SARC

2019-20
School Accountability Report Card
Published in 2020-21

Sierra High School

Grades 9-12
CDS Code 10-75275-1036938

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Sierra Unified School District

Principal's Message

Sierra High School (SHS) is a comprehensive four-year high school founded in 1921. It is located in a beautiful valley between the foothill communities of Tollhouse, Prather and Auberry, approximately 35 miles from downtown Fresno. The district is located in Fresno County and draws students from Sierra Junior High School in Sierra Unified, Pine Ridge Elementary in Pine Ridge Elementary School District and Big Creek Elementary in Big Creek Elementary School District. Many outdoor enthusiasts reside in the SHS district. Ranching; public utilities; the U.S. Forest Service; the state division of forestry; logging; and outdoor recreational activities such as skiing, water sports, sailing, camping, fishing, hunting and hiking make up the area's economic base.

Of the 378 students currently attending Sierra High, some live above the 7,000-foot elevation, and many live in the foothills, while others come from the San Joaquin Valley floor. The greatest diversity lies within our socioeconomic makeup, and our single numerically significant subgroup is our economically disadvantaged population, with 38% of the student body participating in the National School Lunch Program (NSLP).

SHS offers a small-school environment that offers the best of small-school familiarity with larger school offerings. Despite its small size, Sierra High School has maintained a rich variety of high-quality academic programs designed to meet a variety of student needs. SHS received the California Distinguished School Award in 2001 and again in 2007.

Sierra High School offers a full range of educational, athletic and extracurricular opportunities for students. Our small-school environment allows staff to know all the students and work with them as individuals. A strong sense of community and participation by community organizations is a fact of life at Sierra High that supplements programs and provides unique leadership opportunities for our students. Sierra High School also has a world-class Future Farmers of America (FFA) program, including a 235-acre agricultural farm for student projects and FFA activities.

School Mission and Vision Statement

It is the mission of Sierra 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 High School expected schoolwide learning goals are incorporated as a part of our school vision. These include an education at Sierra 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. Students will attain basic computer and technological abilities.

School Safety

Sierra High School provides a safe and effective learning environment for all students. We attribute our success to our comprehensive and well-articulated student-discipline policies that are agreed upon annually and enforced by all staff members. The school safety plan was last reviewed and updated in January 2021 with input from staff and community members.

The school safety plan contains key elements for disaster preparedness. This includes action plans developed through Hour Zero trainings 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, and regular and substitute teachers. The school conducts monthly safety drills. During the 2018-19 school year, Sierra High School coordinated disaster and lockdown drills with all sites in the district and periodically included local law enforcement agencies.

All students bring to the school setting a multitude of prior learning experiences that can positively or negatively affect their participation in the school process. Development of an insightful understanding of how personal characteristics can affect school success is part of maintaining safe schools. However, student productivity and satisfaction emerge primarily from school policy and procedures, not the traits students and staff bring to school. Sierra High School has developed a list of policies and procedures used to help maintain a safe learning environment for students and staff.

All school policies and procedures, including student behavioral expectations and specific consequences, are listed in the Sierra High School Student Code of Conduct, which is given to all students at the beginning of each school year.

Class meetings are held at the start of each semester to allow an opportunity for assistant principals to review the Code of Conduct in person with students. This allows students an opportunity to ask clarifying questions about any specific rule or policy and allows the assistant principals an opportunity to explain rules to students in detail. Copies of the Parent/Student Handbook are provided to every family at the start of each school year and provided to any student entering school after the start of the year. They are posted electronically on the school site webpage, and any parent or community member may request an additional hard copy of the Student Code of Conduct by contacting the school office.

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.
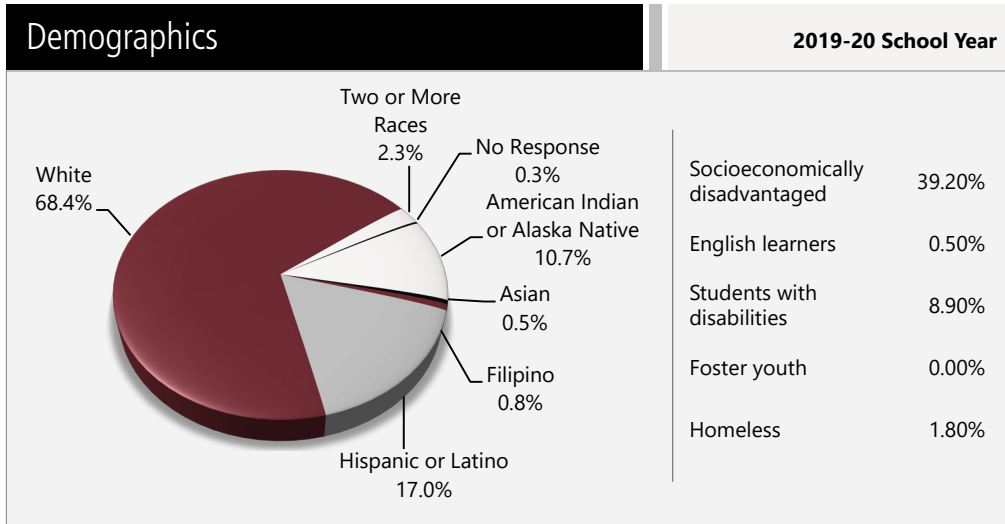
Governing Board

Ron Eldridge

Chrissy Falk
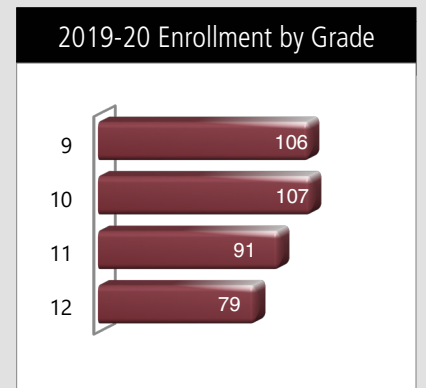
Don Fowler

Tom Mendenhall

Wes Qualls

Connie Schlaefer

Enrollment by Student Group

The total enrollment at the school was 383 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.
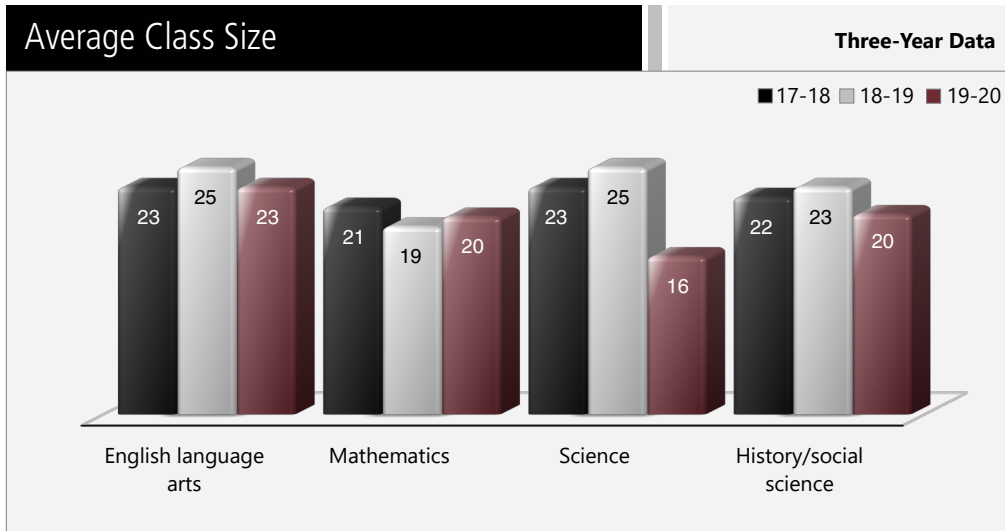
Demographics

2019-20 School Year

- Two or More Races 2.3%
- No Response 0.3%
- American Indian or Alaska Native 10.7%
- White 68.4%
- Asian 0.5%
- Filipino 0.8%
- Hispanic or Latino 17.0%

Socioeconomically disadvantaged	39.20%
English learners	0.50%
Students with disabilities	8.90%
Foster youth	0.00%
Homeless	1.80%

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

■ 17-18 ■ 18-19 ■ 19-20

	English language arts	Mathematics	Science	History/social science
17-18	23	21	23	22
18-19	25	19	25	23
19-20	23	20	16	20

Number of Classrooms by Size

Three-Year Data

Subject	2017-18			2018-19			2019-20		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	5	11		7	6	2	12	5	
Mathematics	11	5		12	4	2	9	6	
Science	7	8		2	8		5	4	
History/social science	7	8		5	7		5	2	

Enrollment by Grade

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

2019-20 Enrollment by Grade

Grade	Students
9	106
10	107
11	91
12	79

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.

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
	Sierra HS		Sierra USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	28%	◈	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
	Sierra HS		Sierra USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	61%	◈	50%	◈	51%	◈
Mathematics	24%	◈	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. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2019-20 School Year
Percentage of Students Meeting Fitness Standards	Sierra HS
	Grade 9
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

◈ 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.

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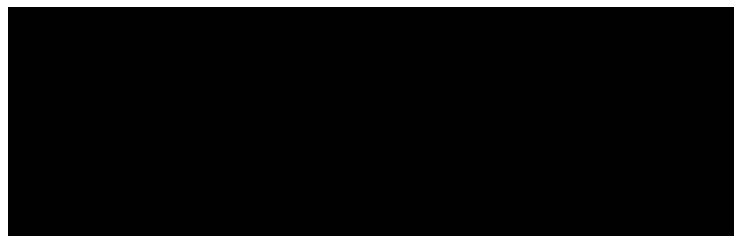
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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

CAASPP Results by Student Group: Science (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.
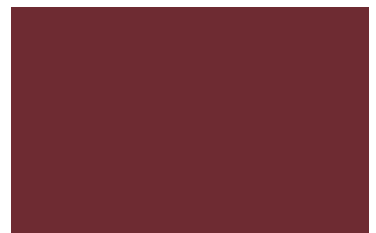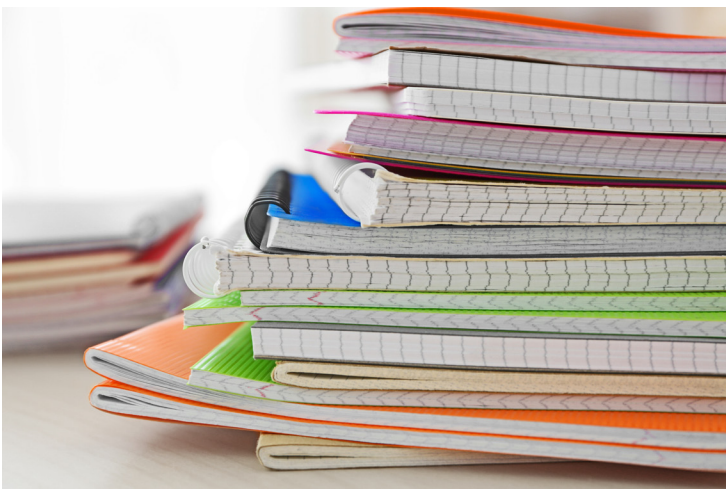
CAASPP Results by Student Group: English Language Arts (grade 11)

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.
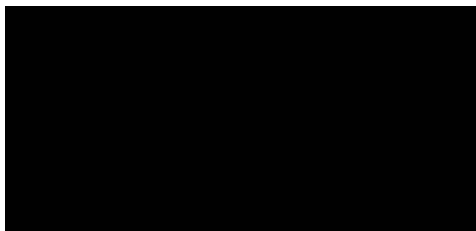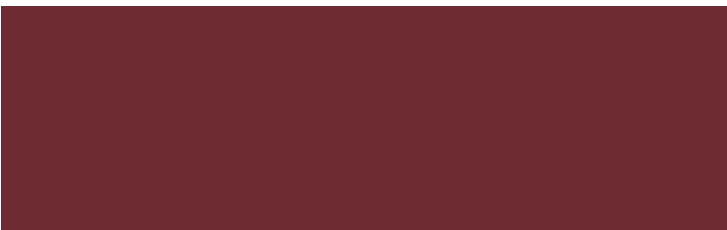
CAASPP Results by Student Group: Mathematics (grade 11)

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

Sierra High School partners with the Fresno County Office of Education to offer Regional Occupational Program (ROP) courses designed to provide students with true hands-on experience in current industry standards. These courses include Heavy Equipment Operations, Medical Careers, Digital Video and Welding. Additionally, Sierra High School offers the following programs of CTE study.

AG MECHANICS
- Ag Mechanics
- Welding
- ROP Welding

ANIMAL SCIENCE PATHWAY
- Ag Biology
- Veterinary Science

FORESTRY AND NATURAL RESOURCES PATHWAY (Developing)
- Wildland Management and Recreation
- Forestry and Range Management (course under development)

PATIENT CARE PATHWAY
- ROP Medical Careers
- Health

Business and Marketing (Developing)

CTE programs are funded through a partnership with ROP, site general funds and federal Perkins grant.

Sean Osterberg, Sierra High School's principal, serves as the site's primary representative on the district's career technical advisory committee. Sierra High also is represented by a CTE teacher and several community members at advisory meetings.

Career Technical Education Participation

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

Career Technical Education Data	
Sierra HS	
2019-20 Participation	
Number of pupils participating in a CTE program	54
Percentage of pupils who completed a CTE program and earned a high school diploma	76%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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**
Sierra HS	99.00%	92.10%	94.70%	0.00%	0.00%	1.30%
Sierra USD	95.90%	91.30%	93.50%	1.60%	0.00%	2.80%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

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.

UC/CSU Admission	2018-19 and 2019-20 School Years
	Sierra HS
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	99.22%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	53.42%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2019-20 School Year	
Percentage of total enrollment enrolled in AP courses	14.50%
Number of AP courses offered at the school	7
Number of AP Courses by Subject	
Computer science	0
English	2
Fine and performing arts	0
Foreign language	0
Mathematics	2
Science	2
Social science	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**
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	Poor
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	11/30/2020
Date of the most recent completion of the inspection form	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**
Systems	2 MECH/HVAC units inoperative. ★	In progress
Interior	22 interior deficiencies ranging from Evidence of roof leaks, and/or ceiling staining, warping, peeling, missing tiles, flooring hazards, walls tears or holes. ★	In progress
Cleanliness	5 cleanliness deficiencies ranging from Dirt, and/or grime, graffiti or signs of pest or vermin. ★	In progress
Electrical	1 electrical defect discovered, missing electrical cover plates. ★	Repaired 11/30/2020
Restrooms/ fountains	19 deficiencies noted ranging from cleanliness and/or damaged fixtures or closed during school hours. ★	In progress
Safety	7 deficiencies noted ranging from; Missing tiles, holes in walls, peeling and chipping or cracking paint. ★	In progress
Structural	13 deficiencies noted ranging from; visible evidence of cracks, dry rot, mold, ceilings sloping or sagging, damaged or missing rain gutters, downspouts, and roof drains. ★	In progress
External	24 deficiencies noted ranging from; drainage problems, eroded soil, water damaged asphalt, trip hazards, broken glass, cracked windows, damaged fence or gates. ★	In progress

★ 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.

School Facilities

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, basketball courts, a fitness center, new practice fields for soccer, and a pole barn with four lanes for hitting and pitching practice.

Sierra 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.
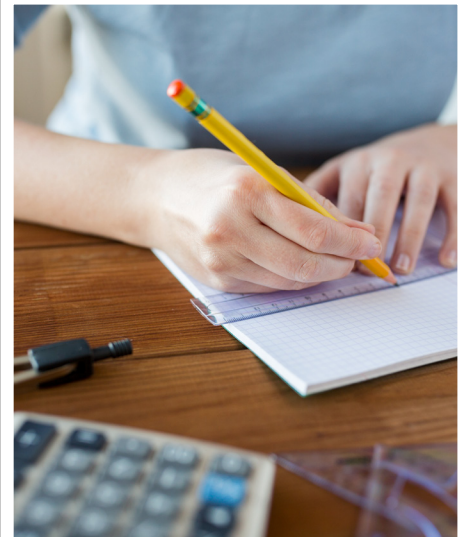
Textbooks and Instructional Materials

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.

Textbooks and Instructional Materials List — 2020-21 School Year

Subject	Textbook	Adopted
English language arts	*StudySync*, McGraw-Hill (9-11)	2016
English language arts	*The Language of Composition*, Bedford; The Riverside Reader, Wadsworth (AP)	2003
Mathematics	*Core Connections: Integrated I*, College Preparatory Math	2015
Mathematics	*Core Connections: Integrated II*, College Preparatory Math	2015
Mathematics	*Core Connections: Integrated III*, College Preparatory Math	2015
Mathematics	*Precalculus* by Robert F. Blitzer	2006
Mathematics	*Calculus: Graphical, Numerical, Algebraic*; Prentice Hall (AP)	2003
Mathematics	*Introduction to Statistics & Data Analysis*, 4th Edition; by Devore, Olsen and Peck (AP)	2012
Mathematics	*Informal Geometry*, Prentice Hall	2006
Science	*Health: Skills for Wellness*, Prentice Hall	1994
Science	*Biology* by Kenneth Miller and Joseph Levine, Prentice Hall	2002
Science	*Biology: AP Edition*, 13th Edition; Mader & Windelspecht	2019
Science	*Chemistry: Matter and Change*, Glencoe	2001
Science	*Earth Science*, Prentice Hall	2006
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	*America's History*, 8th Edition; and Documenting United States History, Bedford (AP)	2016
Economics	*Economics: Principles in Action*, California Edition; Prentice-Hall	2007
Economics	Impact: California Principles of Economics, McGraw-Hill (12)	2018
World languages	*Look, I Can Talk!*; Sky Oaks Productions, Inc.	2002
World languages	*Look, I Can Talk More!*; Sky Oaks Productions, Inc.	2003
World languages	*Look, I Can Really Talk!*; Sky Oaks Productions, Inc.	2005
World languages	*Temas*, Vista Higher Learning (AP)	2016
Visual and performing arts	*Successful Sight Singing*, Book 1; Nancy Telfer	1992

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

Subject	Percentage
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%

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

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

Textbooks and Instructional Materials, *Continued from page 10*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
Visual and performing arts	*Total Musicianship* by Frank Bencriscutto	1983
Visual and performing arts	*Hal Leonard Essential Elements*, Book 1 and 2	1999

Professional Development

Each year, teachers and administration review student achievement and schoolwide discipline data. An ongoing professional-development plan is established based on needs identified through this data-review process. All teachers have been trained in Kagan Cooperative Learning Strategies. The aim of Kagan Engagement Strategies is to create a cooperative learning environment every day in the classroom. Other professional development topics studied in recent years include Explicit Direct Instruction, Curriculum Mapping and Benchmark assessments. Differentiated instruction has always occurred in each classroom, and the staff is looking at a method of intervention that will involve the whole school.

Response to Intervention (RTI) is a method of working with all students at the school to improve their proficiency level. The main focus has been in the four core areas: mathematics, English language arts, science and social science. English language arts is a major focus of the schoolwide intervention, and research has shown that a student's proficiency level in this area leads to success in others.

To accomplish this task, small groups of teacher leaders are attending conferences and upon return work with the rest of the faculty and administration to implement changes. The most recently identified area of need and topic of professional development is student behavioral interventions. Teams of teachers and administrators have studied this topic during the past three years. As a result, the schoolwide discipline system has been adjusted and updated allowing for possible interventions to occur when a student is identified as being at-risk due to behavior concerns.

The school dedicates six full days and 23 late-start days for staff development, focusing on the development of professional learning communities, standards-based instructional practices, and engagement strategies, as well as safety and discipline topics.

One academic coach supports the instructional staff as well, providing demonstration lessons, co-planning workshops, intervention ideas, instructional strategies, and overall support for the instructional program based on individual teacher needs.

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

Types of Services Funded

Students at SHS have a wide range of services available to them that support their academic, social and emotional well-being and growth. In academics, students can choose from classes in advanced placement and honors, as well as academic support, depending on their individual needs. All students are provided with college-preparatory courses as the standard, and those courses are then supplemented to meet their needs.

SHS offers its students a range of elective courses including ROP, foreign language, agriculture, technology and the arts. Each student selects from the pathway of their choosing and pursues 40 semester credits within their chosen area. Students also have the option of their Junior senior year of taking Dual Enrollment through Clovis and Reedley Community College.

Students interested in drama or music have the opportunity to fulfill their interest in performance. Athletically, SHS offers a wide selection of junior varsity- and varsity-level sports for those who connect to school through athletic competition.

Like all schools, SHS receives funding based on student demographics. Students at SHS can benefit from funds set aside for their particular needs. For example, Title I funding supplies staff development and a student intervention coordinator to support student learning, and Native American funding provides educational opportunities, mentors, and instructional supports for Native American students.

Types of Services Funded

Continued from left

Parents and community members who are interested in learning more about school funding or specifics about the above-mentioned programs, and/or other programs, can access more information by contacting the school. Parents can also attend any school board meeting, Native American Parent Education Committee meeting, or a meeting of the School Site Council.

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 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.

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.

Teacher Credential Information		Three-Year Data		
	Sierra USD	Sierra HS		
Teachers	20-21	18-19	19-20	20-21
With a full credential	72	25	23	24
Without a full credential	1	0	3	1
Teaching outside subject area of competence (with full credential)	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 HS		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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.

Suspensions and Expulsions					Three-Year Data	
	Sierra HS		Sierra USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	5.0%	5.1%	3.9%	6.8%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

	Sierra HS	Sierra USD	California
	19-20	19-20	19-20
Suspension rates	2.9%	3.8%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

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
Pupils to Academic counselors	362:2
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.33
Library media teacher (librarian)	0.66
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.66
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	0.00

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. 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	2018-19 Fiscal Year	
	Sierra USD	**Similar Sized District**
Beginning teacher salary	$43,266	$44,318
Midrange teacher salary	$67,134	$67,053
Highest teacher salary	$86,427	$90,163
Average elementary school principal salary	$111,156	$106,389
Average high school principal salary	$116,685	$114,214
Superintendent salary	$165,435	$141,066
Teacher salaries: percentage of budget	29%	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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Sierra HS	$9,783	$68,374
Sierra USD	$11,254	$70,978
California	$7,750	$68,990
School and district: percentage difference	-13.1%	-3.7%
School and California: percentage difference	+26.2%	-0.9%

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	
Total expenditures per pupil	$11,539
Expenditures per pupil from restricted sources	$1,756
Expenditures per pupil from unrestricted sources	$9,783
Annual average teacher salary	$68,374
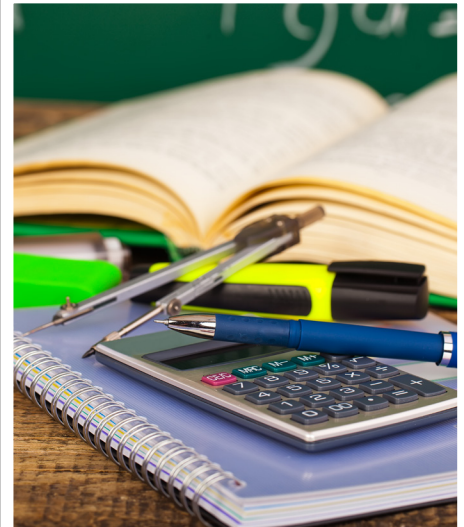
Expenditures Per Pupil

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.