Sierra Pass Continuation School
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)

School Contact Information	
School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530-993-4454
Principal	Thomas Jones
E-mail Address	tjones@spjusd.org
Web Site	sierracountyofficeofeducation.org
Grades Served	9-12
CDS Code	46701774630034

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530 993-1660 ext. *837
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjusd.org
Web Site	sierracountyofficeofeducation.org

School Description and Mission Statement (Most Recent Year)

Sierra Pass Continuation High School is a small alternative education school located in a small rural county. 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.

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

Grade Level	Number of Students
Grade 10	1
Grade 11	0
Grade 12	7
Total Enrollment	8

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	20
White	80
Socioeconomically Disadvantaged	60
Students with Disabilities	40

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	0	0	0	19
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	5

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 *	1	1	1
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	89.5	10.5
All Schools in District	85.2	14.8
High-Poverty Schools in District	95.7	4.4
Low-Poverty Schools in District	79.3	20.7

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: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003 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	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	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	No	0
Science	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 Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted	Yes	0
History-Social Science	World History - Modern World History Patterns of Interaction - McDougal Littell 2009 Adopted 2009 US History - The Americans, McDougall-Littell, 2000 Adopted 2001 Government - Magruder's American Government - Prentice Hall Adopted 2013 Economics - Principles in Action - Prentice Hall 2007 Adopted 2009 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	The relocatable restroom linoleum is cracked for both the male and female student entrance way.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 2015				
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	--	45	44
Mathematics	--	34	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	11	5	3	60.0	--	--	--	--
Male	11		2	40.0	--	--	--	--
Female	11		1	20.0	--	--	--	--
White	11		3	60.0	--	--	--	--
Socioeconomically Disadvantaged	11		0	0.0	--	--	--	--
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	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	11	5	3	60.0	--	--	--	--
Male	11		2	40.0	--	--	--	--
Female	11		1	20.0	--	--	--	--
White	11		3	60.0	--	--	--	--
Socioeconomically Disadvantaged	11		0	0.0	--	--	--	--
Students with Disabilities	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
Foster Youth	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)									

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

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)

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. We are also limited on facilities that can provide CTE classes. Sierra Pass students do participate in a horticulture class as an elective.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	25

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				46	68	59	57	56	58
Mathematics				61	76	63	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	41	37	22	37	48	15

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

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	3.00	2.60	2.80	3.00	2.60	2.80	13.10	11.40	11.50
Graduation Rate	96.97	94.74	94.44	96.97	94.74	94.44	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	100	97.22	84.6
Black or African American		100	76
American Indian or Alaska Native			78.07
Asian		100	92.62
Filipino			96.49
Hispanic or Latino	40	114.29	81.28
Native Hawaiian/Pacific Islander			83.58
White	60	92.59	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	40	150	61.28
English Learners			50.76
Students with Disabilities		100	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	1.00	12.00	10.00	5.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Sierra Pass Continuation High School staff and students enjoy a safe place to work and learn. Staff members remain vigilant during school breaks and before and after school each day. All visitors are asked to check in at the district office, and regular school volunteers are screened through the district screening process. 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. 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.

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	No	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	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				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	2	3			3	4			2	8		
Mathematics	1	5			3	4			1	3		
Science	2	3			2	3			1	3		
Social Science	2	3			3	4			1	6		

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	0	0
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.16	N/A
Resource Specialist	0	N/A
Other	0	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	3,445	N/A	$7,745	46,733
District	N/A	N/A	$13,045	$56,544
Percent Difference: School Site and District	N/A	N/A	-40.6	-17.4
State	N/A	N/A	$5,348	$59,460
Percent Difference: School Site and State	N/A	N/A	44.8	-21.4

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

Types of Services Funded (Fiscal Year 2014-15)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$33,673	$38,953
Mid-Range Teacher Salary	$51,397	$57,103
Highest Teacher Salary	$69,123	$74,127
Average Principal Salary (Elementary)	$98,633	$90,225
Average Principal Salary (Middle)		$98,146
Average Principal Salary (High)	$99,921	$97,758
Superintendent Salary	$120,000	$117,803
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	5%	7%

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)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
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)

Sierra Pass Continuation High School has one certificated teacher. She 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.