



<b>Student Enrollment by Grade Level (School Year 2021–2022)</b>	
<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	2
Grade 4	3
Grade 5	6
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
<b>Total Enrollment</b>	<b>12</b>

**Student Enrollment by Student Group (School Year 2021–2022)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	9%
Male	91%
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	33%
Filipino	0
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	0
Two or More Races	16%
White	16%
English Learners	16%
Foster Youth	22%
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	25%
Students with Disabilities	0

## **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 2020–2021)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Intern Credential Holders Properly Assigned</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	100%	N/A	N/A	N/A	N/A
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Unknown</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	1	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 2021–2022)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Intern Credentialed Holders Properly Assigned</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	100%	N/A	N/A	N/A	N/A
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Unknown</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	1	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)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
<b>Permits and Waivers</b>	1	1
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1	1

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

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0	0
<b>Local Assignment Options</b>	0	0
<b>Total Out-of-Field Teachers</b>	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 2021–2022)**

*Year and month in which the data were collected: 9/2022*

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	0

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 uses a district building from Antioch Unified School District. The facility consists of 1 classroom and a playground area. Building maintenance for cleanliness and sanitation occurs daily, and pest control as needed.*

### 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
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			N/A
<b>Interior: Interior Surfaces</b>	X			N/A
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	X			N/A
<b>Electrical: Electrical</b>	X			N/A
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	X			N/A
<b>Safety: Fire Safety, Hazardous Materials</b>	X			N/A
<b>Structural: Structural Damage, Roofs</b>	X			N/A
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	X			N/A

### 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

#### Career Technical Education Programs (School Year 2021–22)

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

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

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

#### 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	N/A
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

### 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 2021–2022) (All N/A previous year due to Covid-19)**

**Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
<b>5</b>	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A
<b>9</b>	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 2021–2022)**

*Parents are always welcome to 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;
- 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	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	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

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)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	12	N/A	N/A	N/A
<b>Female</b>	1	N/A	N/A	N/A
<b>Male</b>	11	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A
<b>Black or African American</b>	5	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	5	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	2	N/A	N/A	N/A
<b>White</b>	2	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	2	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	5	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	12	N/A	N/A	N/A

**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
<b>Suspensions</b>	0%	N/A	N/A
<b>Expulsions</b>	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
<b>Suspensions</b>	5	5	N/A	N/A	N/A	N/A
<b>Expulsions</b>	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 2021–2022)

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

## **School Safety Plan (School Year 2021-2022)**

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 (Elementary) (School Year 2020–2021)**

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**	10	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**	12	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 2020–2021)

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

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

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

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	12:1

\*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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	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.

**Types of Services Funded (Fiscal Year 2021–2022)**

Sierra School had a daily rate of \$153 for the 2020-2021 school year. 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, 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.

**Advanced Placement (AP) Courses (School Year 2021–2022)**

**Percent of Students in AP Courses: 0**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	N/A
<b>English</b>	N/A
<b>Fine and Performing Arts</b>	N/A
<b>Foreign Language</b>	N/A
<b>Mathematics</b>	N/A
<b>Science</b>	N/A
<b>Social Science</b>	N/A
<b>Total AP Courses Offered*</b>	N/A

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

**Professional Development**

<b>Measure</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

<b>Grade Level</b>	<b>Core Subject Abbreviation</b>	<b>Current Textbooks and Instructional Materials (use Exact Title of Publication)</b>	<b>Publication Date</b>	<b>State Adopted YES/NO</b>
K	ELA	McGraw Hill California Wonders	2017	YES
K	MATH	HMH California Go Math!	2018	YES
K	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
K	SCIENCE	HMH Science Dimensions	2018	YES
1	ELA	McGraw Hill California Wonders	2018	YES
1	MATH	HMH California Go Math!	2018	YES
1	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
1	SCIENCE	HMH Science Dimensions	2018	YES
2	ELA	McGraw Hill California Wonders	2017	YES
2	MATH	HMH California Go Math!	2018	YES
2	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
2	SCIENCE	HMH Science Dimensions	2018	YES
3	ELA	McGraw Hill California Wonders	2017	YES
3	MATH	HMH California Go Math!	2018	YES
3	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
3	SCIENCE	HMH Science Dimensions	2018	YES
4	ELA	McGraw Hill California Wonders	2017	YES
4	MATH	HMH California Go Math!	2018	YES
4	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
4	SCIENCE	HMH Science Dimensions	2018	YES
5	ELA	McGraw Hill California Wonders	2017	YES
5	MATH	HMH California Go Math!	2018	YES
5	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
5	SCIENCE	HMH Science Dimensions	2018	YES
K-5	SCIENCE	Discovery Education Techbook		YES