

Sierra High School

Grades 9-12
CDS Code 10-75275-1036938

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Sierra Unified School District

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Principal's Message

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

Of the 393 students currently attending Sierra High, some live above the 7,000-foot elevation, and many live in the foothills, while others come from the San Joaquin Valley floor. The greatest diversity lies within our socioeconomic makeup, and our single numerically significant subgroup is our economically disadvantaged population.

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

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

School Mission and Vision Statement

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

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

School Safety

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

The school safety plan contains key elements for disaster preparedness. This includes action plans developed through Hour Zero trainings for fire, lockdown, bomb threat and earthquake. The plan is posted in every classroom, making evacuation routes and action plans available to all students, parents, and regular and substitute teachers. The school conducts monthly safety drills. During the 2018-19 school year, Sierra High School coordinated disaster and lockdown drills with all sites in the district and periodically included local law enforcement agencies.

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

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

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



School Accountability Report Card

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

District Mission Statement

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

District Vision Statement

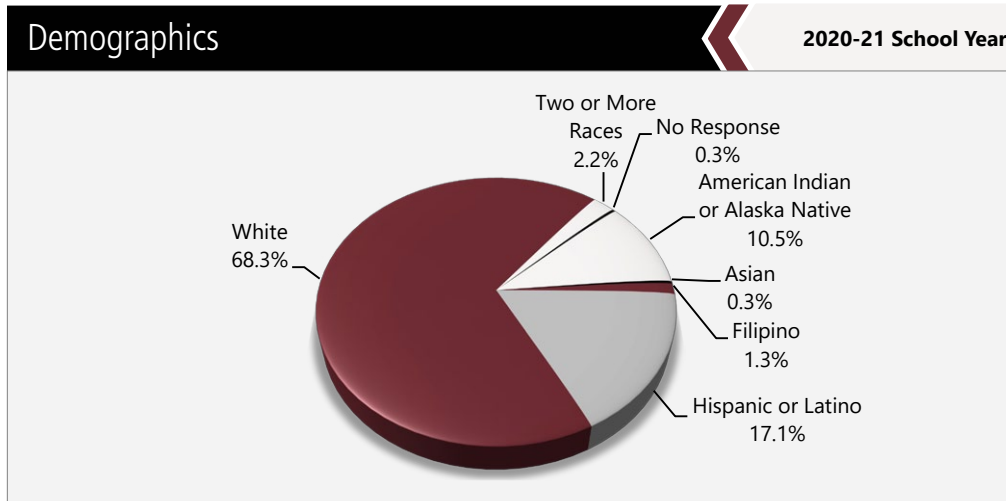
Our vision is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students; the rich connection to our mountain community; and the excellence of our people, programs, and learning environment.

Governing Board

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

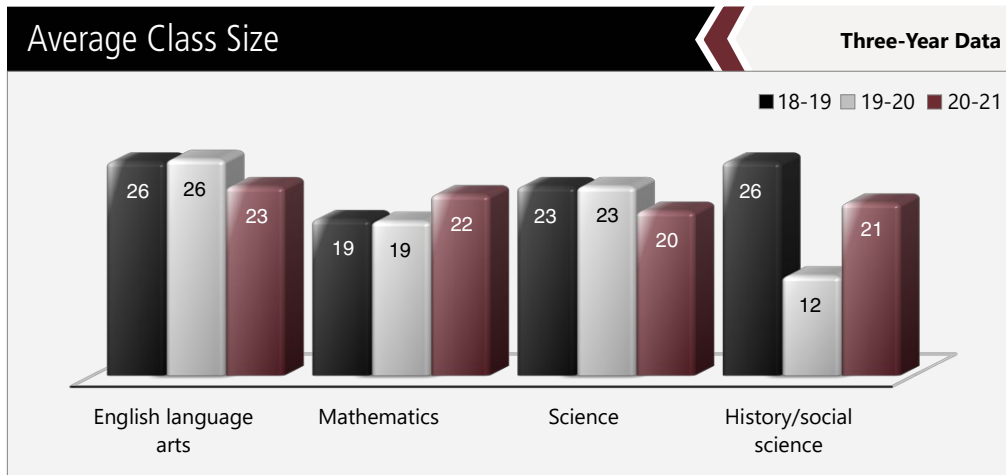
Enrollment by Student Group

The total enrollment at the school was 315 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.



Number of Classrooms by Size Three-Year Data

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	7	6	2	12	5		8	8	1
Mathematics	12	4	2	9	6		7	9	1
Science	2	8		5	4		5	4	
History/social science	5	7		5	2		8	4	

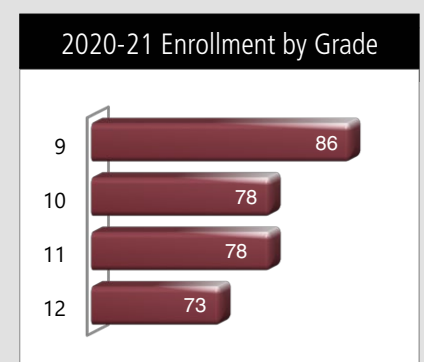
Enrollment by Student Group

Demographics 2020-21 School Year

Female	53.00%
Male	46.70%
Non-Binary	0.30%
English learners	0.60%
Foster youth	0.60%
Homeless	2.90%
Migrant	0.00%
Socioeconomically Disadvantaged	84.10%
Students with Disabilities	14.30%

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 HS		Sierra USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	5.1%	1.9%	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 HS	Sierra USD	California	
	19-20	19-20	19-20	
Suspension rates	2.9%	3.8%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

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	Suspensions Rate	Expulsions Rate	
All Students	1.90%	0.00%	
Female	1.10%	0.00%	
Male	2.70%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	2.40%	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	6.70%	0.00%	
White	1.60%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	2.50%	0.00%	
Socioeconomically Disadvantaged	1.90%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	9.30%	0.00%	

Professional Development

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

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

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

The school dedicates six full days and 26 late-start days for staff development, focusing on the development of professional learning communities, standards-based instructional practices, and engagement strategies, as well as safety and discipline topics.

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 HS	
	Grade 9	
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	379	376	65	17.30%	
Female	191	188	33	17.60%	
Male	187	187	32	17.10%	
American Indian or Alaska Native	41	41	15	36.60%	
Asian	2	2	0	0.00%	
Black or African American	0	0	0	0.00%	
Filipino	4	4	1	25.00%	
Hispanic or Latino	65	64	12	18.80%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	15	15	1	6.70%	
White	251	249	36	14.50%	
English Learners	4	4	0	0.00%	
Foster Youth	5	4	2	50.00%	
Homeless	245	245	41	16.70%	
Socioeconomically Disadvantaged	318	316	56	17.70%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	54	54	19	35.20%	

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

Types of Services Funded

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

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

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

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

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

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 HS		Sierra USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	32.82%	■	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 HS		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.

* 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).

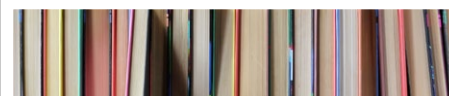
The CAASPP System encompasses the following assessments and student participation requirements:

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 (high school)

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	217	131	60.37%	39.63%	32.82%
Female	110	65	59.09%	40.91%	36.92%
Male	106	65	61.32%	38.68%	27.69%
American Indian or Alaska Native	14	6	❖	57.14%	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	40	26	65.00%	35.00%	46.15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	149	93	62.42%	37.58%	32.26%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	178	104	58.43%	41.57%	28.85%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	11	64.71%	35.29%	9.09%

❖ 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 (grade 11)
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	73	61	83.56%	16.44%	59.02%
Female	40	33	82.50%	17.50%	69.70%
Male	33	28	84.85%	15.15%	46.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	9	64.29%	35.71%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	50	45	90.00%	10.00%	62.22%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	49	80.33%	19.67%	61.22%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	10	76.92%	23.08%	❖

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CAASPP Test Results by Student Group: Mathematics (grade 11)
For students taking and completing a state-administered assessment.

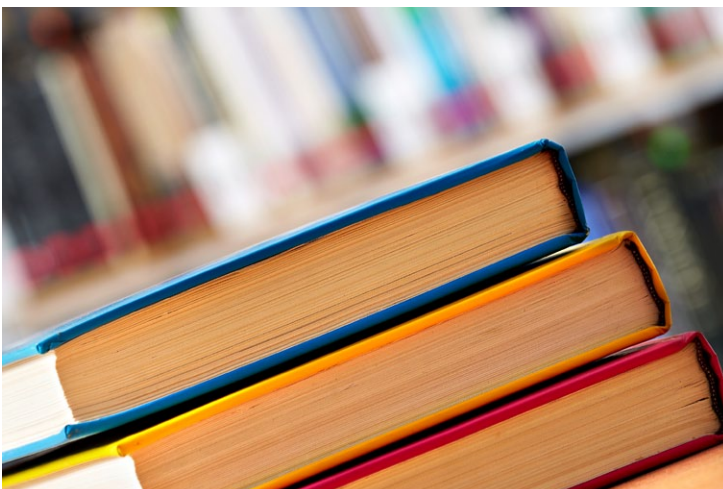
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	73	64	87.67%	12.33%	18.75%
Female	40	34	85.00%	15.00%	26.47%
Male	33	30	90.91%	9.09%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	14	10	71.43%	28.57%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	50	47	94.00%	6.00%	14.89%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	52	85.25%	14.75%	21.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	11	84.62%	15.38%	9.09%

❖ 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.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Sierra HS	94.70%	89.60%	90.90%	1.30%	5.20%	1.30%
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%

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	77	70	90.90%
Female	39	36	92.30%
Male	38	34	89.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	11	10	90.90%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	52	47	90.40%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	58	54	93.10%
Socioeconomically Disadvantaged	69	64	92.80%
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>.

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Advanced Placement Courses

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	10.90%
Number of AP courses offered at the school	6
Number of AP Courses by Subject	
Computer science	0
English	1
Fine and performing arts	1
Foreign language	1
Mathematics	2
Science	0
Social science	1

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 HS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	98.79%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	34.78%

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 (9-11)	2016
English language arts	<i>The Language of Composition</i> , Bedford; <i>The Riverside Reader</i> , Wadsworth (AP)	2003
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	<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
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	<i>America's History</i> , 8th Edition; Bedford (AP)	2016
Economics	Impact: California Principles of Economics, McGraw-Hill (12)	2018
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

Continued on page 12

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	◇
Science laboratory equipment	0%
◇ Not applicable.	

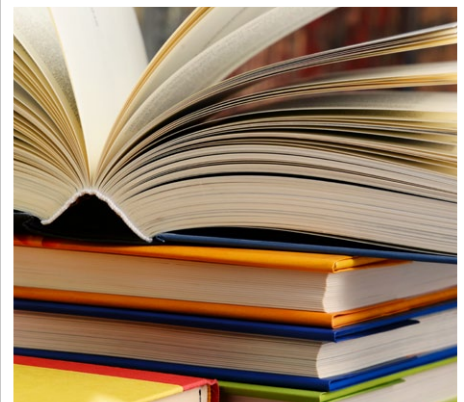
Currency of Textbooks

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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Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
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	

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.

Parental Involvement

The parent community is formally invited on campus three times each year to directly 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. Throughout the evening, teachers supply attending parents with information regarding the requirements of the class and ways to help students be successful. Parent-teacher conferences are held in October. During this conference, parents and teachers meet in person to review each student's academic progress. This is the parent's time to discuss their child's academic abilities and struggles in-depth with their classroom teachers.

The Native American Parent Committee meets quarterly with district and site administration to review issues related to achievement for the Native American student population, plan activities and discuss ideas.

Our School Site Council meets quarterly to examine budget and academic goals and ensure alignment between the two, as well as provide feedback on student performance data, program needs, site safety, and other important topics related to serving our students at Sierra High School.

In the spring, Senior Project Review takes place. Parents and other community members come to evaluate the culminating activity and have the opportunity to actively participate in the educational process.

There are many other opportunities for parents to become involved in school activities through the athletic program, FFA, Native American Parent Education Committee, music program or Associated Student Body clubs. Parents are encouraged to contact the specific club advisor, teacher or coach to ask how they can help support the activity. Parents may contact the school office directly if they are interested in working more closely with the school and would like direction as to which club, activity or organization would benefit most from their participation.

For more information on how to be involved, please contact Sharon Cuevas at (559) 855-8311.

Career Technical Education Programs

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

AG MECHANICS

- Ag Mechanics
- Welding
- ROP Welding
- Heavy Equipment

ANIMAL SCIENCE PATHWAY

- Ag Biology
- Veterinary Science

PATIENT CARE PATHWAY

- ROP Medical Careers
- Health
- Business and Marketing (Developing)

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

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

Career Technical Education Participation

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

Career Technical Education Data	
Sierra HS	
2020-21 Participation	
Number of pupils participating in a CTE program	56
Percentage of pupils who completed a CTE program and earned a high school diploma	98%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	50%

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

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

Additionally, the principal and vice principal support supervision at lunch and break. Discipline data is analyzed throughout the year to determine safety program needs and adjustments are made in staff assignments to address any areas of concern.

Sierra Unified School District strives to keep a clean and safe learning environment for all students. This includes ensuring all facilities are well maintained, clean and operational. At last inspection, all specific systems were found to be in "good" status. Detailed information about future plans for facility improvement can be obtained by contacting the district director of facilities and maintenance.



"SHS offers a small-school environment that offers the best of small-school familiarity with larger school offerings."



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 HS	
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 HS
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.

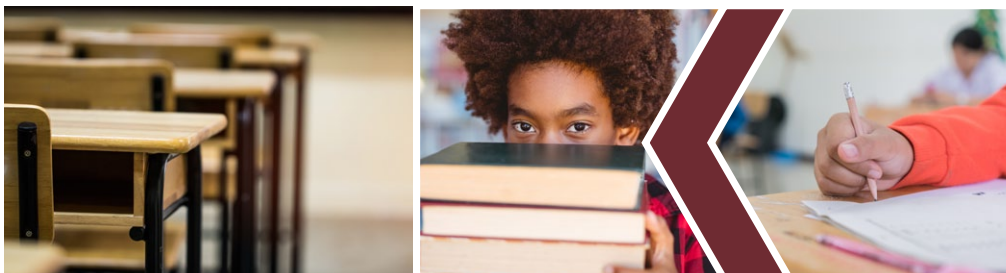
Class Assignments

2020-21 School Year

Indicator	Sierra HS
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	300:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.33
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.66
Psychologist	0.66
Social worker	0.00
Nurse	0.66
Speech/language/hearing specialist	0.66
Resource specialist (nonteaching)	0.66

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 HS	\$9,795	\$71,989
Sierra USD	\$11,389	\$69,990
California	\$8,444	\$71,544
School and district: percentage difference	-14.0%	+2.9%
School and California: percentage difference	+16.0%	+0.6%

◇ 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	\$11,265
Expenditures per pupil from restricted sources	\$1,469
Expenditures per pupil from unrestricted sources	\$9,795
Annual average teacher salary	\$71,989



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.

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 Accountability Report Card

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