Sierra Madre Continuation High School

4500 Highway 166 • New Cuyama, CA 93254 • (661) 766-2293 • Grades 9-12
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http://cuyamaunified.org/high_school.aspx

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Cuyama Joint Unified School District
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District Governing Board

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Mr. Juan Gonzalez, Clerk

Mr. Michael Mann

Ms. Tamra Cloud

Mr. Jose Valenzuela

District Administration

Dr. F. Paul Chounet
Superintendent

Mrs. Christine Rahe
Chief Business Officer

Mrs. Whitney Goller
Administrative Assistant

Principal's Message

Welcome to Sierra Madre Continuation High School! Sierra Madre Continuation High School is an alternative program that strives to provide educational support for students by offering a program designed to meet individualized student needs. Our goal is to make every student successful in obtaining a high school diploma, preparing for the California High School Proficiency Examination, and/or returning to a traditional high school setting. We make every effort possible to recognize a student's individuality and work with them to improve their potential to have the very best possible future, both personally and as a productive citizen.

Students are offered an individualized approach that requires them to assume more responsibility for their education. A great deal of thought has gone into establishing a program that provides students with the opportunity to achieve a practical and effective high school education.

Dr. F. Paul Chounet
Principal

Major Achievements

Sierra Madre Continuation High School is designed to include students who for reasons of health, social skills, emotional development, or family commitment cannot manage a full-day schedule at the comprehensive high school. Certain characteristics provide us with a better understanding of the fundamental objectives of a continuation/alternative education high school. The characteristics listed below are not all-encompassing, but do help to explain the basic education philosophy of Sierra Madre Continuation High School:

Our highest priority is an individual approach to education. Each student is given as much personal attention as possible.

Guidance and counseling services are present in all aspects of the student's curriculum. Students will assume personal responsibility for their educational growth, and by doing this, will receive more rewarding accomplishments.

The staff believes that the well-planned use of short-term goals and frequent rewards will encourage students to move forward in their education. A strong emphasis is placed on the importance of open and honest actions between adults and students. Students' observations of adults provide one of the most lasting impressions for role modeling.

Focus for Improvement
Increase the English competency of the student. Through personal attention and testing, students further their abilities in both written and oral usage of the English language and English Language Development. A strong emphasis is placed on reading and analyzing informational texts as specified in the Common Core Curriculum Standards and acquiring practical reading, writing, and speaking skills.

Increase mathematical skills of the student. The math program is competency-based and individualized. An individualized program addresses mathematical weakness, presents and improves a wide range of mathematical skills, and increases consumer awareness and survival tactics.

Increase the social studies knowledge of the student. The primary emphasis is geography and its relationship to U.S. history, world history, government, and economics.

Our District

Cuyama Joint Unified School District serves a dynamic, rural community centrally located in the beautiful Cuyama Valley, a remote northeastern section of Santa Barbara County. The area is very rural with farming and natural resources the key industries. It is the District's philosophy that public education is of fundamental importance to a free society and to the continued development of democratic values, individual liberty and an appreciation for cultural diversity in society. The District's objective is to provide the guidance and resources necessary to insure an environment conducive to learning. In order for education to succeed, there must be an ongoing partnership between parents, students, educators, and the community. It is important to emphasize that the goal of our educational system is not to supplant parental responsibilities throughout the learning process. Rather, it is the policy of the District to foster parental participation in order that an educational climate is created which reinforces and fosters the positive and healthy development of the child. The District's first goal is to provide each student with the basic skills necessary to participate and function effectively in society. The District is committed to the goal of achieving academic excellence through a program of instruction and experiences which offers each child an opportunity to develop to the maximum of his or her individual capabilities.

About the SARC

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, 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.

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			
Sierra Madre Continuation High School	**14-15**	**15-16**	**16-17**
With Full Credential	0	0	0
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Cuyama Joint Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	◆	◆	18
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Madre Continuation High	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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 2016-17)

We chose our textbooks form lists that have already been approved by state education officials. For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Geometry (Holt Rinehart and Winston) Adopted in 2008 Algebra I (Holt Rinehart and Winston) Adopted in 2008 Algebra II (Holt Rinehart and Winston) Adopted in 2008 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Science	Biology (Glencoe) Adopted in 2007 Chemistry (Glencoe) Adopted in 2007 Earth Science (Glencoe) Adopted in 2007 Physics (Glencoe) Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Economics Today and Tomorrow (McGraw Hill) Published in 1999 The Americans (Houghton Mifflin) Published in 1999 World History (Houghton Mifflin) Published in 1999 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Discovering French I (McDougall Littell) Published in 2001 Discovering French II (McDougall Littell) Published in 2001 Spanish Que Tal? Published in 2001 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
Health	Glencoe health (Glencoe/McGraw-Hill) Published in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1957 and all facilities are in good working order. In addition to regular classrooms, Sierra Madre Continuation High School has access to an administration building, library, full kitchen and cafeteria, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer classroom, a weight room, and tennis courts.

Recent improvements to the site include handicapped access and an upgraded fire alarm system. The computer classroom, weight room, and tennis courts have been updated.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district used a facility survey instrument developed by the State of California Office of Public School Instruction. The results of the survey are available at the school office or district office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 86 and 100 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer lines need repair or replacing, cooling system in gym needs repair.
Interior: Interior Surfaces		X		Chipped and worn paint.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Termite infestation in kitchen/life skills building.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sewer and drain lines need repair or replacing.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Broken or cracked windows need replacing. Need gopher control.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	No apparent problems.
		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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

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 (School Year 2016-17)
Parents are encouraged to help their students be prepared for every school day, and to ensure that they attend regularly. Sierra Madre Continuation High School supports parents in their efforts to provide a designated time and place for homework, to seek open communication with teachers, and to respond to school requests for conferences. Parents can join the School Site Council (SSC), English Language Advisory Committee (ELAC) and Cuyama Parents Club to become involved with Sierra Madre Continuation High School. The Cuyama Parents Club meets the last Wednesday of each month and School Site Council and English Language Advisory Committee meet at least six times a year. These are three excellent opportunities for parents to be involved in their student's educational experience.

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.

School Safety Plan
A Site Emergency Plan (Revised May, 2011) is on file, and drills for earthquake and fire are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the school grounds.

The school is aware of and complies with laws and regulations regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good condition.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	6.3	5.7	4.4
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
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		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Professional Development provided for Teachers

During the 2012-2013 school year, teachers received training the new California Common Core Standards, (CCSS) and Smarter Balanced Assessments and the implications they will have on methodology and instructional practices. Teachers also received training in Systematic English Language Development (ELD), Organizing the Mathematics Standards into Coherent Units, CCSS: Literacy in Science, and A Developmental English Proficiency Test (ADEPT).

During the 2013-2014 school year, teachers and administration received training in Effective Instructional Practices with READ 180; English 3D Professional Learning; Systematic ELD; and using ADEPT to interpret results, monitor student progress and placement.

During the 2014-2017 school years, teachers are receiving Professional Development in Integrated and Designated ELD; English Language Arts (ELA)/ELD Framework; Progressions for Common Core Mathematics; Effective Instructional Practices and Student Vital Actions; and Academic and Behavior Support Systems, Multi-tier System of Supports, Universal Screening and Progress Monitoring.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,068	$40,430
Mid-Range Teacher Salary	$62,750	$58,909
Highest Teacher Salary	$76,526	$77,358
Average Principal Salary (ES)		$94,634
Average Principal Salary (MS)		$97,839
Average Principal Salary (HS)		$100,453
Superintendent Salary	$114,200	$123,728
Percent of District Budget		
Teacher Salaries	32%	32%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	0	0	0	$56,002
District	♦	♦	$11,615	$59,353
State	♦	♦	$5,677	$60,705
Percent Difference: School Site/District			-100.0	-5.6
Percent Difference: School Site/ State			-100.0	-7.7

* Cells with ♦ do not require data.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sierra Madre Continuation High School	2011-12	2013-14	2014-15
Dropout Rate			
Graduation Rate			
Cuyama Joint Unified School District	2011-12	2013-14	2014-15
Dropout Rate			
Graduation Rate			
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Career Technical Education Programs

Our counselor, teacher-in-charge and class advisors provide Sierra Madre Continuation High School students with opportunities in our work force preparation program. This is accomplished through student field trip workshops, vocational classes, Future Farmers of America (FFA), business classes, and a Regional Occupational Program (ROP) work program. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. There were no students attending Sierra Madre Continuation High School enrolled in CTE courses in the 2014-2015 school year.

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 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).

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.