

# School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

## *Sierra School of San Diego*

6460 Boulder Lake Ave, San Diego, CA 92119 Phone: 619-460-5090

Principal: Lanae Aguilera

Grade Span: 1-12+

### School Contact Information (School Year 2023–24)

Entity	Contact Information
School Name	Sierra School of San Diego
Street	6460 Boulder Lake Ave
City, State, Zip	San Diego, Ca 92119
Phone Number	619-460-5090
Principal	Lanae Aguilera
Email Address	Lanae.aguilera@sischools.com
Website	Sischools.com
County-District-School (CDS) Code	37-68338 6992994

### 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. <sup>[11]</sup><sub>[SEP]</sub>
- 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 program's goal is to help students become happy and productive members of society, while increasing a student's independence in various areas. <sup>[11]</sup><sub>[SEP]</sub> Sierra School had their onsite review with the California Department of Education in May 2023. Sierra School's Mission Statement is: "Building **confidence and competence** through personalized academic interventions." Please visit our website at: [www.sischools.com](http://www.sischools.com)

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	1
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	3
<b>Grade 5</b>	5
<b>Grade 6</b>	5
<b>Grade 7</b>	4
<b>Grade 8</b>	8
<b>Grade 9</b>	10
<b>Grade 10</b>	6
<b>Grade 11</b>	8
<b>Grade 12</b>	45
<b>Total Enrollment</b>	95

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	30 (32%)
<b>Male</b>	62 (65%)
<b>Non-Binary</b>	3 (3%)
<b>American Indian or Alaska Native</b>	0 (0%)
<b>Asian</b>	4 (4%)
<b>Black or African American</b>	10 (11%)
<b>Filipino</b>	2 (2%)
<b>Hispanic or Latino</b>	15 (16%)
<b>Native Hawaiian or Pacific Islander</b>	1 (1%)
<b>Two or More Races</b>	9 (9%)
<b>White</b>	50 (53%)
<b>English Learners</b>	3 (3%)
<b>Foster Youth</b>	1 (1%)
<b>Homeless</b>	0 (0%)
<b>Migrant</b>	0 (0)
<b>Socioeconomically Disadvantaged</b>	2 (2%)
<b>Students with Disabilities</b>	95

**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)	7	70%	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	1	10%	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	8	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)	5	50%	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)	3	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	10	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)**

<b>Authorization/Assignment</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>
<b>Permits and Waivers</b>	1	3
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1	3

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

<b>Indicator</b>	<b>2021–22 Number</b>	<b>2022–23 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**

<b>Indicator</b>	<b>2021–22 Percent</b>	<b>2022–23 Percent</b>
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0	0

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: 1/2024***

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	See Table	y	0
<b>Mathematics</b>	See Table	y	0
<b>Science</b>	See Table	y	0
<b>History-Social Science</b>	See Table	y	0
<b>Foreign Language</b>	See Table	y	0
<b>Health</b>	See Table	y	0
<b>Visual and Performing Arts</b>	See Table	y	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 school facility from San Diego Unified School District. The facility consists of four buildings including classrooms, administration offices, therapy settings, and a multi-purpose room used as a gym and assembly area. We have extensive outdoor fields for play areas. The school grounds are maintained by staff and a handy man. 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. Upgrades to ensure property and buildings are all compliant with the Americans with Disabilities Act were completed in Spring of 2010. The property met and/or exceeded standards set by the San Diego Unified School District.

## 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: 1/2024**

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

## Overall Facility Rate

**Year and month of the most recent FIT report: 1/2024**

**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 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.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	69
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	3%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

#### 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	7.9%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

### 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**

<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: 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 San Diego. 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 Lanae Aguilera and Nicole Luster 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
<b>Dropout Rate</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Graduation Rate</b>	100%	100%	100%	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
<b>All Students</b>	12	N/A	100%
<b>Female</b>	4	N/A	33%
<b>Male</b>	5	N/A	42%
<b>Non-Binary</b>	3	N/A	25%
<b>American Indian or Alaska Native</b>	0	N/A	0
<b>Asian</b>	0	N/A	0
<b>Black or African American</b>	4	N/A	33%
<b>Filipino</b>	0	N/A	0
<b>Hispanic or Latino</b>	2	N/A	17%
<b>Native Hawaiian or Pacific Islander</b>	0	N/A	0
<b>Two or More Races</b>	2	N/A	17%
<b>White</b>	4	N/A	33%
<b>English Learners</b>	0	N/A	0
<b>Foster Youth</b>	1	N/A	.08%
<b>Homeless</b>	0	N/A	0
<b>Socioeconomically Disadvantaged</b>	0	N/A	0
<b>Students Receiving Migrant Education Services</b>	0	N/A	0
<b>Students with Disabilities</b>	12	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>.

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)**

<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>	95	95	4	4%
<b>Female</b>	30	30	2	6%
<b>Male</b>	62	62	2	3%
<b>Non-Binary</b>	3	3	0	0
<b>American Indian or Alaska Native</b>	0	0	0	0
<b>Asian</b>	4	4	0	0
<b>Black or African American</b>	10	10	2	16%
<b>Filipino</b>	2	2	0	0
<b>Hispanic or Latino</b>	15	15	1	6%
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0
<b>Two or More Races</b>	9	9	1	11%
<b>White</b>	50	50	0	0
<b>English Learners</b>	3	3	0	0
<b>Foster Youth</b>	1	1	0	0
<b>Homeless</b>	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Students with Disabilities</b>	95	95	4	4%

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
<b>Suspensions</b>	0	5	1	N/A	N/A	N/A	N/A	N/A	N/A
<b>Expulsions</b>	N/A	N/A	N/A	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
<b>All Students</b>	1%	N/A
<b>Female</b>	0%	N/A
<b>Male</b>	1%	N/A
<b>Non-Binary</b>	0%	N/A
<b>American Indian or Alaska Native</b>	0%	N/A
<b>Asian</b>	0%	N/A
<b>Black or African American</b>	0%	N/A
<b>Filipino</b>	0%	N/A
<b>Hispanic or Latino</b>	0%	N/A
<b>Native Hawaiian or Pacific Islander</b>	0%	N/A
<b>Two or More Races</b>	0%	N/A
<b>White</b>	1%	N/A
<b>English Learners</b>	0%	N/A
<b>Foster Youth</b>	0%	N/A
<b>Homeless</b>	0%	N/A
<b>Socioeconomically Disadvantaged</b>	0%	N/A
<b>Students Receiving Migrant Education Services</b>	0%	N/A
<b>Students with Disabilities</b>	100%	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 2022–23)

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**	7	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**	7	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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	0	0	N/A	N/A
<b>1</b>	0	0	N/A	N/A
<b>2</b>	0	0	N/A	N/A
<b>3</b>	0	0	N/A	N/A
<b>4</b>	0	0	N/A	N/A
<b>5</b>	0	0	N/A	N/A
<b>6</b>	0	0	N/A	N/A
<b>Other**</b>	8	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)**

<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>	10	10	N/A	N/A
<b>Mathematics</b>	10	10	N/A	N/A
<b>Science</b>	10	10	N/A	N/A
<b>Social Science</b>	10	10	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>	10	8	N/A	N/A
<b>Mathematics</b>	10	8	N/A	N/A
<b>Science</b>	10	8	N/A	N/A
<b>Social Science</b>	10	8	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)**

<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>	10	9	N/A	N/A
<b>Mathematics</b>	10	9	N/A	N/A
<b>Science</b>	10	9	N/A	N/A
<b>Social Science</b>	10	9	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)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	2:95

\*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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<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>	3
<b>Resource Specialist (non-teaching)</b>	1
<b>Other</b>	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 2022–23)

Sierra School had a daily rate of \$226.76 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, Intellectually Disabled, Autism and Other Health Impaired.

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

Percent of Students in AP Courses: [DPC]

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	8	6

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	Literature: Language and Literacy-9 Prentice Hall/The Language of Literature- McDougal Little	2010/2006	Grossmont
9	MATH	Numbers to Algebra- Hold Rinehard&Winston	2009	Grossmont

9	SOCIAL SCI.	World Geography-Mcdougal Little	2003	Grossmont
9	SCIENCE	Environmental Science-Prentice Hall/Pearson	2007	Grossmont
10	ELA	Literature: Language and Literacy-10 Prentice Hall/The Language of Literature- McDougal Little	2010/2006	Grossmont
10	MATH	Geometry-AGS	2005	Grossmont
10	SOCIAL SCI.	US History: The American Pageant: A History of the Republic	2006	Grossmont
10	SCIENCE	Physical Science-AGS/Biology-Glencoe, CA ed.	2006/2007	Grossmont
11	ELA	Literature: American Experience-11 Prentice Hall/The Language of American Literature-McDougal Little	2010/2006	Grossmont
11	MATH	Algebra 1: Concepts Skills, McDougal Little	2001	Grossmont
11	SOCIAL SCI.	World History-Prentice Hall	2011	Grossmont
11	SCIENCE	Chemistry-Prentice Hall	2006	Grossmont
12	ELA	Literature: The British Tradition-12 Prentice Hall/The Language of British Literature-McDougal Little	2010/2006	Grossmont
12	MATH	Algebra 2 Concepts and Skills-McDougal Little/The Basic Practice of Statistics-Vonholtzbrink	2008/2010	Grossmont
12	SOCIAL SCI.	Civics: Responsibility & Citizenship-Glencoe/Economics: Principles in Action-Prentice Hall/United States Government Democracy in Action -Houghton Mifflin	2013/2006/2008	Grossmont
12	SCIENCE	Conceptual Physics-Prentice Hall	2009	Grossmont
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	Discovery Education Techbook		
9-12	SOCIAL SCI.	Discovery Education Techbook		
9-12	MATH	Discovery Education Techbook		

9-12	ELA	Discovery Education Techbook		
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