

# School Accountability Report Card

## Reported Using Data from the 2018–19 School Year

### California Department of Education

## *For Sierra School of Antioch (Grant)*

**Address: 4325 Spaulding Street Antioch, CA 94509**  
**Grade Span: Pre-K**

**Phone: 925-778-1022**  
**Principal: Millad Nooraei**

### School Contact Information (School Year 2019–20)

<b>School Name</b>	Sierra School of Antioch
<b>Street</b>	1310 August Way
<b>City, State, Zip</b>	Antioch, CA 94509
<b>Phone Number</b>	925-778-1022
<b>Principal</b>	Millad Nooraei
<b>E-mail Address</b>	Millad.Nooraei@sischools.com
<b>Web Site</b>	<a href="https://sischools.com/locations/california/sierra-school-of-antioch/">https://sischools.com/locations/california/sierra-school-of-antioch/</a>
<b>County-District-School (CDS) Code</b>	Grant (07-61648-0134460)

### School Description and Mission Statement (School Year 2019–20)

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 a transition program, which focuses on IEP needs in the areas of: academics, job skills/training, mobility training, community college exploration, social skill training, self-advocacy skills, safety skills, and more. The transition programs goal is to help students become happy and productive members of society, while increasing a student's independence in various areas.

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 2018–19)**

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

**Student Enrollment by Student Group (School Year 2018–19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	3
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	1
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	4
<b>Native Hawaiian or Pacific Islander</b>	ADD
<b>White</b>	2
<b>Two or More Races</b>	1
<b>Socioeconomically Disadvantaged</b>	8
<b>English Learners</b>	0
<b>Students with Disabilities</b>	11
<b>Foster Youth</b>	0
<b>Homeless</b>	0

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

<b>Teachers</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>School 2019–20</b>	<b>District 2019–20</b>
<b>With Full Credential</b>	1	1	1	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: 9/2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	*	Y	0
Mathematics	*	Y	0
Science	*	Y	0
History-Social Science	*	Y	0
Foreign Language	*	Y	0
Health	*	Y	0
Visual and Performing Arts	*	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 Academy takes pride in the cleanliness of our facilities, both inside and outside. Sierra Academy 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 a full-time grounds keeper/custodian. 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:** 9/2018

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

**Overall Facility Rate**

**Year and month of the most recent FIT report:** 9/2018

**Overall Rating**

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, which 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); and
- 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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics (grades 3-8 and 11)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC	DPC
<b>Homeless</b>	DPC	DPC	DPC	DPC	DPC

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC	DPC
<b>Homeless</b>	DPC	DPC	DPC	DPC	DPC

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

**Career Technical Education (CTE) Programs (School Year 2018–19)**

Sierra Schools 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 2018–19)**

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

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017–18 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 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019–20)

Parents are always welcome at Sierra School! Sierra School puts on emphasis on open communication between home and school. Parent support is very important and we encourage daily, weekly, and monthly collaboration with families and our team. Opportunities for involvement include, but are not limited to: field trips, holiday celebrations, parent/teacher conferences, special events, and classroom/teacher support. Parents are encouraged to contact the School Director, 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; and
- High school graduation rates

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

Indicator	School 2016–17	District 2017–18	State 2018–19
Dropout Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A

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****Suspensions and Expulsions**

Rate	School		
	2016–17	2017–18	2018–19
Suspensions	6	0	0
Expulsions	0	0	0

**School Safety Plan (School Year 2019–20)**

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 2016–17)**

<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>	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A
<b>Other**</b>	12	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 2017–18)**

<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>	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A
<b>Other**</b>	10	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 2018–19)**

<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>	11	11	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 2016–17)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	10	2	N/A	N/A
Mathematics	10	2	N/A	N/A
Science	10	2	N/A	N/A
Social Science	10	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 2017–18)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	1	N/A	N/A
Mathematics	12	1	N/A	N/A
Science	12	1	N/A	N/A
Social Science	12	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 2018–19)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	11	1	N/A	N/A
Mathematics	11	1	N/A	N/A
Science	11	1	N/A	N/A
Social Science	11	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.

**Ratio of Academic Counselors to Pupils (School Year 2018–19)**

Title	Ratio
Academic Counselors*	0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018–19)**

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	N/A	N/A	DPL	DPL
<b>District</b>	N/A	N/A	DPL	DPC
<b>Percent Difference – School Site and District</b>	N/A	N/A	DPL	DPL
<b>State</b>	N/A	N/A	DPC	DPC
<b>Percent Difference – School Site and State</b>	N/A	N/A	DPL	DPL

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

**Types of Services Funded (Fiscal Year 2018–19)**

Sierra School of Antioch has a daily rate of \$167.00 per day for the 2018-2019 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, Adaptive Physical Education, Vision Services, Behavior Intervention - Including Development and Modification, Behavior Intervention – Implementation of Behavior Support Plans, and Specially Designed Vocational Education and Career Development. Disabilities served primarily include: Specific Learning Disability, Emotional Disturbance, and Other Health Impaired.

**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	DPC	DPC
<b>Mid-Range Teacher Salary</b>	DPC	DPC
<b>Highest Teacher Salary</b>	DPC	DPC
<b>Average Principal Salary (Elementary)</b>	DPC	DPC
<b>Average Principal Salary (Middle)</b>	DPC	DPC
<b>Average Principal Salary (High)</b>	DPC	DPC
<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	DPC	DPC
<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2018–19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>	0	N/A
<b>English</b>	0	N/A
<b>Fine and Performing Arts</b>	0	N/A
<b>Foreign Language</b>	0	N/A
<b>Mathematics</b>	0	N/A
<b>Science</b>	0	N/A
<b>Social Science</b>	0	N/A
All Courses	0	N/A

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

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

**Professional Development**

Measure	2017–18	2018–19	2019–20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	2	2

Sierra School provides staff training at the beginning of each school year. The training focuses on creating a therapeutic environment that also emphasizes growth in the three domains: academic achievement, career development, and personal-social growth. Sierra's director also holds weekly staff development meetings for all staff members; topics are based on current trends in the field of special education and the needs of our students. Additionally, pupil free days are scheduled throughout the school year. Sierra also sends each staff to an off-campus training of their choice in the areas of reading, behavior management, autism related trainings, etc.