

Sierra Junior High School

Grades 7-8
CDS Code 10-75275-0124123

Sean Osterberg, Principal
sosterberg@sierrausd.org

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

www.sierrausd.org/sjhs



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

Sierra Junior High School is an accomplished school with rigorous educational programs, high expectations, solid teamwork, student interventions and opportunities for students to get involved in extracurricular athletics. Since our Junior high is located on the same campus as the high school, our students are able to take high school courses that are taught by high school teachers. Students also take elective courses from the high school CTE teachers.

With the advent of new California state standards, our experienced team of educators has redesigned the academic program to incorporate more group work, critical thinking and speaking skills. Students must take the information they learn and synthesize it into presentations, projects and written analysis. We are excited about our program and the opportunities to build critical-thinking, technology and writing skills that will provide students with the tools they need for success in the 21st century.

School Mission Statement

It is the mission of Sierra Junior High School to promote academic and personal growth in our students and provide them with the guidance and learning opportunities to achieve their goals. As a staff, we continually examine and refine our curriculum and our instructional practices to improve student learning.

The Sierra Junior High School expected schoolwide goals are incorporated as a part of our school vision. These include an education at Sierra Junior High School that will yield students who will be able to communicate an understanding of basic skills, critical thinking and problem solving. Students will learn positive personal qualities including individual responsibility and good citizenship.

Parental Involvement

Although Sierra Junior High and Sierra High School are independent schools, they share the same campus, administration and opportunities for parental involvement. Twice each year, the parent community is formally invited on campus to participate in their child's education. Back-to-school night is held at the beginning of each school year. On this evening, parents receive their child's class schedule and attend each class following their child's daily schedule. Throughout the evening, teachers supply parents with information regarding the requirements of the class and ways to help students be successful. Parent-teacher conferences happen in October each year. This is the parent's opportunity to have an individual conference with their child's teacher to discuss their child's specific academic strengths and challenges. These opportunities encourage parents who have not participated in other ways to join us on campus and get to know the staff and programs.

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 December 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

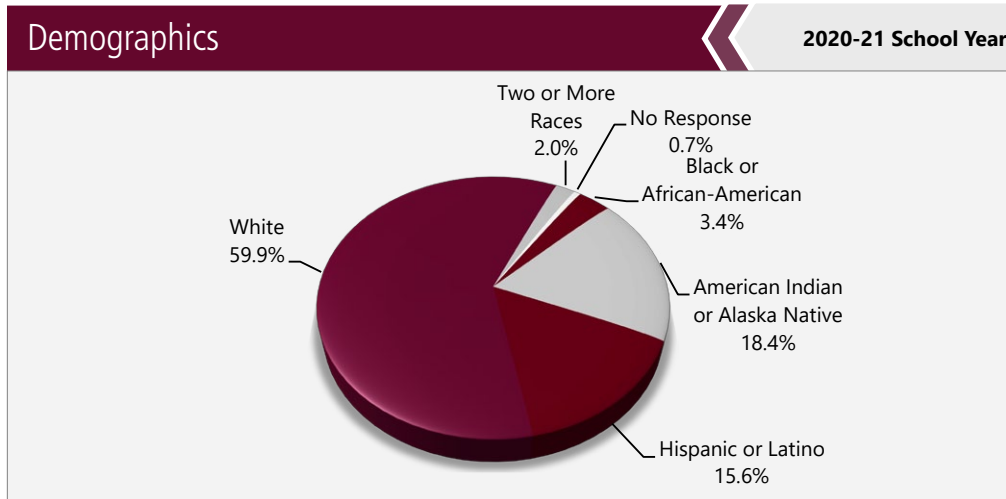
Our vision is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students; the rich connection to our mountain community; and the excellence of our people, programs, and learning environment.

Governing Board

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

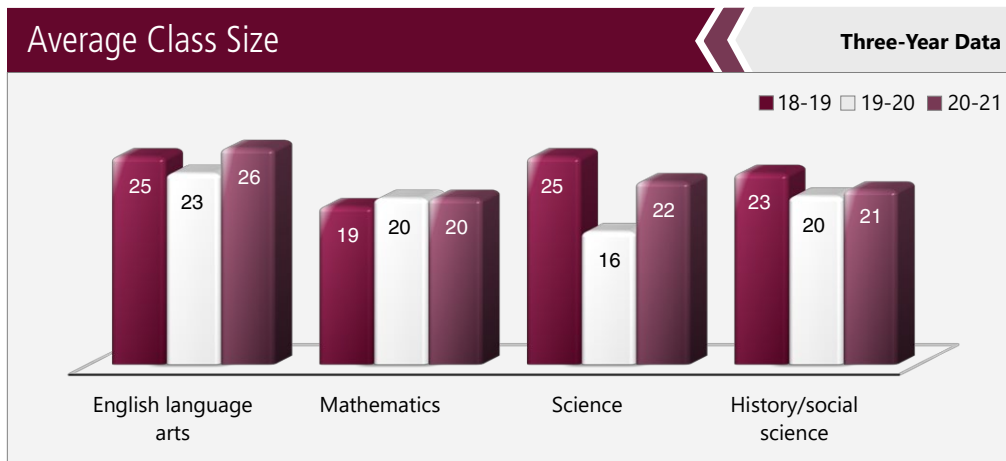
Enrollment by Student Group

The total enrollment at the school was 147 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



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.



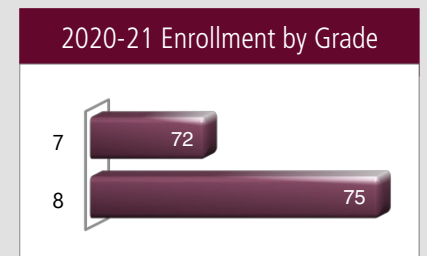
Subject	2018-19			2019-20			2020-21		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	2	6		8	1	3	1	11	1
Mathematics	7	2		8			5	3	
Science	4	4		6	2		4	4	
History/social science	3	4		7	1		5	3	

Enrollment by Student Group

Female	48.30%
Male	51.70%
Non-Binary	0.00%
English learners	0.70%
Foster youth	0.70%
Homeless	10.90%
Migrant	NULL
Socioeconomically Disadvantaged	89.10%
Students with Disabilities	19.00%

Enrollment by Grade

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



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 JHS		Sierra USD		California	
		18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates		6.2%	3.2%	6.8%	1.5%	3.5%	0.2%
Expulsion rates		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 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%

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	
		Suspensions Rate	Expulsions Rate
All Students		3.20%	0.00%
Female		0.00%	0.00%
Male		6.10%	0.00%
Non-Binary		0.00%	0.00%
American Indian or Alaska Native		6.10%	0.00%
Asian		0.00%	0.00%
Black or African American		0.00%	0.00%
Filipino		0.00%	0.00%
Hispanic or Latino		0.00%	0.00%
Native Hawaiian or Pacific Islander		0.00%	0.00%
Two or More Races		0.00%	0.00%
White		3.60%	0.00%
English Learners		0.00%	0.00%
Foster Youth		0.00%	0.00%
Homeless		4.60%	0.00%
Socioeconomically Disadvantaged		3.70%	0.00%
Students Receiving Migrant Education Services		0.00%	0.00%
Students with Disabilities		5.90%	0.00%

Professional Development

Sierra Junior High School (SJHS) uses three pre-service days, two days during the school year, and one day at the end of the year to provide staff development. In addition, Sierra Junior and Senior High School teachers participate in vertical department team professional development through Professional Learning Community meetings twice a month.

Once a month, the staff comes together to receive information and training in engagement strategies that strengthen the instructional program for students, increasing critical-thinking skills, and aligning with the expectations of the new standards.

Individual teachers and small teacher-teams attend targeted conferences in the area of engagement strategies and standards implementation. They then bring back that information to the whole school team.

Finally, in the area of safety, the staff receives monthly training in drill procedures and disaster scenarios.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	6
2020-21	6
2021-22	6



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. 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 JHS
	Grade 7
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

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	190	186	24	12.90%
Female	91	88	10	11.40%
Male	99	98	14	14.30%
American Indian or Alaska Native	33	32	7	21.90%
Asian	1	1	0	0.00%
Black or African American	6	6	2	33.30%
Filipino	0	0	0	0.00%
Hispanic or Latino	32	30	4	13.30%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	6	6	1	16.70%
White	112	111	10	9.00%
English Learners	1	1	0	0.00%
Foster Youth	2	1	0	0.00%
Homeless	131	131	16	12.20%
Socioeconomically Disadvantaged	163	160	24	15.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	34	34	8	23.50%

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

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



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.

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 JHS		Sierra USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* [‡]	■	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 JHS		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.

*[‡] This school did not test students using the CAASPP for Science.

* 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.

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 (grade 8)

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	**	**	**	**	**
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	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

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



CAASPP Test Results by Student Group: English Language Arts (grades 7-8)
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	158	149	94.30%	5.70%	56.38%
Female	76	72	94.74%	5.26%	69.44%
Male	82	77	93.90%	6.10%	44.16%
American Indian or Alaska Native	23	21	91.30%	8.70%	42.86%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	24	22	91.67%	8.33%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	99	97	97.98%	2.02%	60.82%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	134	125	93.28%	6.72%	55.20%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	27	23	85.19%	14.81%	13.04%

❖ 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 7-8)
For students taking and completing a state-administered assessment.

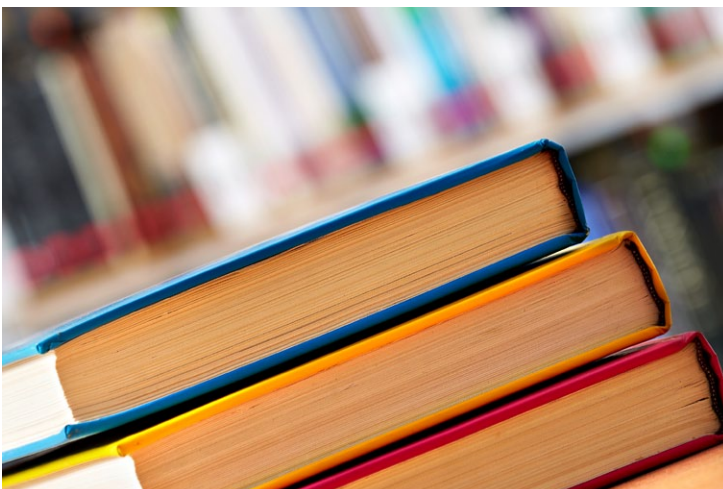
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	159	151	94.97%	5.03%	31.13%
Female	76	73	96.05%	3.95%	32.88%
Male	83	78	93.98%	6.02%	29.49%
American Indian or Alaska Native	23	21	91.30%	8.70%	19.05%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	25	23	92.00%	8.00%	21.74%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	99	98	98.99%	1.01%	35.71%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	135	127	94.07%	5.93%	29.92%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	27	24	88.89%	11.11%	4.17%

❖ 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.



Textbooks and Instructional Materials

Textbooks are selected by content-area teachers who utilize California Department of Education listings and guides to determine materials that adequately cover the Common Core State Standards students are expected to master. Additionally, materials are reviewed to ensure they will provide intervention materials for English learners and special education students, are teacher and student friendly, and will work with the Sierra Unified instructional program.

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

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

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

Textbooks and Instructional Materials List

2021-22 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> (8)	2017

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

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

◇ Not applicable.

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	◇
Foreign language	◇
Health	0%

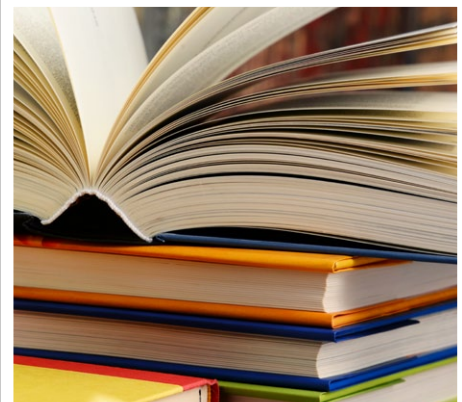
Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	9/13/2021
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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	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	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
Systems	2 MECH/HVAC units inoperative 3 MECH/HVAC not applicable (steam heat-12 coils total, only 5 work).	In progress
Interior	49 interior deficiencies ranging from evidence of roof leaks, and/or ceiling staining, warping, peeling, missing tiles, flooring hazards, wall 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 deficiency of a missing cover plate.	In progress
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; sprinkler system certifications expired and/or pull stations blocked, expired fire extinguisher, missing emergency exit signs, damaged fire alarm components, peeling, chipping or cracking paint.	In progress
Structural	14 deficiencies noted ranging from; visible evidence of cracks, dry rot, mold, sloping or sagging, damaged or missing rain gutters, downspouts, and roof drains.	In progress
External	26 deficiencies noted ranging from; drainage problems, eroded soil, water damaged asphalt, trip hazards, broken glass, cracked windows, damaged fence or gates.	In progress

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.



"Sierra Junior High School is an accomplished school with rigorous educational programs, high expectations, solid teamwork, student interventions and opportunities for students to get involved in extracurricular athletics."



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 JHS	
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

Indicator	Sierra JHS
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.

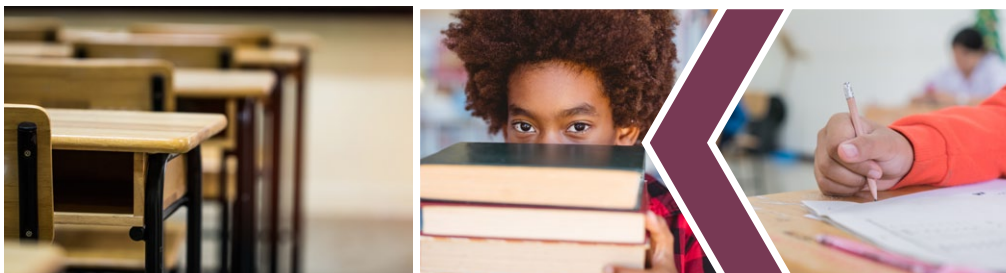
Class Assignments

2020-21 School Year

Indicator	Sierra JHS
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	200:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.66
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.33
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.33

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 JHS	\$2,964	\$76,642
Sierra USD	\$11,389	\$69,990
California	\$8,444	\$71,544
School and district: percentage difference	-74.0%	+9.5%
School and California: percentage difference	-64.9%	+7.1%

◆ Data not available.

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	\$3,803
Expenditures per pupil from restricted sources	\$839
Expenditures per pupil from unrestricted sources	\$2,964
Annual average teacher salary	\$76,642



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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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.