School Accountability Report Card
Reported Using Data from the
2022–23 School Year
California Department of Education

For Sierra School of East Valley

Address: 1325 E. Cooley Dr. Colton, CA 92324   **Phone:**909.254.5582

Principal: Karla Rodriguez   **Grade Span:** k-12, 18-22

School Contact Information (School Year 2023–24)

Entity	Contact Information
School Name	Sierra School of East Valley
Street	1325 E Cooley Dr.
City, State, Zip	Colton, CA 92324
Phone Number	909.254.5582
Principal	Karla Rodriguez
Email Address	Karla.rodriguez@sesischools.com
Website	www.sesischools.com
County-District-School (CDS) Code	36-67686-6153498

School Description and Mission Statement (School Year 2023–24)

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 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, community college exploration, social skill training, self-advocacy skills, safety skills, and more. Sierra School had their on-site review with the California Department of Education in 2023. Sierra School's Mission Statement is: "Building **confidence and competence** through personalized academic interventions." Please visit our website at: *www.sesischools.com*

Student Enrollment by Grade Level (School Year 2022–23)

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

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	68%
Male	32
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0%
Black or African American	16%
Filipino	0%
Hispanic or Latino	21%
Native Hawaiian or Pacific Islander	0%
Two or More Races	10.5%
White	47%
English Learners	0%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	0%
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 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)	2	67%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	1	33%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	N/A	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	3	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 2022–23)

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)	1	33%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	1	33%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	33%	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	3	100%	N/A	N/A	N/A	N/A

Note: The data in this table is based on 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	2021–22 Number	2022–23 Number
Permits and Waivers	0	1
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	1

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

Indicator	2021–22 Number	2022–23 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	2021–22 Percent	2022–23 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 2023–24)

Year and month in which the data were collected: January 2024

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 leases a school facility from Etash-Colton, LLC. The facility consists of one building including classrooms, administration offices, and therapy settings. The school is maintained by a part-time custodian. 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: January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Two classrooms need wall repairs
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		One sink in boy's restroom needs replacing
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Sensory room need new ceiling boards
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No playground, no fencing

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

Career Technical Education (CTE) Programs (School Year 2022–23)

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 on 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.

Career Technical Education (CTE) Participation
(School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1
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
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021–22 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 2022–23)
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: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24)

Parents are always welcome at Sierra School of East Valley. Sierra School puts an 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 School Directors 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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	0	0	25%	N/A	N/A	N/A	N/A	N/A	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	4	1	25%
Female	1	1	25%
Male	3	0	0%
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0%
Asian	0	0	0%
Black or African American	1	0	0%
Filipino	0	0	0%
Hispanic or Latino	1	0	0%
Native Hawaiian or Pacific Islander	0	0	0%
Two or More Races	1	1	25%
White	1	0	0%
English Learners	0	0	0%
Foster Youth	0	0	0%
Homeless	0	0	0%
Socioeconomically Disadvantaged	0	0	0%
Students Receiving Migrant Education Services	0	0%	0%
Students with Disabilities	100%	1	25%

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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Chronic Absenteeism by Student Group
(School Year 2022–23)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	19	19	3	16%
Female	6	6	1	17%
Male	13	13	2	15%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	0	0	0	0%
Black or African American	3	3	3	100%
Filipino	0	0	0	0%
Hispanic or Latino	4	4	0	0%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	2	2	0	0%
White	9	9	0	0%
English Learners	0	0	0	0%
Foster Youth	0	0	0	0%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	0	0	0	0%
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	19	19	3	16%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0	17	3	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group
(School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	16%	N/A
Female	11%	N/A
Male	0%	N/A
Non-Binary	0	N/A
American Indian or Alaska Native	0	N/A
Asian	0	N/A
Black or African American	0	N/A
Filipino	0	N/A
Hispanic or Latino	0	N/A
Native Hawaiian or Pacific Islander	0	N/A
Two or More Races	5%	N/A
White	5%	N/A
English Learners	0	N/A
Foster Youth	0	N/A
Homeless	0	N/A
Socioeconomically Disadvantaged	0	N/A
Students Receiving Migrant Education Services	0	N/A
Students with Disabilities	16%	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2023–24)

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 2020–21)

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**	2	1	N/A	NA

*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**	3	2	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 2022–23)

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**	3	2	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5	1	N/A	N/A
Mathematics	5	1	N/A	N/A
Science	5	1	N/A	N/A
Social Science	5	1	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	5	2	N/A	N/A
Mathematics	5	2	N/A	N/A
Science	5	2	N/A	N/A
Social Science	5	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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7	2	N/A	N/A
Mathematics	7	2	N/A	N/A
Science	7	2	N/A	N/A
Social Science	7	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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	1: 12

*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 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2

*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 2022–23)

Sierra School had a daily rate of $208.02/$240.79 for the 2022-2023 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, 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.

Advanced Placement (AP) Courses (School Year 2022–23)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.

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	13

Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	State Adopted YES/NO
K	ELA	McGraw Hill California Wonders	2017	YES
K	MATH	HMH California Go Math!	2015	YES
K	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
K	SCIENCE	HMH Science Dimensions	2018	YES
1	ELA	HMH California Go Math!	2015	YES
1	MATH	HMH California Go Math!	2015	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!	2015	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!	2015	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!	2015	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!	2015	YES
5	SOCIAL SCI.	Pearson MyWorld Interactive	2019	YES
5	SCIENCE	HMH Science Dimensions	2018	YES
6	ELA	McGraw Hill California Wonders	2017	YES
6	MATH	HMH California Go Math!	2015	YES
6	SOCIAL SCI.	Pearson MyWorld Interactive: Ancient Civilizations	2019	YES
6	SCIENCE	HMH Science Dimensions- Modules E, G, H	2018	YES
7	ELA	EMC Mirrors & Windows Connecting with Literature	2016	YES
7	MATH	HMH California Go Math!	2015	YES
7	SOCIAL SCI.	Pearson MyWorld Interactive: Medieval and Early Modern Times	2019	YES
7	SCIENCE	HMH Science Dimensions- Modules B, C, D	2018	YES
8	ELA	EMC Mirrors & Windows Connecting with Literature	2016	YES
8	MATH	HMH California Go Math!	2015	YES
8	SOCIAL SCI.	Pearson MyWorld Interactive: Growth and Conflict	2019	YES
8	SCIENCE	HMH Science Dimensions- Modules A, I, J	2018	YES
K-8	SCIENCE	Discovery Education Techbook		YES
6-8	SOCIAL SCI	Discovery Education Techbook		YES

Grade Level	Core Subject Abbreviation	Current Textbooks/Instructional Materials (use Exact Titles)	Publication Date	District of Alignment
9	ELA	College Board, Springboard, English Language Arts & English Language Development	2017	Colton Unified
9	MATH	Houghton Mifflin Integrated Math 1	2015	Colton Unified
9	SOCIAL SCI.	World Geography-Mcdougal Little	2003	Colton Unified

9	SCIENCE	Prentice Hall, Biology of the Living Earth	2007	Colton Unified
10	ELA	College Board, Springboard, English Language Arts & English Language Development	2017	Colton Unified
10	MATH	Houghton Mifflin Integrated Math 1/2/3	2015	Colton Unified
10	SOCIAL SCI.	McDougal Littell, The Americans Reconstruction to the 21st Century	2006	Colton Unified
10	SCIENCE	Pearson Prentice Hall, Essentials of Geology, 10th Edition	2012	Colton Unified
11	ELA	College Board, Springboard, English Language Arts & English Language Development	2017	Colton Unified
11	MATH	Houghton Mifflin, Integrated Math 2/3	2015	Colton Unified
11	SOCIAL SCI.	McDougal Littell, Modern World History: Patterns of Interaction	2006	Colton Unified
11	SCIENCE	Prentice Hall, Essentials of Human Anatomy and Physiology 10th Edition	2006	Colton Unified
12	ELA	College Board, Springboard, English Language Arts & English Language Development		Colton Unified
12	MATH	Houghton Mifflin Integrated Math 2/3	2015	Colton Unified
12	SOCIAL SCI.	McGraw Hill, United States Government: Democracy in Action	2006	Colton Unified
12	SCIENCE	Holt, Rinehart and Winston, Holt Chemistry	2007	Colton Unified
9	ELA	HMH California Collections	2017	
9	Math	HMH Integrated Math I	2015	
9	SOCIAL SCI.	HMH American History	2018	
9	Science	HMH Biology	2016	
10	ELA	HMH California Collections	2017	
10	Math	HMH Integrated Math I/II	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 I/II/III	2015	
11	SOCIAL SCI.	HMH Government	2018	
11	SOCIAL SCI.	HMH Economics	2018	
12	Science	HMH Modern Chemistry	2016	
12	ELA	HMH California Collections	2017	
12	Math	HMH Integrated Math II/III	2015	
12	SOCIAL SCI.	HMH Civics	2018	
12	Science	HMH Physics: Principles and Problems	2016	

9-12	Science	Discovery Education Techbook		
9-12	SOCIAL SCI.	Discovery Education Techbook		
9-12	Math	Discovery Education Techbook		
9-12	ELA	Discovery Education Techbook		