Sierra Madre Continuation High School

4500 Highway 166 • New Cuyama, CA 93254 • (661) 766-2293 • Grades 9-12
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Cuyama Joint Unified School District
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New Cuyama, CA 93254
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www.cuyamaunified.org

District Governing Board
Mrs. Heather Lomax, President

Mrs. Whitney Goller, Clerk

Ms. Marcela Medina

District Administration
Alfonso Gamino
Superintendent

School Description

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.

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.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

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

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	66.7
Socioeconomically Disadvantaged	66.7
English Learners	33.3
Students with Disabilities	66.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Sierra Madre Continuation High School	18-19	19-20	20-21
With Full Credential	0	0	0
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Cuyama Joint Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	11
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sierra Madre Continuation High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Sierra Madre High School is in the process of updating all curriculum, selected from the most recent list of standards-based materials adopted by the State Board of Education. New English Language Arts curriculum, aligned with Common Core State Standards (CCSS) was adopted in the 2016/2017 school year. An integrated math program was adopted in 2018. New History/Social Science textbooks will be adopted by the end of the 2020/2021 school year. Science curriculum will be purchased as soon as it becomes available.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

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		
	Integrated Mathematics I (Big Ideas Learning) Adopted in 2018	
	Integrated Mathematics II (Big Ideas Learning) Adopted in 2018	
	Integrated Mathematics III (Big Ideas Learning) Adopted in 2018	
	Integrated Mathematics IV (Big Ideas Learning) Adopted in 2018	
	The textbooks listed are from most recent adoption:	Yes
	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:	No
	Percent of students lacking their own assigned textbook:	0%
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%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1957 and all facilities are in good working order. The electrical system was updated in 2020. 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 laboratory, a weight room, and tennis courts.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: September 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sewer lines need repair or replacing, cooling system in gym needs repair.
Interior: Interior Surfaces	Fair	Chipped and worn paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Sewer and drain lines need repair or replacing.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Need gopher control.
Overall Rating	**Good**	No apparent problems.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	--	N/A	33	N/A	50	N/A
Math	--	N/A	20	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
  • Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
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 State priority: School Climate (Priority 6):

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

School Safety Plan (School Year 2020-2021)
A Site Emergency Plan (Revised January 2021) 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 and are familiar with safe locations on campus. 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions			0.3	5.2	3.5	3.5
Expulsions			0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	6	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English									1	1		
Mathematics												
Social Science									2	1		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

For the 2018-2019 school year, after examining student data and gathering teaching input, it was determined that staff development would focus on Universal Design for Learning (UDL) and social-emotional learning. Support has been provided by the Santa Barbara Office of Education with one-on-one coaching and after school workshops, along with conference attendance. Teachers meet frequently to discuss data. In moving forward with the 2019-2020 school year, educators are continuing to deepen their knowledge of UDL, and have added discovering more about the Social Emotional Learning components of UDL. One-on-one coaching is still a practice, along with after school workshops. Several teachers are part of the Multi-Tiered Systems of Support (MTSS) team and have attended training in positive behavioral supports.

Sierra Madre High School has continued to develop and deepen practices with on-going professional development in the realms of MTSS and UDL for the 2020-2021 school year. With the advent of distance learning, as necessitated by COVID-19, professional development was added to better support teachers utilizing this new model. Seminars on Zoom and Canvas have been implemented, along with one-on-one coaching sessions provided by the Santa Barbara County Office of Education.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$33,078	$44,318
Mid-Range Teacher Salary	$69,380	$67,053
Highest Teacher Salary	$81,212	$90,163
Average Principal Salary (ES)	$92,970	$106,389
Average Principal Salary (MS)		$113,976
Average Principal Salary (HS)		$114,214
Superintendent Salary	$128,000	$141,066

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	24.0	29.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9476.02	$1251.89	$8224.13	$56,002
District	N/A	N/A	$8224.13	$63,848
State	N/A	N/A	$7,750	$68,990

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-13.1
School Site/ State	5.9	-20.8

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

Types of Services Funded
These are the types of programs and services funded that support and assist students:
- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Economic Impact Aid (EIA)
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- Multi-Tiered Systems of Support (MTSS)

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

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

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

Rate for Sierra Madre Continuation	2016-17	2017-18	2018-19
Dropout Rate		--	
Graduation Rate		--	

Rate for Cuyama Joint Unified School	2016-17	2017-18	2018-19
Dropout Rate	16.7	79	89.9
Graduation Rate	43.3	18.5	7.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Programs
Sierra Madre High School students are focused on earning a high school diploma, and either entering the work force or continuing their education. The instructor gives students individualized attention to help students reach their greatest potential and advises them on their future goals. Students are given ample opportunity to prepare for college and careers, which is integrated with their academic work. As Sierra Madre students, attending a shortened school day, they are not enrolled in CTE programs.

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.