

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For *Sierra School of Alhambra*

Address: 9 N. Almansor Street Alhambra, CA 91801 **Phone:** (626) 308-4521

Principal: Stephanie Helguera

Grade Span: K – 12+

School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Sierra School of Alhambra
Street	9 N. Almansor Street
City, State, Zip	Alhambra, CA 91801
Phone Number	(626) 308-4521
Principal	Stephanie Helguera
Email Address	Stephanie.helguera@sisischools.com
Website	https://sisischools.com/locations/california/sierra-school-of-alhambra/
County-District-School (CDS) Code	19-7513-659099

School Description and Mission Statement (School Year 2022–23)

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. ^{[[1]]}_{SEP}
- 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 art therapy. Sierra School also offers an adult transition program for students 18-22 years. The program focuses on IEP needs in the areas of: academics, job skills/training, mobility training, community college exploration, social skill training, self-advocacy skills, safety skills, and more. The transition programs goal is to help students become happy and productive members of society, while increasing a student's independence in various areas. ^{[[1]]}_{SEP} Sierra School had their on-site review with the California Department of Education in January of 2021. Sierra School's Mission Statement is: "Building **confidence and competence** through personalized academic interventions." Please visit our website at: www.sisischools.com

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	2
Grade 5	4
Grade 6	3
Grade 7	7
Grade 8	5
Grade 9	8
Grade 10	19
Grade 11	33
Grade 12	10
Total Enrollment	92

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	26%
Male	73.9%
Non-Binary	0
American Indian or Alaska Native	1%
Asian	7.6%
Black or African American	3%
Filipino	0
Hispanic or Latino	66.3%
Native Hawaiian or Pacific Islander	0
Two or More Races	11.9%
White	9.7%
English Learners	30%
Foster Youth	3%
Homeless	0
Migrant	N/A
Socioeconomically Disadvantaged	100%
Students with Disabilities	100%

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

Teacher Preparation and Placement (School Year 2020–21)

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	27%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0	0	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8	73%	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	N/A	N/A	N/A	N/A
Unknown	0	0	N/A	N/A	N/A	N/A
Total Teaching Positions	11	100%	N/A	N/A	N/A	N/A

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

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)	6	60%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	2	20%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	20%	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	N/A	N/A	N/A	N/A
Unknown	0	0	N/A	N/A	N/A	N/A
Total Teaching Positions	10	100%	N/A	N/A	N/A	N/A

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	8	2
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	8	2

**Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	N/A	N/A

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2022–23)**

Year and month in which the data were collected: 10/2022

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

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

School Facility Conditions and Planned Improvements

Sierra School takes pride in the cleanliness of our facilities, both inside and outside. Sierra School leases a facility from First United Methodist Church of Alhambra. The facility consists of two buildings including classrooms, administration offices, therapy settings, and a gym /assembly area. We have an outdoor field for play area. The school grounds are maintained by a full-time groundskeeper/custodian. Building maintenance for cleanliness and sanitation occurs daily, and pest control performed monthly.

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: 1/2023

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		Large yard fence needs repair. 1/27 reported to landlord. Repair will be scheduled for a weekend

Overall Facility Rate

Year and month of the most recent FIT report: 1/2023

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

Table 20: Career Technical Education Programs (School Year 2021–22)

Sierra School of Alhambra offers a comprehensive career and life skills programs and exposure 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 have the opportunity to participate in work experiences on campus and at various job sites in the community allowing them to explore in both non areas and areas of interest and develop new skill sets. Sierra's life skills program utilizes "experience-based learning" that stresses direct participation to increase motivation, acquisition, and retention of the skills being taught.

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	70
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	14%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020–21 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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Experience has shown that individual meetings work best for our parent population. We are not a neighborhood school and many of our parents do not own cars, so must rely on public transportation. Additionally, many are employed in jobs that do not pay for any time off. To accommodate our parents, we arrange meetings around their schedules. Staff is in constant phone contact with parents and conference calls are sometimes used to allow parents a voice in their child's education. The Assistant Principal, as well as a high percentage of our staff, are bilingual in English and Spanish.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	6.5	6	5	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	18	15	12	N/A	N/A	N/A	N/A	N/A	N/A

**Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	10	N/A	100%
Female	3	N/A	30%
Male	7	N/A	70%
Non-Binary	0	N/A	0
American Indian or Alaska Native	0	N/A	0
Asian	0	N/A	0
Black or African American	2	N/A	20%
Filipino	0	N/A	0
Hispanic or Latino	8	N/A	80%
Native Hawaiian or Pacific Islander	0	N/A	0
Two or More Races	0	N/A	0
White	0	N/A	0
English Learners	5	N/A	50%
Foster Youth	0	N/A	0
Homeless	0	N/A	0
Socioeconomically Disadvantaged	10	N/A	100%
Students Receiving Migrant Education Services	0	N/A	0
Students with Disabilities	10	N/A	100%

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>.

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	92	92	19	21%
Female	24	24	5	21%
Male	68	68	14	21%
American Indian or Alaska Native	1	1	0	0%
Asian	9	9	0	0%
Black or African American	3	3	2	67%
Filipino	0	0	0	0%
Hispanic or Latino	60	60	16	27%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	11	11	1	9%
White	9	9	0	0%
English Learners	28	28	7	25%
Foster Youth	3	3	1	3%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	92	92	19	21%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	92	92	19	21%

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	10	N/A	N/A
Expulsions	0	N/A	N/A

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0	10	N/A	N/A	N/A	N/A
Expulsions	0	0	N/A	N/A	N/A	N/A

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.

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	10	0
Female	3	0
Male	7	0
Non-Binary	0	0
American Indian or Alaska Native	1	0
Asian	0	0
Black or African American	2	0
Filipino	0	0
Hispanic or Latino	7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	10	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10	0

School Safety Plan (School Year 2022–23)

Sierra School of Alhambra's safety plans include 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 of Alhambra 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 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 (Elementary) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	N/A	N/A
1	0	0	N/A	N/A
2	0	0	N/A	N/A
3	0	0	N/A	N/A
4	0	0	N/A	N/A
5	0	0	N/A	N/A
6	0	0	N/A	N/A
Other**	5	1	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	N/A	N/A
1	0	0	N/A	N/A
2	0	0	N/A	N/A
3	0	0	N/A	N/A
4	0	0	N/A	N/A
5	0	0	N/A	N/A
6	0	0	N/A	N/A
Other**	11	1	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	N/A	N/A
1	0	0	N/A	N/A
2	0	0	N/A	N/A
3	0	0	N/A	N/A
4	0	0	N/A	N/A
5	0	0	N/A	N/A
6	0	0	N/A	N/A
Other**	11	1	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	5	N/A	N/A
Mathematics	11	5	N/A	N/A
Science	11	5	N/A	N/A
Social Science	11	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	5	N/A	N/A
Mathematics	11	5	N/A	N/A
Science	11	5	N/A	N/A
Social Science	11	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 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	5	N/A	N/A
Mathematics	10	5	N/A	N/A
Science	10	5	N/A	N/A
Social Science	10	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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	1:23

*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 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
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	3

*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.

Types of Services Funded (Fiscal Year 2021–22)

Sierra School for Educational Therapy had a daily rate of \$151.78 per day for the 2020– 2021 school year for our ED program and \$161.44 for our ID program. 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. 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, and Other Health Impaired. This rate for the following services: Special Education 151.78-161.44, Counseling and Guidance Services 114.45, Occupational Therapy 114.45, Language and Speech Development 114.45 and Remediation/Behavior 98.85 per hour, Transportation 57.23 per day, Adult Assistant 24.70

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: 0

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	12

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials use Exact Title of Publication	Publication Date	State Adopted YES/NO
1	ELA	Reading Wonders Literature Anthology Volume 1	2017	Yes
1	ELA	Reading Wonders Literature Anthology Volume 2	2017	Yes
1	ELA	Reading Wonders Literature Anthology Volume 3	2017	Yes
1	ELA	Reading Wonders Literature Anthology Volume 4	2017	Yes
1	ELA	Reading Wonders Reading Writing Workshop Volume 1	2017	Yes
1	ELA	Reading Wonders Reading Writing Workshop Volume 2	2017	Yes
1	ELA	Reading Wonders Reading Writing Workshop Volume 3	2017	Yes
1	ELA	Reading Wonders Reading Writing Workshop Volume 4	2017	Yes
2	ELA	Reading Wonders Literature Anthology	2017	Yes
2	ELA	Reading Wonders Reading Writing Workshop	2017	Yes
3	E LA	Reading Wonders Literature Anthology	2017	Yes
3	ELA	Reading Wonders Reading Writing Workshop	2017	Yes
4	ELA	Reading Wonders Literature Anthology	2017	Yes
4	ELA	Reading Wonders Reading Writing Workshop	2017	Yes
5	ELA	Reading Wonders Literature Anthology	2017	Yes
5	ELA	Reading Wonders Reading Writing Workshop	2017	Yes
6	ELA	California Collections	2017	Yes
7	ELA	California Collections	2017	Yes
8	ELA	California Collections	2017	Yes
K-8	MAT	Go Math	2015	Yes
2	SS	Reflections: People We Know	2007	Yes
3	SS	Reflections: Our Communities	2006	Yes
4	SS	Reflections: California A Changing State	2006	Yes
5	SS	Reflections US History: A New Nation	2006	Yes
6	SS	Ancient Civilizations Discovering Our Past	2006	Yes
7	SS	World History: Medieval and Early Modern Times	2006	Yes
8	SS	American Journey to World War 1	2006	Yes
K-8	SS	Pearson myWorld Interactive	2019	Yes
6-8	SS	Discovery Education Techbook		Yes
2	SCI	Science	2008	Yes
3	SCI	Science	2008	Yes
4	SCI	Science	2008	Yes
5	SCI	Science	2008	Yes
6	SCI	Focus on Earth Science	2008	Yes
7	SCI	Focus on Life Science	2008	Yes
8	SCI	Focus on Physical Science	2008	Yes
6,7,8	ELA	High Point	2007	Yes
K-8	SCI	HMH Science Dimensions	2018	Yes
K-8	SCI	Discovery Education Techbook		Yes

Core Subject Abbreviations:				
English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	District of Alignment
9	ELA	California Collections	2017	LAUSD
9	ELA	Study Sync Reading and Writing Companion 1-4	2017	LAUSD

10	ELA	California Collections	2017	LAUSD
10	ELA	Study Sync Reading and Writing Companion 1-4	2017	LAUSD
11	ELA	California Collections	2017	LAUSD
11	ELA	Study Sync Reading and Writing Companion 1-4	2017	LAUSD
12	ELA	California Collections	2017	LAUSD
12	ELA	Study Sync Reading and Writing Companion 1-4	2017	LAUSD
9	MAT	Pre-Algebra	2009	LAUSD
9, 10	MAT	Algebra	2009	LAUSD
9, 10	MAT	Big Ideas Algebra 1	2015	LAUSD
9, 10	MAT	HMH Integrated Math 1	2015	LAUSD
10,11,12	MAT	Geometry	2009	LAUSD
10,11,12	MAT	Big Ideas Geometry	2015	LAUSD
11, 12	MAT	Big Ideas Algebra 2	2015	LAUSD
10	SS	HMH World History	2018	LAUSD
10	SS	HMH World Geography	2018	LAUSD
11	SS	HMH American History: Reconstruction to the Present	2018	LAUSD
12	SS	McGruder's American Government	2018	LAUSD
12	SS	HMH Economics	2018	LAUSD
9	SCI	Glencoe Lifetime Health	2007 2006	LAUSD
9, 10	SCI	HMH Biology	2020	LAUSD
9, 10	SCI	Discovery Education-Biology (The Living Earth)	2019	LAUSD
11,12	SCI	HMH Chemistry	2020	LAUSD
11, 12	SCI	Discovery Education-Chemistry in the Earth System	2019	LAUSD
11,12	SCI	Physics	2018	LAUSD
11, 12	SCI	Discovery Education-Physics in the Universe	2019	LAUSD