Sierra Pass Continuation School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.
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.

2022-23 School Contact Information

School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530-993-1660 x160
Principal	Megan Meschery
Email Address	mmeschery@spjusd.org
School Website	
County-District-School (CDS) Code	46701774630034

2022-23 District Contact Information

District Name	Sierra-Plumas Joint Unified School District
Phone Number	530 993-1660
Superintendent	James Berardi
Email Address	jberardi@spjusd.org
District Website Address	www.sierracountyofficeofeducation.org

2022-23 School Overview

Sierra Pass Continuation High School is a small alternative education school located in a small rural frontier county in the Eastern Sierra Nevada Mountains. We strive to give the students a comprehensive high school experience while addressing their unique educational needs with personalized academics and scheduling. Students receive personalized attention in setting and achieving their academic goals. The dedicated staff can tailor each student's academic and vocational programs to directly address their needs, while meeting the requirements for graduation.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	3
Grade 12	3
Total Enrollment	7

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	14.3
Male	85.7
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	14.3
White	71.4
English Learners	0.0
Foster Youth	0.0
Homeless	14.3
Migrant	0.0
Socioeconomically Disadvantaged	85.7
Students with Disabilities	0.0

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

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)	0.00	0.00	17.90	64.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	7.12	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.60	23.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	100.00	0.60	2.22	12115.80	4.41
Unknown	0.00	0.00	0.70	2.65	18854.30	6.86
Total Teaching Positions	0.20	100.00	27.90	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)	0.00	0.00	17.40	66.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.30	31.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	100.00	0.20	0.95	11953.10	4.28
Unknown	0.00	0.00	0.10	0.53	15831.90	5.67
Total Teaching Positions	0.20	100.00	26.20	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.20
Total Out-of-Field Teachers	0.20	0.20

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016 Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016 Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003 Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003	Yes	0

	Adopted 2003 Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted		
Mathematics	Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015 Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015 Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015 Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009 Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015 Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009 Basic Math Skills, American Guidance Services, Inc. (AGS), 2003 Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003 Pre Algebra, American Guidance Services, Inc. (AGS), 2004 Algebra, American Guidance Services, Inc. (AGS), 2004 Algebra 2, American Guidance Services, Inc. (AGS), 2004 Geometry, American Guidance Services, Inc. (AGS), 2005 Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003	Yes	0
Science	Grade 7 - Life Science, Glencoe McGraw Hill, 2012 Adopted 2013 Grade 8 - Physical Science, Glencoe McGraw Hill, 2012 Adopted 2013 Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013 Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013 Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013 AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013 Physics - Physics - Pearson, 2012 Adopted 2013 Biology - Glencoe/McGraw-Hill, 2012 Adopted 2013 Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013 Earth Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted Biology, American Guidance Services, Inc. (AGS), 2004, Not Adopted	Yes	0

	Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted		
History-Social Science	Social Studies 7 - Medieval to Early Modern Times, National Geographic/Cengage, 2017 Adopted 2019 Social Studies 8 - United States History, American Stories Beginning to World War I, National Geographic/Cengage, 2017. Adopted 2019. World History - Impact: California, World History Culture and Geography Modern. McGraw Hill, 2017 Adopted 2019 US History - Impact: California, US History and Geography, Continuity and Change. McGraw Hill, 2017 Adopted 2019 Government - Impact: California, Principles in American Democracy. McGraw Hill, 2017 Adopted 2019 World History, American Guidance Services, Inc. (AGS), 2001, Not Adopted World Geography, American Guidance Services, Inc. (AGS), 2001, Not Adopted US History, American Guidance Services, Inc. (AGS), 2005, Not Adopted History of Our Nation, 1865 to Present, American Guidance Services, Inc. (AGS), 2005, Not Adopted US Government, American Guidance Services, Inc. (AGS), 2005, Not Adopted Economics, American Guidance Services, Inc. (AGS), 2005, Not Adopted	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units Adopted 2011 Discover Health, American Guidance Services, Inc. (AGS), 2000, Not Adopted	Yes	N/A

School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district performs an annual inspection using the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Sierra Pass school consists of one portable building and relocatable restroom.
Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our building as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report		October 2022		

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Drinking fountains are located outside and need to be updated.
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	--	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	--	N/A	31	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	--	21.21	25.71	28.5	29.47

2021-22 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2021-22 Career Technical Education Programs

Being a continuation school, Sierra Pass has limited time that the students attend class. They are required to spend 15 hours a week at school. This leaves little time to take classes related to career technical education. Our teacher does spend time with them on assisting students with resume writing, filling our applications, and doing career research. The staff also provides support for students to participate in the work experience program after school and on weekends. We are also limited on facilities that can provide CTE classes. Students participate in the district's Work Experience Program and over 65% of our juniors and seniors are involved. Workability provides on-the-job training for those students with an IEP.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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 7	100%	100%	100%	100%	100%
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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged and welcome to visit their child's classroom at any time during the school day. Meetings with parents happen at the beginning of each school year and as soon as a student appears to be falling behind their scheduled course of

2022-23 Opportunities for Parental Involvement

study for graduation. Students and parents are encouraged to participate in annual 4-year planning sessions that are held each spring before the start of the next school year. These sessions are an opportunity to review their students' progress toward graduation and determine their next year's classes. At the beginning of each school year, the parents and students are provided with their log-in information for PowerSchool access. This gives them the opportunity to monitor completion and grades of assignments for each class. With pupil numbers being so small, staff and parent connect easily and in a familial fashion so as to ensure an open-door culture and to esure open communication is the norm. The primary instructor at Sierra Pass contacts parents and guardians on a regular bases to check-in and communicate progress towards course completion and graduation.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			--		2.7	10		8.9	7.8
Graduation Rate			--		97.3	86.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	--	--	--
Female	0	0	0.0
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	11	10	0	0.0
Female	1	1	0	0.0
Male	10	9	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	1	1	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	8	7	0	0.0
English Learners	0	0	0	0.0
Foster Youth	1	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	8	7	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	--	0.00	2.45
Expulsions	--	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions		0.00		0.00	0.20	3.17
Expulsions		0.00		0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Sierra Pass Continuation High School staff and students enjoy a safe place to work and learn. The two staff members remain vigilant during school breaks and before and after school each day. The district School Safety Plan was revised and implemented in the fall of 2008 and reviewed annually since. Monthly safety drills are performed; students are well aware of safety procedures during safety drills. Sierra Pass staff are trained in A.L.I.C.E. protocols. District personnel are assigned to review health records and report to the staff the special health needs of students.

The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	1	4		
Mathematics	2	2		
Science	2	2		
Social Science	1	5		

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	2	4		
Mathematics	2	4		
Science	3	1		
Social Science	2	6		

2021-22 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	0

2021-22 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.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13,667.72	172.45	13,495.27	65,112
District	N/A	N/A	15,514	$61,912
Percent Difference - School Site and District	N/A	N/A	-13.9	5.0
State	N/A	N/A	$6,594	$73,001
Percent Difference - School Site and State	N/A	N/A	68.7	-11.4

2021-22 Types of Services Funded

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: Intervention Aide, EIA/EL Aide to assist English Learners with core classes, Library Aide, In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards are installed in classrooms and students were issued ChromeBooks on a 1 to 1 ratio. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

With ESSR II monies, extra aide services were provided to support the students with their individual academic needs and goals, and to ensure detailed feedback on assessed work. Additionally, Covid funds are used to add extra counseling services and lessons and activities geared towards strengthening social emotional health. The counseling services are every Monday. The staff work actively around academic and career advising. County resources are also used to help with college & career services; aptitude information; and other services for social emotional health and career counseling.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$38,647	$46,419
Mid-Range Teacher Salary	$58,989	$69,902
Highest Teacher Salary	$87,570	$97,912
Average Principal Salary (Elementary)	$103,815	$111,731
Average Principal Salary (High)	$108,687	$122,212
Superintendent Salary	$150,000	$150,971
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	71.4

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	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

Sierra Pass Continuation High School has one certificated teacher. He seeks out professional development in all areas of curriculum and behavior. School funds are available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. There is a provision in the certificated contract to pay stipends to teachers for attending in-service programs during school holidays or school vacations. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development, and this year's focus on trauma-informed instruction and social emotional health.

All teachers received a day-long training during our in-service days in August on trauma-informed instruction and practices. 2021-2022, our district transitioned to using the online platform "Beyond SST" to record and create a strong accountability system for all teachers when implementing accommodations and collective strategies for our students in need of SSTs and 504 plans. All teachers have been trained in this system.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	43	40	40