

SARC

2019-20

School Accountability
Report Card

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Sierra Junior High School

Grades 7-8
CDS Code 10-75275-0124123

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Sierra Unified School District

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Principal's Message

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

Sierra Junior High School consistently ranks among the top 25% of California's schools academically. This is accomplished through 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 learning 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. Students will attain basic computer and technological abilities.

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.

The Parent Faculty Association is extremely active at Sierra Junior High School. Through this organization, parents can help fundraise to pay for student field trips, activities and rewards or help plan or chaperone school dances or rallies. Parents can also volunteer to support the junior high sports program or serve on the School Site Council. Parents are encouraged to contact the school office for more information on becoming involved in the school, or for specific instructions on how to become involved in one of these or other school activities.

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 January 2021.

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



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

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

District Vision Statement

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



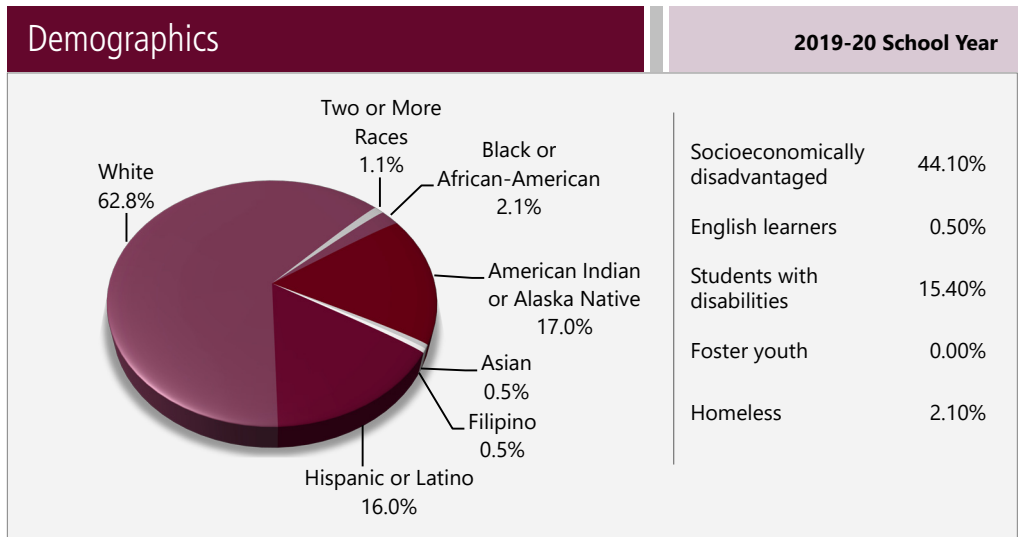
Governing Board

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



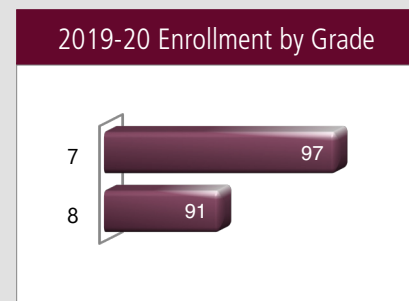
Enrollment by Student Group

The total enrollment at the school was 188 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



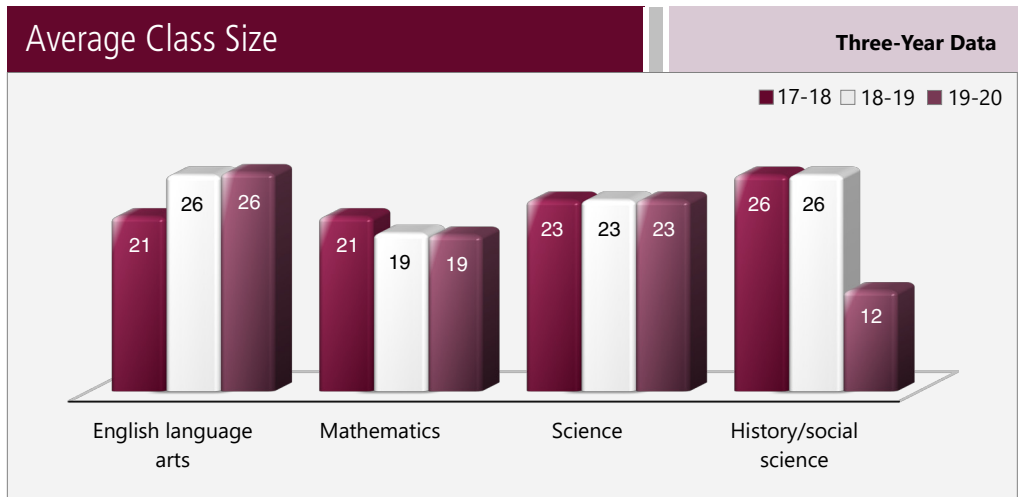
Enrollment by Grade

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



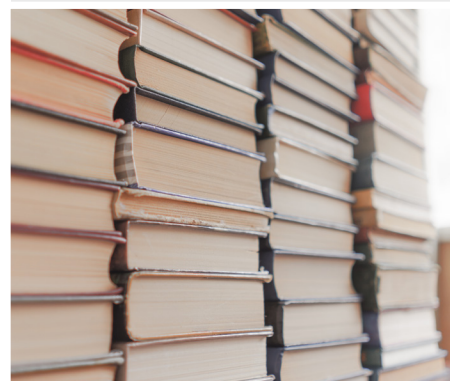
Class Size Distribution

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.



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.



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	8	10		2	6		8	1	3
Mathematics	4	5		7	2		8		
Science	4	4		4	4		6	2	
History/social science		7		3	4		7	1	

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 JHS		Sierra USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	31%	◇	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 JHS		Sierra USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	55%	◇	50%	◇	51%	◇
Mathematics	31%	◇	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 JHS
		Grade 7
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 (grade 8)

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.

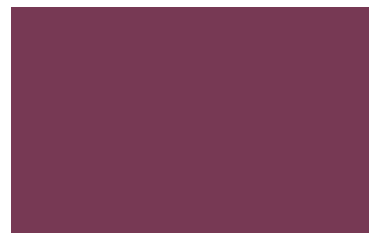
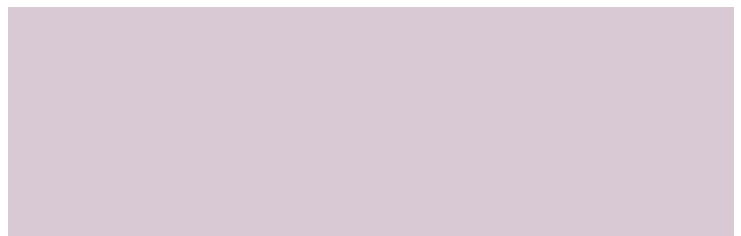




CAASPP Results by Student Group: English Language Arts (grades 7-8)

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 7-8)

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.





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	<i>StudySync</i> , McGraw-Hill (7-8)	2016
Mathematics	<i>Core Connections: Course 2</i> , College Preparatory Math	2015
Mathematics	<i>Core Connections: Course 3</i> , College Preparatory Math	2015
Science	<i>Life Science</i> , Holt	2007
Science	<i>Physical Science</i> , Holt	2007
History/social science	<i>Impact: California, World History & Geography, Medieval & Early Modern Times</i> , McGraw-Hill	2017
History/social science	<i>Impact: California, United States History & Geography: Growth & Conflict</i> Grade 8	2017



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 JHS		Sierra USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	4.1%	6.2%	3.9%	6.8%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
	Sierra JHS		Sierra USD		California	
	19-20		19-20		19-20	
Suspension rates	5.0%		3.8%		2.5%	
Expulsion rates	0.0%		0.0%		0.1%	

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%

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



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

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



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



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 JHS		
Teachers	20-21	18-19	19-20	20-21
With a full credential	72	21	16	17
Without a full credential	1	0	1	0
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 JHS		
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

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 meets to review student discipline and participate in Restorative Discipline (RD) professional development. Each staff member has received four days of training in RD, and during these monthly meetings, our Restorative Discipline coordinator works with grade-level teacher teams to examine patterns in student behavior and the RD implementation process on campus. The purpose is to refine our practices, support staff in the implementation of RD and examine patterns of student behavior throughout the school day as well as different classroom environments. This will better help our at-risk students succeed academically and socially.

Additionally, 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 training in drill procedures and disaster scenarios.

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



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	190:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.66
Library media teacher (librarian)	0.33
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.33
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

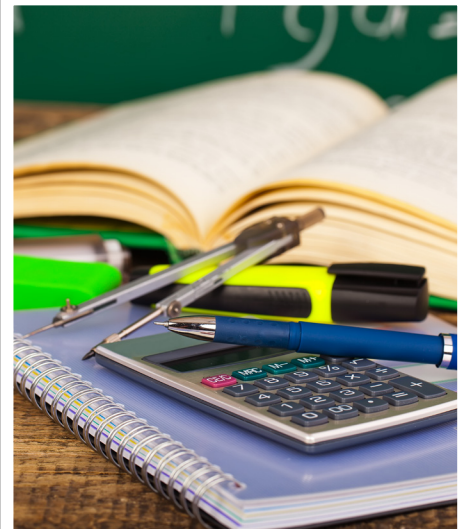
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sierra JHS	\$2,861	\$75,986
Sierra USD	\$11,254	\$70,978
California	\$7,750	\$68,990
School and district: percentage difference	-74.6%	+7.1%
School and California: percentage difference	-63.1%	+10.1%

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	
Total expenditures per pupil	\$3,719
Expenditures per pupil from restricted sources	\$857
Expenditures per pupil from unrestricted sources	\$2,861
Annual average teacher salary	\$75,986



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.