

**Sierra Hills Independent Learning Center**  
**School Accountability Report Card**  
**Reported Using Data from the 2014-15 School Year**  
**Published During 2015-16**

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

**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.

**About This School**

**Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Sierra Hills Independent Learning Center
<b>Street</b>	501 Gold Strike Road
<b>City, State, Zip</b>	San Andreas, CA, 95249
<b>Phone Number</b>	(209) 754-2123
<b>Principal</b>	Kathy Griggs
<b>E-mail Address</b>	kgriggs@calaveras.k12.ca.us
<b>Web Site</b>	
<b>Grades Served</b>	K-12
<b>CDS Code</b>	05-61564-0530055

<b>District Contact Information</b>	
<b>District Name</b>	Calaveras Unified School District
<b>Phone Number</b>	(209) 754-2300
<b>Superintendent</b>	Mark Campbell
<b>E-mail Address</b>	mcampbell@calaveras.k12.ca.us
<b>Web Site</b>	www.calaveras.k12.ca.us

### School Description and Mission Statement (Most Recent Year)

The mission of Sierra Hills is to provide an Independent Study, standards-based program for students and families who have other activities during the traditional school day, traditional school calendar.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 7	1
Grade 9	8
Grade 10	6
Grade 11	15
Grade 12	11
<b>Total Enrollment</b>	<b>41</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.4
American Indian or Alaska Native	4.9
Hispanic or Latino	7.3
White	82.9
Two or More Races	2.4
Socioeconomically Disadvantaged	48.8
Students with Disabilities	9.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	1	1.6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 1/9/12

All texts are CUSD adopted, students are provided with texts, and supplemental materials. SHEC utilizes standards based texts in all subject areas.

Books are replaced as CUSD adopts new texts. Damaged books are replaced as needed. SHEC utilizes COMPASS Learning for all online student course selection.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students have core text, and supplemental materials. Prentice Hall 6/4/02		0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	All students have core text, and supplemental materials. Prentice Hall 2/19/02		0
<b>Science</b>	All students have core text and supplemental materials. It's About Time.		0
<b>History-Social Science</b>	All students have core text and supplemental materials. Glencoe 11/21/06		0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	All students have access to core materials.		0
<b>Science Laboratory Equipment (grades 9-12)</b>	It's About Time Lab materials.		0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

The Independant Study Program meets at Gold Strike High School.  
Please review the respective school SARC for further information regarding school facilities.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/18/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X	
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 12/18/15				
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], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	37	44
Mathematics	--	27	33

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.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	5	1	0	0.0	--	--	--	--
	6	1	0	0.0	--	--	--	--
	7	2	0	0.0	--	--	--	--
	8	5	0	0.0	--	--	--	--
	11	10	0	0.0	--	--	--	--
Male	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Female	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Black or African American	8		0	0.0	--	--	--	--
American Indian or Alaska Native	8		0	0.0	--	--	--	--
Hispanic or Latino	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Two or More Races	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	5	1	0	0.0	--	--	--	--
	6	1	0	0.0	--	--	--	--
	7	2	0	0.0	--	--	--	--
	8	5	0	0.0	--	--	--	--
	11	10	0	0.0	--	--	--	--
Male	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Female	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Black or African American	8		0	0.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	8		0	0.0	--	--	--	--
Hispanic or Latino	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
White	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Two or More Races	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	57	63	60	59	60	56

Note: Scores are not shown 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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	--
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2014-15)**

CUSD Alt. Ed. does not have a CTE Program. However, interested students can attend Calaveras High School's CTE Programs via a dual enrollment contract. Contingent on CHS Admin. approval.

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	90.24
2013-14 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 Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				57	27	26	57	56	58
Mathematics				62	28	27	60	62	59

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.



**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	43	27	29	32	41	27
All Students at the School	0	0	0	0	0	

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.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (Most Recent Year)**

Parents are key partners in our program.

Parents sign an Independant Study contract alongside with their student, and partake in student, parent, teacher conferences.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	8.80	16.00	6.30	5.20	3.80	4.70	13.10	11.40	11.50
Graduation Rate	82.35	80.00	93.75	90.72	91.32	89.42	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	400	96.17	84.6
Black or African American		166.67	76
American Indian or Alaska Native		100	78.07
Asian		33.33	92.62
Filipino		100	96.49
Hispanic or Latino	100	93.55	81.28
Native Hawaiian/Pacific Islander			83.58
White	433.33	96.28	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged		57.69	61.28
English Learners		33.33	50.76
Students with Disabilities		103.13	81.36
Foster Youth	--	--	--

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	1.02	7.32	7.68	6.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.06	0.09	0.03	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

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The school safety plan for each location is reviewed and amended as needed.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	5	10		2	9		7	9						
Mathematics	3	9		2	7		3	8						
Science	3	7		3	6		3	7						
Social Science	6	10		3	10		6	13						

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.13	42
Counselor (Social/Behavioral or Career Development)	.12	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	3690.21	13.79	3676.42	56822
District	N/A	N/A	5304.24	\$63,695
Percent Difference: School Site and District	N/A	N/A	-30.7	-10.3
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-21.6	-9.9

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

**Types of Services Funded (Fiscal Year 2014-15)**

SHEC is primarily district unrestricted funded for its independent study programs.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,236	\$40,379
Mid-Range Teacher Salary	\$55,418	\$62,323
Highest Teacher Salary	\$79,805	\$81,127
Average Principal Salary (Elementary)	\$93,652	\$99,192
Average Principal Salary (Middle)	\$105,018	\$91,287
Average Principal Salary (High)	\$130,138	\$112,088
Superintendent Salary	\$149,224	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

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

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

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The Sierra Hills Staff partake in district-wide core day activities and co-planning opportunities with other Alternative Education staff. In the last three years the Sierra Hills staff have participated in over 200 hours of professional development.