.

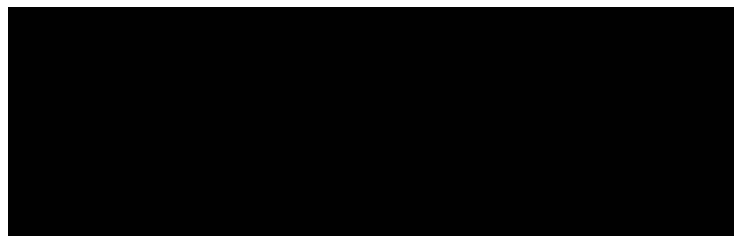




### CAASPP Results by Student Group: Science (grades 5, 8 and high school)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

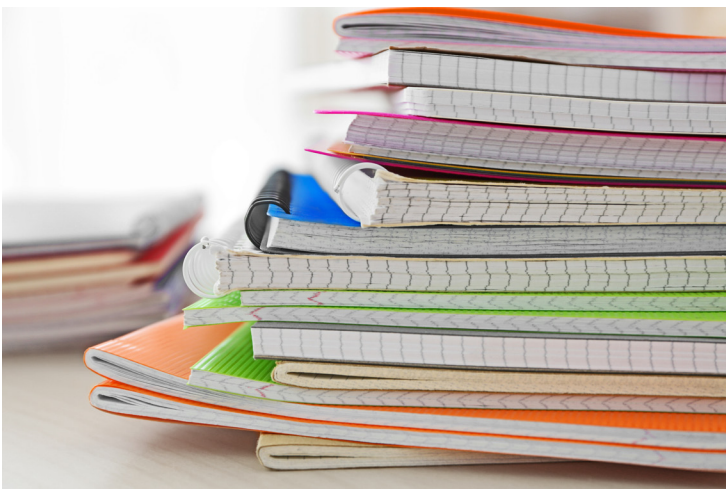




### CAASPP Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

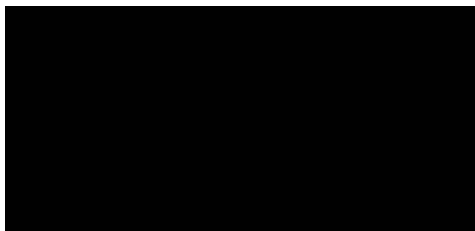
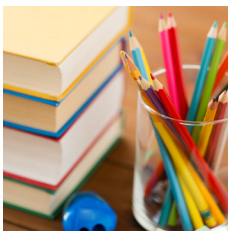




### CAASPP Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





### Career Technical Education Programs

Sandy Bluffs Alternative Education Center is physically located adjacent to our district’s comprehensive high school, Sierra High. Students from Sandy Bluffs may take ROP/CTE courses through Sierra High. Participation is encouraged based on individual student interest and grade level.

### Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

Career Technical Education Data	2019-20 Participation
	Sandy Bluffs Alt. Ed.
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%



### Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	16-17	17-18	18-19	16-17	17-18	18-19
	82.60%	87.50%	90.30%	8.70%	0.00%	6.50%
<b>Sierra USD</b>	95.90%	91.30%	93.50%	1.60%	0.00%	2.80%
<b>California</b>	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

### Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by the Alternative Education Program schools.

### Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school’s courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	2018-19 and 2019-20 School Years
	Sandy Bluffs Alt. Ed.
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	59.52%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	0.00%







### 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, 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. From this process, 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 site or district office staff.

The board votes 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.

### Lodge Pole Elementary School and Oak Meadow Community Day School

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English language arts	Wonders, McGraw-Hill (K-6)	2016
English language arts	StudySync, McGraw-Hill (7-8)	2016
Mathematics	CA Go Math! (K-6)	2017
Mathematics	Core Connections: Course 2, College Preparatory Math	2015
Mathematics	Core Connections: Course 3, College Preparatory Math	2015
Science	Twig Science, Twin Education, Inc. (TK-5)	2019
Science	Earth Science, Holt	2007
Science	Life Science, Holt	2007
Science	Physical Science, Holt	2007
History/social science	Social Studies, Harcourt Brace	2000
History/social science	Impact: World History & Geography, Ancient Civilizations Grade 6; McGraw-Hill	2018
History/social science	Impact, CA Grade 7	2018
History/social science	Impact, CA Grade 8	2018

### Sandy Bluffs Alternative Education Program

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English language arts	Edgenuity: English Language Arts (9-12)	2014
English language arts	StudySync, McGraw-Hill (9-11)	2016
English language arts	The Language of Composition: Reading, Writing, Rhetoric; The Riverside Reader (AP)	2003
Mathematics	Edgenuity: Common Core Math 1, 2, 3	2014
Mathematics	Core Connections: Integrated I, College Preparatory Math	2015
Mathematics	Core Connections: Integrated II, College Preparatory Math	2015

Continued on page 10

### Availability of Textbooks and Instructional Materials

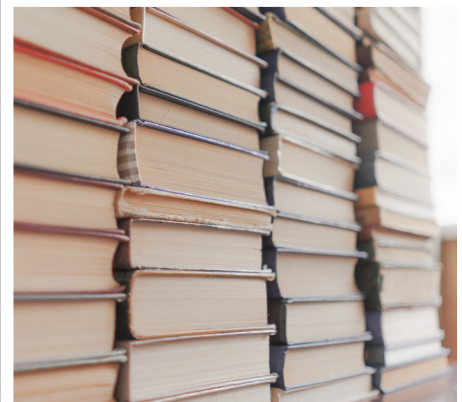
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	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	
2020-21 School Year	
Data collection date	9/14/2020





Sandy Bluffs Alternative Education Program, *continued from page 9*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Mathematics	<i>Core Connections: Integrated III</i> , College Preparatory Math	2015
Mathematics	<i>Precalculus</i> by Robert F. Blitzer	2006
Mathematics	<i>Calculus: Graphical, Numerical, Algebraic</i> ; Prentice Hall (AP)	2003
Mathematics	<i>Introduction to Statistics &amp; Data Analysis</i> , 4th Edition; by Devore, Olsen and Peck (AP)	2012
Mathematics	<i>Informal Geometry</i> , Prentice Hall	2006
Science	Edgenuity: Earth; Biology 1, 2	2014
Science	<i>Health: Skills for Wellness</i> , Prentice Hall	1994
Science	<i>Biology</i> by Kenneth Miller and Joseph Levine, Prentice Hall	2002
Science	<i>Biology: AP Edition</i> , 13th Edition; Mader & Windelspecht	2006
Science	<i>Chemistry: Matter and Change</i> , Glencoe	2001
Science	<i>Earth Science</i> , Prentice Hall	2006
History/social science	Edgenuity: World, US, Civics, Econ	2014
Social science	Impact: California, World History Culture & Geography Modern World; McGraw-Hill (10)	2018
Social science	Impact: California, US History & Geography, Continuity and Change; McGraw-Hill (11)	2018
Social science	Impact: California, Principles of American Democracy; McGraw-Hill (12)	2018
Social science	Impact: California Principles of Economics; McGraw-Hill (12)	2018
Social science	<i>America's History</i> , 8th Edition; and Documenting United States History, Bedford (AP)	2016
World languages	<i>Look, I Can Talk!</i> ; Sky Oaks Productions, Inc.	2002
World languages	<i>Look, I Can Talk More!</i> ; Sky Oaks Productions, Inc.	2003
World languages	<i>Look, I Can Really Talk!</i> ; Sky Oaks Productions, Inc.	2005
World languages	<i>Temas</i> , Vista Higher Learning (AP)	2016
Visual and performing arts	<i>Successful Sight Singing</i> , Book 1; Nancy Telfer	1992
Visual and performing arts	<i>Total Musicianship</i> by Frank Bencriscutto	1983
Visual and performing arts	<i>Hal Leonard Essential Elements</i> , Book 1 and 2	1999

Quality of Textbooks

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

Quality of Textbooks		2020-21 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Suspension Rates		
	17-18	18-19
Lodge Pole ES	0.0%	0.0%
Sandy Bluffs Alt Ed	2.3%	3.8%
Oak Meadow CDS	33.3%	33.3%
Sierra USD	3.9%	6.8%
California	3.5%	3.5%

Expulsion Rates		
	17-18	18-19
Lodge Pole ES	0.0%	0.0%
Sandy Bluffs Alt Ed	0.0%	0.0%
Oak Meadow CDS	0.0%	0.0%
Sierra USD	0.0%	0.0%
California	0.1%	0.1%

Suspension Rates	
	19-20
Lodge Pole ES	0.0%
Sandy Bluffs Alt Ed	2.9%
Oak Meadow CDS	80.0%
Sierra USD	3.8%
California	2.5%

Expulsion Rates	
	19-20
Lodge Pole ES	0.0%
Sandy Bluffs Alt Ed	0.0%
Oak Meadow CDS	0.0%
Sierra USD	0.0%
California	0.1%



### 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		2020-21 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Poor	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Fair	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Fair	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Fair	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Fair	
<b>Date of the most recent school site inspection</b>	11/30/2020	
<b>Date of the most recent completion of the inspection form</b>	11/30/2020	

### 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.

Deficiencies and Repairs		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	7 deficiencies noted ranging from cosmetic damage to cabinet, walls ceiling and/or staining. Work orders have been generated for all deficiencies. Currently, the school district is in the final stages of developing a Long-Range Facilities Master Plan (LRFMP) to address deficiencies.	In progress
<b>Electrical</b>	Missing cover plate. Repaired.	11/30/2020
<b>Restrooms/fountains</b>	Fountain leaks. Repaired.	11/30/2020
<b>Structural</b>	Rain gutters and downspouts missing or damaged. Work orders have been generated for all deficiencies. Currently, the school district is in the final stages of developing a Long-Range Facilities Master Plan (LRFMP) to address deficiencies.	In progress

### School Facilities

Sandy Bluffs Alternative Education Center was built in 1995 and is located in the foothills among beautiful oak trees and open fields. Lodge Pole Elementary School is located on the same grounds. The facilities accommodate sufficient space to allow students and teachers the enjoyment of a small-classroom environment.

The school is maintained by district crews and inspected annually for needed repairs. A custodian is assigned to the school, and it is cleaned nightly.

The design of the school funnels all staff, students and community members through the administrative office. In addition, faculty members wear security badges, and guests are required to sign in.

During the 2018-19 school year, the grounds were updated to include a new shade structure, swing and horseshoe pit. These additions have provided students with more activities to do during break and lunch. Our students also access the facilities of the adjacent high school on a daily basis. PE class is held at Sierra High School in either their gymnasium, weight room or athletic fields.



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

### Types of Services Funded

The Alternative Education Program schools do not use categorical funds; they are not Title I schools.



### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Sierra USD	Sierra USD Alternative Program		
Teachers	20-21	18-19	19-20	20-21
<b>With a full credential</b>	72	5	6	13
<b>Without a full credential</b>	1	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0



### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Sierra USD Alternative Program		
Teachers	18-19	19-20	20-21
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

### 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	
2019-20 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	25:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	0.50
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.50
<b>Social worker</b>	0.00
<b>Nurse</b>	0.25
<b>Speech/language/hearing specialist</b>	0.00
<b>Resource specialist (nonteaching)</b>	0.00

### 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### 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.





### Financial Data

The financial data displayed in this SARC is from the 2018-19 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](http://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](http://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](http://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	2018-19 Fiscal Year	
	Sierra USD	Similar Sized District
<b>Beginning teacher salary</b>	\$43,266	\$44,318
<b>Midrange teacher salary</b>	\$67,134	\$67,053
<b>Highest teacher salary</b>	\$86,427	\$90,163
<b>Average elementary school principal salary</b>	\$111,156	\$106,389
<b>Average high school principal salary</b>	\$116,685	\$114,214
<b>Superintendent salary</b>	\$165,435	\$141,066
<b>Teacher salaries: percentage of budget</b>	29%	29%
<b>Administrative salaries: percentage of budget</b>	6%	6%

### Financial Data Comparison

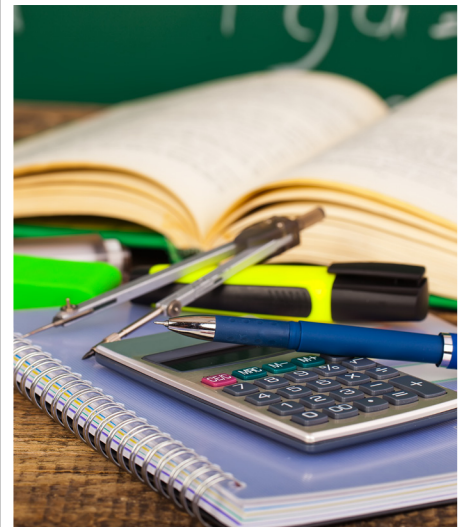
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Sierra USD Alternative Program</b>	\$12,754	\$67,543
<b>Sierra USD</b>	\$11,254	\$70,978
<b>California</b>	\$7,750	\$68,990
<b>School and district: percentage difference</b>	+13.3%	-4.8%
<b>School and California: percentage difference</b>	+64.6%	-2.1%

### 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	
2018-19 Fiscal Year	
<b>Total expenditures per pupil</b>	\$12,786
<b>Expenditures per pupil from restricted sources</b>	\$32
<b>Expenditures per pupil from unrestricted sources</b>	\$12,754
<b>Annual average teacher salary</b>	\$67,543



### 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 December 2020.