

Sierra Alternative Education Center

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Sierra@Home School
Grades K-12
CDS Code 10-75275-6612544

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

<https://sierrausd.org/sierra-at-home/>

Sierra Alternative High School
Grades 9-12
CDS Code 10-75275-1030139

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

<https://sierrausd.org/alternative-education-center/>

Oak Meadow Community Day School
Grades 4-8
CDS Code 10-75275-1030709

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

<https://sierrausd.org/sierra-at-home/>



SARC

2020-21

School
Accountability
Report Card

Published in 2021-22



Sierra Unified School District

29143 Auberry Road Prather, CA 93651 ▪ www.sierrausd.org

Dr. Alan Harris, Superintendent ▪ aharris@sierrausd.org ▪ (559) 855-3662

Principal's Message

Sierra Unified School District Alternative Program consists of Sierra Alternative High School (grades 9-12), Sierra@Home (K-12) and Oak Meadow Community Day School (grades 4-8). These small, rural schools serve a vast 3,100 square mile foothill and mountain area, approximately 40 miles northeast of Fresno. Sierra Alternative High School 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. Sierra@Home is a K-12 alternative school of choice utilizing an independent study model to deliver curriculum. Students, parents and teachers work together to address the needs of the individual student in reaching their greatest academic potential. Additionally, Sierra@Home students can access the rich extracurricular opportunities in Sierra Unified. Both Sierra Alternative High School and Sierra@Home are accredited through the Western Association of Schools and Colleges (WASC). Lastly, Oak Meadow Community Day School provides a supportive option for students with behavioral problems who may need a small class size with a more restrictive environment. Collectively, these schools provide alternative educational options for all students in the Sierra Unified School District.

School Mission Statement

The mission of Sierra Alternative Education Center is to focus on the individual and to facilitate each learner's unique personal and academic development in acquiring effective skills for realizing their goals in the classroom and society.

Sierra Alternative Education Center students are ...

Social-Emotional learners who:

- Develop self-confidence and positive self-esteem through life experiences and research.
- Generate positive relationship building skills.
- Discover mental health and coping skills through counseling, self-evaluation, classroom activities and projects.

Responsible, self-directed learners who:

- Demonstrate self-motivation, self-discipline, and accept individual and group responsibility.
- Create a positive vision for themselves and their future in order to set priorities and achieve goals.
- Exhibit good study/work habits that include regular attendance, schoolwork, and effective time management.

Complex thinkers who:

- Demonstrate critical thinking skills and logical problem-solving processes.
- Identify, analyze, integrate and use a wide variety of resources and information to achieve goals.
- Use self-evaluation while implementing ideas or plans.

Technologically-skilled students who:

- Develop and utilize technological skills to produce, publish, and present projects and assignments.
- Exhibit skills necessary to gather, analyze, and organize information to fulfill projects.
- Locate and access online information from appropriate sources to complete assignments.

School Safety

Sierra Alternative 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 2022, 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.

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 Alternative Education Center 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 Education Center Student Code of Conduct, which is given to all students at the beginning of each school year.



School Accountability Report Card

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

District Mission Statement

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

District Vision Statement

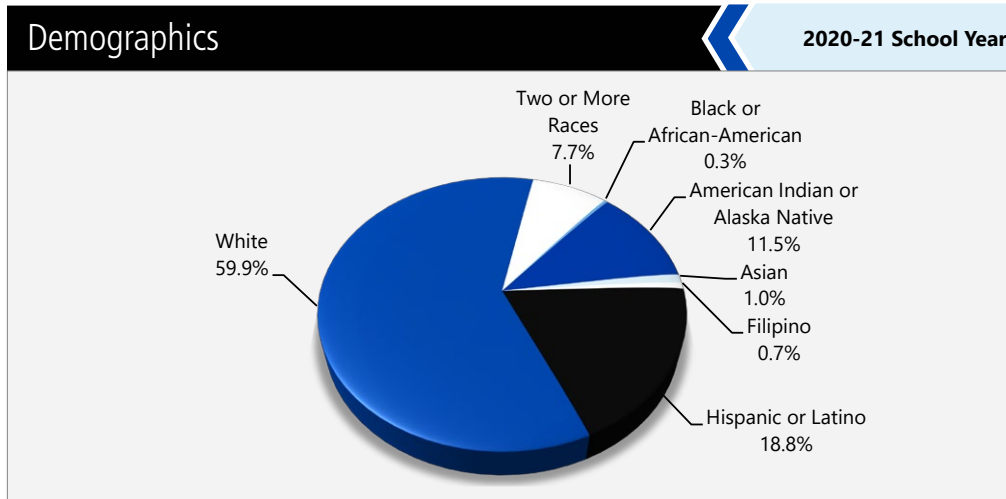
Our vision is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students; the rich connection to our mountain community; and the excellence of our people, programs, and learning environment.

Governing Board

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

Enrollment by Student Group - Sierra@Home School

The total enrollment at the school was 287 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



Average Class Size and Class Size Distribution

Sierra@Home School

Sierra@Home School is an independent study program for grades K-12. Each student meets independently with the classroom teacher on an assigned day, therefore class size data does not apply.

Sierra Alternative High School

Sierra Alternative High School is a continuation high school. A large percentage of the student population transfers between the comprehensive high school, Sierra High, and Sierra Alternative dependent upon disciplinary contracts, credit accrual and recommendations from academic counselors. For the 2020-21 school year, 62 students attended Sierra Alternative, although the total student enrollment did not exceed 30 students at any one time.

Oak Meadow Community Day School

For the 2020-21 school year, there were no students enrolled.

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, Common Core State Standards Implementation, Educational Technology, Positive Discipline, Components of a Therapeutic Community, Google Suite and Aeries student information system training.

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.

The school dedicates six full days and weekly late start Monday school meetings 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.

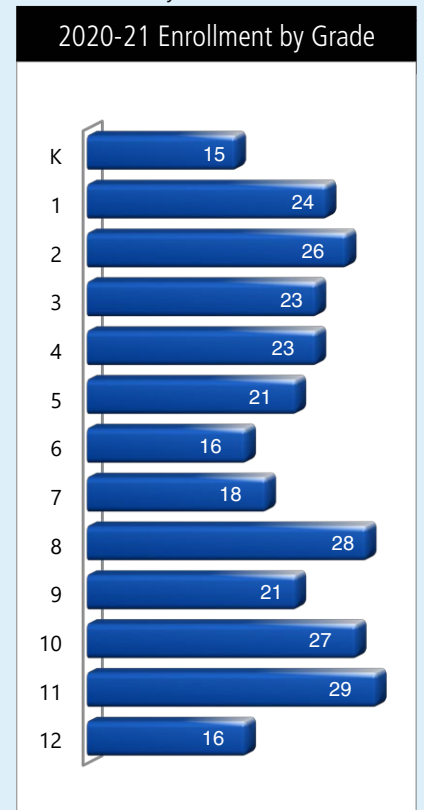
Professional Development Days	Three-Year Data		
	2019-20	2020-21	2021-22
Number of school days dedicated to staff development and continuous improvement	4	6	5

Enrollment by Student Group - Sierra@Home School

Demographics	
2020-21 School Year	
Female	47.00%
Male	53.00%
Non-Binary	0.00%
English learners	1.70%
Foster youth	1.00%
Homeless	34.80%
Migrant	0.00%
Socioeconomically Disadvantaged	86.10%
Students with Disabilities	10.10%

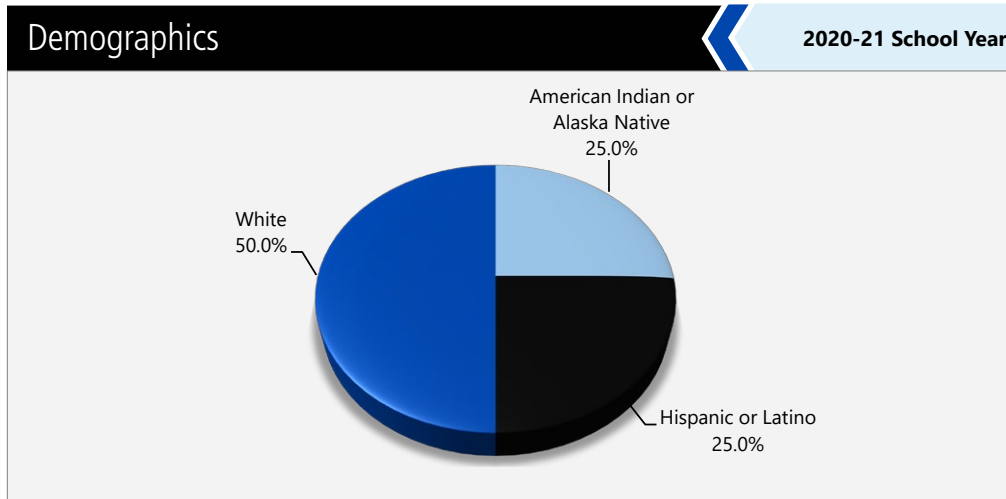
Enrollment by Grade - Sierra@Home School

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



Enrollment by Student Group - Sierra Alternative High School

The total enrollment at the school was 12 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Student Group - Sierra Alternative High School

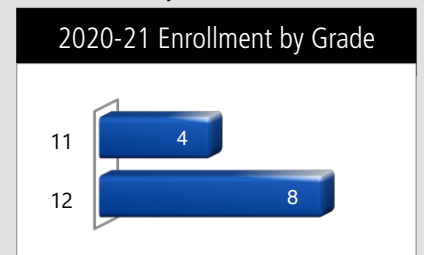
Demographics	
2020-21 School Year	
Female	25.00%
Male	75.00%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	25.00%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	25.00%

Chronic Absenteeism by Student Group - Sierra Alternative HS

Chronic Absenteeism by Student Group				
2020-21 School Year				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	61	53	44	83.00%
Female	29	25	19	76.00%
Male	31	27	24	88.90%
American Indian or Alaska Native	18	14	13	92.90%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	1	1	0	0.00%
Hispanic or Latino	10	10	8	80.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	3	3	3	100.00%
White	29	25	20	80.00%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	13	11	8	72.70%
Socioeconomically Disadvantaged	56	50	42	84.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	15	12	11	91.70%

Enrollment by Grade - Sierra Alternative HS

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Sierra Alternative Education Center		
	Grade 5	Grade 7	Grade 9
Four of six standards	◇	◇	◇
Five of six standards	◇	◇	◇
Six of six standards	◇	◇	◇

Chronic Absenteeism by Student Group - Sierra@Home School

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	439	102	23.20%
Female	235	217	46	21.20%
Male	234	222	56	25.20%
American Indian or Alaska Native	73	66	35	53.00%
Asian	6	6	0	0.00%
Black or African American	2	2	0	0.00%
Filipino	2	2	0	0.00%
Hispanic or Latino	94	91	16	17.60%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	28	28	3	10.70%
White	258	239	46	19.20%
English Learners	9	9	1	11.10%
Foster Youth	9	6	2	33.30%
Homeless	249	244	40	16.40%
Socioeconomically Disadvantaged	419	392	94	24.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	70	66	24	36.40%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Types of Services Funded

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

Parental Involvement

The Sierra Alternative Education Center has several programs to fit the needs of our community. In our programs, parental involvement is always invited and may look different than one would expect to see at a regular school site. Our independent study school has the highest degree of parent involvement within their children's day-to-day education. At Sierra Alternative 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 of the 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 Heather Wheeler at (559) 855-3020.



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.

Suspensions and Expulsions

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

Suspensions and Expulsions										Two-Year Data	
	Sierra@Home School		Sierra Alternative HS		Oak Meadow CDS		Sierra USD		California		
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21	
Suspension rates	0.0%	0.0%	3.8%	3.3%	33.3%	✘	6.8%	1.5%	3.5%	0.2%	
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	✘	0.0%	0.0%	0.1%	0.0%	

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

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

Suspensions and Expulsions						2019-20 School Year				
	Sierra@Home School		Sierra Alternative HS		Oak Meadow CDS		Sierra USD		California	
	19-20		19-20		19-20		19-20		19-20	
Suspension rates	0.0%		2.9%		80.0%		3.8%		2.5%	
Expulsion rates	0.0%		0.0%		0.0%		0.0%		0.1%	

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group					2020-21 School Year	
Student Group	Sierra@Home School		Sierra Alternative HS			
	Suspensions Rate	Expulsions Rate	Suspensions Rate	Expulsions Rate		
All Students	0.00%	0.00%	3.30%	0.00%		
Female	0.00%	0.00%	3.50%	0.00%		
Male	0.00%	0.00%	3.20%	0.00%		
Non-Binary	0.00%	0.00%	0.00%	0.00%		
American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%		
Asian	0.00%	0.00%	0.00%	0.00%		
Black or African American	0.00%	0.00%	0.00%	0.00%		
Filipino	0.00%	0.00%	0.00%	0.00%		
Hispanic or Latino	0.00%	0.00%	0.00%	0.00%		
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%	0.00%		
Two or More Races	0.00%	0.00%	0.00%	0.00%		
White	0.00%	0.00%	3.50%	0.00%		
English Learners	0.00%	0.00%	0.00%	0.00%		
Foster Youth	0.00%	0.00%	0.00%	0.00%		
Homeless	0.00%	0.00%	0.00%	0.00%		
Socioeconomically Disadvantaged	0.00%	0.00%	3.60%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%	0.00%	0.00%		
Students with Disabilities	0.00%	0.00%	0.00%	0.00%		

✘ Oak Meadow Community Day School had no students enrolled during the 2020-21 school year, therefore suspension and expulsion data is not shown.

SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

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

Percentage of Students Meeting or Exceeding State Standard							Two-Year Data	
Subject	Sierra@Home School		Sierra Alternative HS		Sierra USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	18.75%	■	❖	■	30.26%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Sierra Alternative Ed.		Sierra USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Note: Oak Meadow Community Day School had no students enrolled during the 2020-21 school year, therefore CAASPP data is not shown.

Statewide Assessments

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

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

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



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grades 5, 8 and high school) - Sierra@Home

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	72	16	22.22%	77.78%	18.75%
Female	38	12	31.58%	68.42%	25.00%
Male	34	4	11.76%	88.24%	❖
American Indian or Alaska Native	15	2	❖	86.67%	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	2	14.29%	85.71%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	37	10	27.03%	72.97%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	4	25.00%	75.00%	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	14	22.95%	77.05%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Science (grades 5, 8 and high school) - Sierra Alternative HS

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	32	5	15.63%	84.37%	❖
Female	19	4	21.05%	78.95%	❖
Male	12	1	8.33%	91.67%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	13	3	23.08%	76.92%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	29	5	17.24%	82.76%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11) - Sierra@Home
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	129	78	60.47%	39.53%	48.72%
Female	64	44	68.75%	31.25%	54.55%
Male	65	34	52.31%	47.69%	41.18%
American Indian or Alaska Native	24	11	45.83%	54.17%	36.36%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	31	22	70.97%	29.03%	40.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	8	72.73%	27.27%	--
White	59	34	57.63%	42.37%	47.06%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	6	37.50%	62.50%	--
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	109	67	61.47%	38.53%	44.78%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	13	61.90%	38.10%	7.69%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11) - Sierra Alt. HS
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	13	7	53.85%	46.15%	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	11	5	45.45%	54.55%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11) - Sierra@Home
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	129	75	58.14%	41.86%	16.00%
Female	64	41	64.06%	35.94%	17.07%
Male	65	34	52.31%	47.69%	14.71%
American Indian or Alaska Native	25	10	❖	60.00%	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	30	21	70.00%	30.00%	14.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	8	72.73%	27.27%	❖
White	59	33	55.93%	44.07%	18.18%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	6	37.50%	62.50%	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	109	64	58.72%	41.28%	12.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	13	61.90%	38.10%	0.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11) - Sierra Alt. HS
For students taking and completing a state-administered assessment.

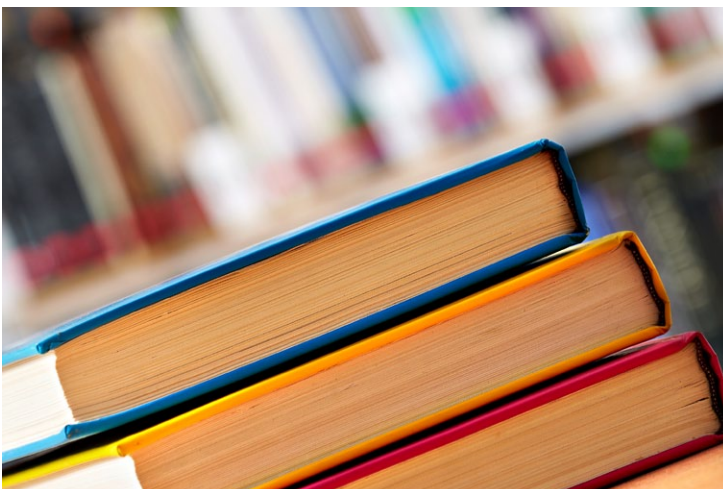
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	13	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	11	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

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



Graduation and Dropout Rates - Sierra@Home

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.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Sierra@Home	❖	❖	❖	❖	❖	❖
Sierra USD	93.50%	87.10%	90.40%	2.80%	7.90%	3.80%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

Sierra@Home Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2020-21 School Year		
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	❖	❖	❖
Female	❖	❖	❖
Male	❖	❖	❖
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	0	0	0.00%
Socioeconomically Disadvantaged	0	0	0.00%
Students Receiving Migrant Education Services	0	0	0.00%
Students with Disabilities	0	0	0.00%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses - Sierra@Home

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

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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	
Sierra@Home	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	0.00%

Graduation and Dropout Rates - Sierra Alternative HS

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.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Sierra Alternative HS	90.30%	79.20%	88.90%	6.50%	16.70%	11.10%
Sierra USD	93.50%	87.10%	90.40%	2.80%	7.90%	3.80%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

Sierra Alternative HS Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2020-21 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
All Students	27	24	88.90%
Female	13	12	92.30%
Male	14	12	85.70%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	17	16	94.10%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	18	16	88.90%
Socioeconomically Disadvantaged	24	22	91.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses - Sierra Alternative HS

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

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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	
Sierra Alternative HS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	16.67%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	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. Additionally, materials are reviewed to ensure they will provide intervention materials for English learners and special education students, are teacher and student friendly, and will work with the Sierra Unified instructional program.

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

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

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

Sierra@Home School Textbook List

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
English language arts	<i>Wonders</i> , McGraw-Hill (K-6)	2016
English language arts	<i>StudySync</i> , McGraw-Hill (7-12)	2016
Mathematics	<i>CA Go Math!</i> (K-6)	2017
Mathematics	<i>Core Connections: Course 2</i> , College Preparatory Math	2015
Mathematics	<i>Core Connections: Course 3</i> , College Preparatory Math	2015
Mathematics	<i>Core Connections: Integrated I</i> , College Preparatory Math	2015
Mathematics	<i>Core Connections: Integrated II</i> , College Preparatory Math	2015
Mathematics	<i>Core Connections: Integrated III</i> , College Preparatory Math	2015
Science	<i>Twig Science</i> , Twig Education, Inc. (TK-5)	2019
Science	<i>Earth Science</i> , Holt	2007
Science	<i>Life Science</i> , Holt	2007
Science	<i>Physical Science</i> , Holt	2007
History/social science	<i>Social Studies</i> , Harcourt Brace	2000
History/social science	<i>Impact: World History & Geography, Ancient Civilizations</i> ; McGraw-Hill (6)	2018
History/social science	<i>Impact: California, World History & Geography, Medieval & Early Modern Times</i> ; McGraw-Hill (7)	2018
History/social science	<i>Impact: California, United States History & Geography: Growth & Conflict</i> ; McGraw-Hill (8)	2018
History/social science	<i>Impact: California, World History Culture & Geography Modern World</i> ; McGraw-Hill (10)	2018
History/social science	<i>Impact: California, US History & Geography, Continuity and Change</i> ; McGraw-Hill (11)	2018
History/social science	<i>Impact: California, Principles of American Democracy</i> ; McGraw-Hill (12)	2018
Economics	<i>Impact: California, Principles of Economics</i> , McGraw-Hill (12)	2018

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

2021-22 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%

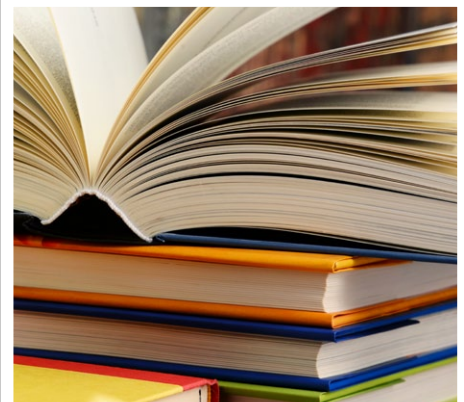
Currency of Textbooks

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

2021-22 School Year

Data collection date	9/13/2021
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Sierra Alternative High School Textbook List

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
English language arts	Edgenuity: English Language Arts (9-12)	2014
English language arts	<i>StudySync</i> , McGraw-Hill (9-11)	2016
English language arts	<i>The Language of Composition: Reading, Writing, Rhetoric;</i> <i>The Riverside Reader</i> (AP)	2003
Mathematics	Edgenuity: Common Core Math 1, 2, 3	2014
Mathematics	<i>Core Connections: Integrated I</i> , College Preparatory Math	2015
Mathematics	<i>Core Connections: Integrated II</i> , College Preparatory Math	2015
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 & 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	2019
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	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Career Technical Education Programs

Sierra Alternative Education Center is physically located adjacent to our district's comprehensive high school, Sierra High. Students from Sierra Alternative High School and Sierra@Home may take ROP/CTE courses by concurrently enrolling in 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	
Sierra Alternative Education	
2020-21 Participation	
Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.0%

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
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	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Fair	
Date of the most recent school site inspection	9/21/2021	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. Work orders have been generated for all deficiencies. Currently, the district is seeking qualified consulting organizations to provide services necessary in the Long-Range Facilities Master Plan (LRFMP) with specific services as described in the contents of the LRFMP.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	7 deficiencies noted ranging from cabinet damage, walls or ceiling cosmetic damage and/or staining.	In progress
Cleanliness	1 deficiency due to pest infestation.	In progress
Safety	1 deficiency noted due to peeling paint.	In progress
Structural	3 deficiencies noted due to lack of rain gutters.	In progress
External	1 deficiency noted from lifting sidewalk.	In progress

School Facilities

Sierra Alternative Education Center was built in 1995 and is located in the foothills among beautiful oak trees and open fields. All three schools are 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 by the administrative office and guests are required to sign in.

Recently, 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.



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.



"Students, parents and teachers work together to address the needs of the individual student in reaching their greatest academic potential."

Teacher Preparation and Placement

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

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Sierra Alternative Education Center	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

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

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

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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



Credentialed Teachers Assigned Out-of-Field		2020-21 School Year
		Sierra Alternative Education Center
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments		2020-21 School Year
		Sierra Alternative Education Center
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

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



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	30:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Sierra USD	Similar Sized District
Beginning teacher salary	\$44,131	\$45,813
Midrange teacher salary	\$68,476	\$70,720
Highest teacher salary	\$88,156	\$93,973
Average elementary school principal salary	\$108,763	\$111,613
Average middle school principal salary	◆	\$119,477
Average high school principal salary	\$118,979	\$120,270
Superintendent salary	\$150,000	\$150,704
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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sierra Alternative Education Center	\$11,054	\$73,964
Sierra USD	\$11,390	\$69,990
California	\$8,444	\$71,544
School and district: percentage difference	-3.0%	+5.7%
School and California: percentage difference	+30.9%	+3.4%

◆ Data not available.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$11,054
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$11,054
Annual average teacher salary	\$73,964



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

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