

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For Sierra Upper School of Sacramento

Address: 9738 Lincoln Village Drive, Suite 100, Sacramento, CA 95827 **Phone:** 916-488-5455

Principal: Lisa Allmon

Grade Span: 7-12+

About This School

School Contact Information (School Year 2020–21)

School Name	Sierra Upper School of Sacramento
Street	9738 Lincoln Village Drive
City, State, Zip	Sacramento, CA 95827
Phone Number	916-930-6189
Principal	Lisa Allmon
E-mail Address	Lisa.allmon@sischools.com
Web Site	https://sischools.com/locations/california/sierra-upper-school-of-sacramento/
County-District-School (CDS) Code	34674396152979

About This School

District Contact Information (School Year 2021–2022)

Table 3: School Description and Mission Statement (School Year 2021–2022)

Narrative provided by the LEA

Sierra School is a nonpublic, special education school with one overarching goal in mind: to provide an educational program that will make a difference in the lives of children. We want people to realize that children who face academic and behavioral challenges **can** be successful. To achieve this goal, Sierra School adheres to the following set of Core Values:

- We build the confidence and competence of children facing learning, language, and social challenges through personalized, academic interventions.
- We are committed to achieving success with each student even in the face of obstacles, challenges, and excuses.
- We are committed to preparing youth to become responsible adults who are able to participate in their communities and lead self-fulfilling lives.
- We never give up on a child.

To assist our students in finding success, and to expedite their transition back into the public school system, Sierra School utilizes standards-based curriculum and a unique rotational model that provides students with both direct and full-group instruction. Sierra School also provides a myriad of related services including, but not limited to: individual and group therapy, speech therapy, occupational therapy, physical therapy, life skills training, and world readiness skills. Sierra School's Mission Statement is: "Building **confidence and competence** through personalized academic interventions." Please visit our website at:

<https://sesischools.com/locations/california/sierra-upper-school-of-sacramento/>

Table 4 : Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	2
Grade 8	1
Ungraded Elementary	
Grade 9	25
Grade 10	22
Grade 11	24
Grade 12	14
Ungraded Secondary	
Total Enrollment	86

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Black or African American	50%
American Indian or Alaska Native	
Asian	9%
Filipino	
Hispanic or Latino	19%
Native Hawaiian or Pacific Islander	
White	22%
Two or More Races	12%
Socioeconomically Disadvantaged	72%
English Learners	5%
Students with Disabilities	100%
Foster Youth	8%
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

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)	3	30%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	4	40%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	30%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	10	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table 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.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	3
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2019	Y	0
Mathematics	2018	Y	0
Science	2020	Y	0
History-Social Science	2019	Y	0
Foreign Language	2013	Y	0
Health	2011	Y	0
Visual and Performing Arts	2019	Y	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Table 11: School Facility Conditions and Planned Improvements

Sierra School takes pride in the cleanliness of our facilities, both inside and outside. Sierra School leases a school facility from Ethan Conrad, Inc. The facility consists of one building including classrooms, administration offices, therapy settings, and a multi-purpose room. We have an outdoor play area. Building maintenance for cleanliness and sanitation occurs daily, and pest control as needed. The school buildings have undergone renovation as part of a Building Modernization Plan.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			N/A

Overall Facility Rate

Year and month of the most recent FIT report: 1/2022

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

Career Technical Education Programs (School Year 2020–2021)

Narrative provided by the LEA

Sierra School offers a comprehensive Career/Life Skills program designed to prepare students to enter the community and workplace after they exit high school. Through our hands-on, interactive approach, students are exposed to basic life and vocational skills that apply to real-world settings and these skills are directly in line with the students’ Individualized Education Plan (IEP). Students in the program will be responsible for creating their own portfolio, which will include such items as résumés, sample job applications, mock interview questions, industry tour information, community outing reflections, planning guides, and a library card. Many students will also have the opportunity to participate in work experiences at various job sites in the community based not their areas of interest and skill set. Sierra's Life Skills program utilizes “experience-based learning” that stresses

direct participation in order to increase motivation, acquisition, and retention of the skills being taught.

Table 21: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	86
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021–2022)

Narrative provided by the LEA

Parents are always welcome at Sierra School. Sierra School puts on emphasis on open communication between home and school. Parent support is very important and we encourage daily, weekly, and monthly collaboration with families and our team. Opportunities for involvement include, but are not limited to: field trips, holiday celebrations, parent/teacher conferences, special events, and classroom/teacher support. Parents are encouraged to contact the School Director(s), for details on how to volunteer their time, energy, and expertise.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
Dropout Rate	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	N/A

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	3	3	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	3	3	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	2	2	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	1	1	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	2	2	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	3	3	[DPC]

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>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	8	4	N/A	N/A	N/A	N/A
Expulsions	0	0	N/A	N/A	N/A	N/A

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	6	DPC	DPC
Expulsions	1	DPC	DPC

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Narrative provided by the LEA

Sierra School's safety plans includes: disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

POLICY

Sierra School shall assure that all students and staff members are aware of the Disaster and Mass Casualty Plan of Action and are prepared to follow its procedures should an emergency occur.

GOAL

- To assure a quick, safe exit from the building for all occupants when an emergency requiring evacuation such as an earthquake or fire occurs.
- To safeguard and supervise the students until arrangements can be made for their safe return to class, an emergency shelter, or their homes.

DEFINITION

A disaster or emergency is defined as any situation that involves the potential for serious injury or illness of a student, parent, or employee. Included in this definition is fire, explosion, earthquake, riots, etc.

PROCEDURE

Disruption of communication is a serious problem during any disaster or emergency. Therefore, the school has developed a pre-established plan that designates the procedures and parties responsible for the implementation of the plan. Therefore,

1. The Program Director shall assure that all students and staff members are aware of the Disaster and Mass Casualty Plan through an orientation program and by having copies of the plan available in all the classrooms and offices.
2. All staff members are responsible for notifying the Program Director of potential hazards or obstructions to a safe exit from the building.
3. All building exits shall be clearly identified as per code and numbered in case a specific exit must be used.

All students requiring assistance due to physical disabilities shall be identified at the beginning of the school year and a staff member shall be designated as responsible for their evacuation.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	2	N/A	N/A
Mathematics	12	2	N/A	N/A
Science	12	2	N/A	N/A
Social Science	12	2	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	7	N/A	N/A
Mathematics	12	7	N/A	N/A
Science	12	5	N/A	N/A
Social Science	12	5	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	9	N/A	N/A
Mathematics	12	9	N/A	N/A
Science	12	6	N/A	N/A
Social Science	12	6	N/A	N/A

*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.

Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	0
Other	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019–2020)

Sierra School had a daily rate per student. Public school districts provide funding for placement at Sierra School when there is no appropriate placement available in the public setting to meet the individual needs of a student and the requirements for service and placement included in the Individual Education Plan. This rate was inclusive of the following services: Special Education, Counseling and Guidance Services, Occupational Therapy, Language and Speech Development and Remediation, Behavior Intervention - Including Development and Modification, Behavior Intervention – Implementation of Behavior Support Plans, and Specially Designed Vocational Education and Career Development. Disabilities served primarily include: Specific Learning Disability, Emotional Disturbance, Autism and Other Health Impaired.

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Sierra School provides staff training at the start of each school year. Training topics focus on creating a therapeutic environment that also emphasizes growth in the three domains of: academic achievement, career development and personal-social growth. In addition, the Director conducts weekly staff development for all staff members. Topics are based on current trends in the field of Special Education and needs of the students.

Grade Level	Core Subject Abbreviation	Current Textbooks/Instructional Materials (use Exact Titles)	Publication Date
9	ELA	HMH California collections	2017
9	MATH	HMH Integrated Math 1	2015
9	SOCIAL SCI.	HMH American History	2018
9	SCIENCE	HMH Biology	2016
10	ELA	HMH California collections	2017
10	MATH	HMH Integrated Math 1 /2	2015
10	SOCIAL SCI.	HMH Modern World History	2018
10	SCIENCE	HMH Earth Science	2016
11	ELA	HMH California collections	2017
11	MATH	HMH Integrated Math 1/2/3	2015
11	SOCIAL SCI.	HMH Economics	2018
11	SCIENCE	HMH Modern Chemistry	2016
12	ELA	HMH California collections	2017
12	MATH	HMH Integrated Math 2/3	2015
12	SOCIAL SCI.	HMH Civics	2018
12	SCIENCE	HMH Physics: Principles and Problems	2016
9-12	Science	CALIFORNIA HMH Impact (Biology, Chemistry, Physical Science & Earth Science)	2020

9-12	Social Science	CALIFORNIA McGraw Hill Social Studies (World History, Cultures, US History, Economics & Government)	2019
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