Sierra High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Sierra High School
Street	1040 East Gladstone Street
City, State, Zip	Azusa, CA 91702
Phone Number	(626) 852-8300
Principal	Theresa Petersen
Email Address	spetersen@azusa.org
School Website	http://shs.azusa.org/
Grade Span	9-12
County-District-School (CDS) Code	19642791931765

2024-25 District Contact Information

District Name	Azusa Unified School District
Phone Number	(626) 967-6211
Superintendent	Arturo Ortega
Email Address	aortega@azusa.org
District Website	www.azusa.org

2024-25 School Description and Mission Statement

Sierra High School is a fully accredited California Model Continuation High School, recognized by the Western Association of Schools and Colleges, and serves students aged sixteen and older. The vast majority of students choose to enroll at Sierra High School because they are behind in credits and require specialized attention within a smaller, alternative educational environment. Some students also opt for Sierra High School as an alternative to a comprehensive high school due to its small size and personalized educational approach. The Sierra Team, in collaboration with parents, families, and students, has developed five key goals for the school:

2024-25 School Description and Mission Statement

1) Increasing student academic achievement in English language arts and mathematics.
2) Increase English learner progress in English language acquisition.
3) Ensuring all students graduate and are prepared for college or careers after high school.
4) Engage families and students as partners in supporting all students.
5) Ensure a positive learning environment and school climate.

In addition to these goals, the Sierra team established the school motto, "Bringing the Future Into Focus," reflecting a shared commitment to providing students with opportunities to explore and engage in their future aspirations beyond graduation.

Sierra High School is on a trimester system, allowing students to enroll in up to six courses each trimester. Students may earn up to 90 credits per year in regularly scheduled classes, giving them an increased opportunity to earn the 220 credits required to meet the Azusa Unified School District graduation requirements. Sierra High School students may earn additional credits through online A-G APEX courses, summer school, community college dual enrollment courses in conjunction with Citrus College, and off-campus Regional Occupational Program courses. In addition, Sierra is one of the few continuation high schools that offers students the opportunity to enroll in multiple Advanced Placement courses and take exams offered through College Board. Central to the school's philosophy is that students will develop to their fullest potential by learning in a personalized, caring, goal-setting environment. The ultimate goal of Sierra High School is to nurture and develop a person who accepts and displays the responsibilities of good citizenship, has acquired the necessary skills to grow into a well-rounded adult who can compete in the 21st Century, and continually contribute to our society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	24
Grade 12	91
Total Enrollment	115

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Black or African American	0.9
Hispanic or Latino	96.5
White	2.6
English Learners	20
Foster Youth	0.9
Homeless	7.8
Socioeconomically Disadvantaged	95.7
Students with Disabilities	26.1

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.

2020-21 Teacher Preparation and Placement

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)	10.10	81.91	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	18.09	11.10	3.23	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	11.20	3.25	18854.30	6.86
Total Teaching Positions	12.40	100.00	346.00	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

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)	11.70	77.68	309.50	89.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.00	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	22.25	17.40	5.03	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	12.10	3.50	15831.90	5.67
Total Teaching Positions	15.10	100.00	347.70	100.00	279044.80	100.00

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.

2022-23 Teacher Preparation and Placement

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)	12.30	81.79	282.00	88.26	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.31	6.70	2.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	14.90	12.60	3.96	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	14.50	4.57	14303.80	5.15
Total Teaching Positions	15.10	100.00	319.50	100.00	277698	100

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	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20	0
Local Assignment Options	2.20	3.10	2.2
Total Out-of-Field Teachers	2.20	3.30	2.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.40	11.1	6.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.30	8.6	4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015) California State University Press- Expository Reading and Writing Course (2013)	Yes	0
Mathematics	College Preparatory Math - Core Connections (2015)	Yes	0
Science	McGraw Hill California Inspire - Earth, Physics, Biology, Chemistry (2019)	Yes	0
History-Social Science	Mc Graw Hill Impact: Principals of Economy & Principal of American Democracy World History Culture & Geography: The Modern World US History & Geography (2018)	Yes	0
Foreign Language	Carnegie Learning: ¡Qúe Chevere! - Level 1, 2, 3 (2023) En Voz Alta - Level 1, 2 (2023) Wayside Publishing - Entre Cultures - Level 1, 2, 3 (2023)	Yes	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

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations & Transportation office.

Sierra High School provides a safe, clean environment for students, staff, and volunteers. Built in 1956, with modernizations made in 2005, the school sits on 10 acres. Facilities span 683,555 square feet. The Sierra High School campus includes a cafeteria, fourteen permanent classrooms, two portable classrooms, a sports field and recreation space, a Counseling Center with four offices, and a community schools office. The facility strongly supports teaching and learning through its ample classroom space including a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

During the day and in the evenings, Sierra's two custodians ensure classrooms, restrooms, and the campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

Year and month of the most recent FIT report	06-12-24

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	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	37	36	33	46	47
Mathematics (grades 3-8 and 11)	1	1	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	68	98.55	1.45	36.76
Female	31	31	100.00	0.00	29.03
Male	38	37	97.37	2.63	43.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	62	98.41	1.59	35.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	65	98.48	1.52	36.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	67	97.10	2.90	1.49
Female	31	30	96.77	3.23	0.00
Male	38	37	97.37	2.63	2.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	61	96.83	3.17	1.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	64	96.97	3.03	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.08	4.43	16.88	20.29	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	158	98.14	1.86	4.43
Female	77	74	96.10	3.90	0.00
Male	84	84	100.00	0.00	8.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	155	152	98.06	1.94	4.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	27	93.10	6.90	0.00
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	146	97.99	2.01	4.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	0.00

2023-24 Career Technical Education Programs

Sierra High School receives grant funding from the Career Technical Education Incentive Grant, the K12 Strong Workforce Program, and the Perkins Grant. These grant funds, as well as the District Local Control and Funding Formula and general funds, help enhance and expand career technical education programs with the expectation that students will graduate college and career-ready with recognized certifications, current industry skills gained through coursework, and work-based learning opportunities, including internships, participation in Career and Technical Student Organizations, articulated coursework with the local community college, and/or transferable college credit leading to a baccalaureate degree.

In collaboration with the San Gabriel Valley Regional Occupation Program, Sierra High School offers two on-campus career pathways (Graphic Arts and Engineering) and one off-campus career pathway (Manufacturing/Welding) through a partnership with the Career and Technical Education Center at the Pomona Fairplex. All courses within the programs of study and course sequences are UC/CSU A-G approved and/or articulated with a local community college. Key local business partners and organizations, including the K12 Foothill Consortium, NAF (formerly National Academy Foundation), and the San Gabriel Valley Economic Partnership, provide advice and direction to ensure the curriculum, instruction, materials, and resources are relevant and current. Advisory meetings, organized as clusters within industry sectors, convene at least bi-annually. These clusters include Medical/Sports Medicine, Public Services, Arts, Media, and Entertainment. Members of each advisory group include industry experts, teachers, business partners, and other stakeholders. The CTE program is supported by a counselor, a site administrator, and the District Director of College and Career Pathways.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	95
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2024-25 Opportunities for Parental Involvement

Parents, guardians, and community members are very supportive of the educational programs at Sierra High School. Parents and the community participate in Open House, Report Card Nights, English Learners Advisory Council (ELAC), School Site Council (SSC), Trimester Awards ceremonies, Financial Aid Workshops, Graduation Status Meetings, Parent Focus Meetings, PBIS activities, Coffee with the Principal and much more. Sierra High School welcomes and encourages parents and families to be an active part of their child's education and are offered opportunities to participate in Districtwide leadership through the Parent Advisory Committee Plus (PAC +), District English Learner Advisory Committee (DELAC), District Safety Committee, and the Superintendent and Family Round Table.

Sierra High School enjoys many partnerships with organizations and businesses in our Azusa community, including generous donations from local businesses. These partnerships include:
- Citrus College
- Azusa Pacific University
- McKinley Children's Center
- Azusa Rotary
- East San Gabriel Valley Regional Occupational Program (ROP)
- Covina Assistance League
- Chick-fil-A
- Raising Canes
- Applebees
- Blackwater Security
- Upstream Education
- Joe Torre Foundation Margaret's Place
- Local Churches and more

C. Engagement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	9.8	18.2	6.8	10.0	14.0	13.0	7.8	8.2	8.9
Graduation Rate	88.2	81.8	93.2	87.2	83.9	83.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	88	82	93.2
Female	42	39	92.9
Male	46	43	93.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	88	82	93.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	25	24	96.0
Foster Youth	--	--	--
Homeless	27	26	96.3
Socioeconomically Disadvantaged	87	81	93.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	25	96.2

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	178	172	92	53.5
Female	81	80	51	63.8
Male	97	92	41	44.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	172	166	89	53.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	36	35	20	57.1
Foster Youth	--	--	--	--
Homeless	15	15	11	73.3
Socioeconomically Disadvantaged	171	165	89	53.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	36	18	50.0

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: 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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.70	10.70	10.11	3.17	5.25	4.37	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.11	0.00
Female	0.00	0.00
Male	18.56	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	10.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.11	0.00

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.

2024-25 School Safety Plan

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, the school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds, and sign out upon departure. Full-time campus security, teachers, counselors, campus aides, and administrators all work collaboratively to supervise before and after school and throughout the school day to ensure the safety of all students.

A Comprehensive School Safety Plan was developed by the Safe Schools Committee in order to comply with Senate Bill 187. Sierra High School staff is trained and routinely practices various lockdown and other emergency scenarios. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safe School Committee and/or the site Leadership Team evaluates the plan annually and updates the plan as needed. The current safety plan was approved by the School Site Council.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	24		
Mathematics	11	16		
Science	10	9		
Social Science	9	28		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	15		
Mathematics	19	10		
Science	16	5		
Social Science	17	14		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	18		
Mathematics	10	11		
Science	9	5		
Social Science	11	13		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	115

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,439	$2,961	$15,478	$103,327
District	N/A	N/A	$7,126	
Percent Difference - School Site and District	N/A	N/A	73.9	11.9
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	35.9	8.7

Fiscal Year 2023-24 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides base funding to support the achievement of all students and supplemental and concentration funds directed primarily toward English learners, low-income, and foster youth. The District receives additional funding from federal categorical, special education, and support programs to support all students. In addition, the District receives some grant funding from state, federal, and other non-government sources.

Types of services funded include:
- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Academic intervention and support (i.e., targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational technology assistance
- 24/7 online tutoring through Paper Tutoring

Fiscal Year 2023-24 Types of Services Funded

- Regional Occupational Program Program
- Career & Technical Education Pathways
- Special Education
- Social Emotional Learning opportunities (i.e., Garden Club, Sports, Weight Lifting, Game Club, Spanish Club etc.)
- Health and nutrition programs

In addition to the District-supported supplemental programs, Sierra High School also provides students with various supplemental and enrichment resources and opportunities. Sierra High School offers several co-ed sports teams, Advance Placement (AP) courses, Dual Enrollment college courses, access to additional software resources such as Aleks, and an Upstream curriculum for social-emotional development to help create mindful young adults.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$58,855
Mid-Range Teacher Salary		$92,519
Highest Teacher Salary		$114,665
Average Principal Salary (Elementary)		$142,791
Average Principal Salary (Middle)		$151,078
Average Principal Salary (High)		$167,094
Superintendent Salary		$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	4%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

The District annually holds professional development days in which teachers are offered a broad variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade-level and/or content-specific programming on full and partial days, as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. Over the past five years, the primary focus of professional learning has been supporting teachers in math, English Language Arts/English Language Development (ELA/ELD), history-social science, and science curricula, content standards, and frameworks, as well as using student data to improve instructional practices. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment (TOSAs), consultants, and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities, which included collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support learners' access to rigorous, grade-level standards. All professional learning consists of a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2024, all teachers participated in multiple days of systematic, District-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. This school year, we placed added focus on addressing issues related to diversity, equity, and inclusion, grading practices, social-emotional learning, and the effective implementation of Professional Learning Communities (PLCs).

The primary focus for staff development and ongoing learning has been based on the WASC report, College Board, newly adopted curriculum, data systems, testing, PLCs, and Essential Learnings in core subjects. The staff has participated in four days of professional development in Social and Emotional Learning. Professional staff development has multiple means of delivery: staff meetings, PLCs, subject area common preps, teacher release time, and early release days. Staff uses data to plan and implement activities, instruction, and interventions. The staff has been trained on the use of data protocols and interdisciplinary teams. Teachers are supported through the use of collaborative release time, lesson studies, formal and informal observations, conference attendance, and general feedback from the administration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	45	45	41