

**AGENDA FOR THE MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
February 11, 2014**

Immediately following the 6:00 pm meeting of the Sierra County Board of Education,
Downieville School, 130 School Street, Downieville CA

**This meeting will be available for videoconferencing at Sierra County Office of Education,
109 Beckwith Rd., Room 4, Loyalton, CA 96118**
In the case of a technological difficulty at either school site, videoconferencing will not be available.

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at Sierra-Plumas Joint Unified School District, 109 Beckwith Road, Room 3, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)

A. CALL TO ORDER

(Please be advised that this meeting will be recorded.)

B. ROLL CALL

C. APPROVAL OF AGENDA

D. INFORMATION/DISCUSSION ITEMS

1. Correspondence

2. Superintendent's Report

- a. Transportation
- b. California State Budget Workshop
- c. District Advisory Committee
- d. Facility Inspection Tool "FIT" Reports
- e. Inter-District Attendance Agreements as follows: (under separate cover)**

New/Renewal	School Year:	Grade Entering	District of Residence	Receiving District
New	2013-14	9	Sierra	Tahoe/Truckee
New	2013-14	2	Fort Sage (Lassen)	Sierra

3. Business Report

- a. Board Report-Expenditures by Object 7/1/13 to 1/31/14**
- b. Fifth Month Enrollments for the 2013-2014 School Year**

4. Staff Reports (5 minutes)

5. SPTA Report (5 minutes)

6. Board Members' Report (5 minutes)

7. Public Comment –This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and

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a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322;
Government Code 54954.3)

- a. Current location
- b. Videoconference location

E. CONSENT CALENDAR

1. Approval of the minutes of the Regular Board meeting held January 14, 2014**
2. Approval of the bill warrants for the month of January 2014**
3. Authorization to submit Consolidated Application**
4. Assignment of Rachel Guffin, Instructional Aide, 1.75 hours daily, Downieville School (7-12), effective January 21, 2014, funded by Title 1
5. Assignment of Rachel Guffin, Instructional Aide, 1.50 hours daily, Downieville School (7-12), effective January 27, 2014, funded by ELL
6. Assignment of Laurie Petterson, Instructional Aide, 2.2 hours daily, Loyalton Elementary, effective February 4, 2014, funded by English Language Learner
7. Assignment of Elizabeth Elorza, Hall/Playground Supervisor, 1 hour daily, Loyalton High, effective February 3, 2014
8. Assignment of Tony Vaglivielo, 2013-14 Baseball Coach, Loyalton High School
9. Approval of 2014 Summer School Lunch Waiver Request**

F. ACTION ITEMS

1. Unfinished Business and General Orders

- 1314-0140 Approval of Completion of Bargaining, 2013-2014 school year, Administrative Employees^{^^}(Grant)
- 1314-0141 Authorization for Superintendent to Enter into an Agreement with CRM Group for Loyalton High School Paving Project (Grant)^{***}

2. New Business

- 1314-0142 Approval of Completion of Bargaining, 2013-2014 school year, Certificated Employees^{^^}(Grant)
- 1314-0143 Acceptance of the Resignation of Ruth Ann Savarino as of June 30, 2014, and Recommend Payment for "Option A" up to the Health and Welfare Current Cap (**under separate cover)
- 1314-0144 Adoption of Resolution No. 013-006, Agricultural Education Incentive Grant^{**}(Grant)
- 1314-0145 Approval of the Student Accountability Report Card for Downieville Elementary School, 2012-2013^{***}(Cooper)
- 1314-0146 Approval of the Student Accountability Report Card for Downieville Junior/Senior High School, 2012-2013^{**}(Cooper)

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- 1314-0147 Approval of the Student Accountability Report Card for Loyalton Elementary School, 2012-2013**(Cooper)
- 1314-0148 Approval of the Student Accountability Report Card for Loyalton Middle School, 2012-2013**(Cooper)
- 1314-0149 Approval of the Student Accountability Report Card for Loyalton High School, 2012-2013**(Cooper)
- 1314-0150 Approval of the Safe Schools Plan, Version 5.0, dated February 2014^^ (Grant)
- 1314-0151 Authorization for Superintendent to Enter into an Agreement with Richard Griffin Construction for Ag Barn repair for the maximum amount of \$14,708.60**
- 1314-0152 Superintendent Evaluation Tool*

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS (President)

- 1314-0153 Approval of Administrative Regulation 1312.3, Uniform Complaint Procedures, revision^^
- 1314-0154 Approval of Exhibit 1312.3, Uniform Complaint Procedures (Annual Notice), revision^^
- 1314-0155 Approval of Board Policy 2210, Administrative Discretion Regarding Board Policy, revision^^
- 1314-0156 Authorization to DELETE Board Policy 3111, Deferred Maintenance Funds^^
- 1314-0157 Approval of Board Policy 3351, Food Service Operations/Cafeteria Fund, revision^^
- 1314-0158 Approval of Administrative Regulation 3551, Food Service Operations/Cafeteria Fund, revision^^
- 1314-0159 Approval of Administrative Regulation 3554, Other Food Sales, revision^^
- 1314-0160 Approval of Board Policy 4111, Recruitment And Selection, revision^^
- 1314-0161 Approval of Board Policy 4131, Staff Development, revision^^
- 1314-0162 Authorization to DELETE Administrative Regulation 4131, Staff Development^^
- 1314-0163 Approval of Board Policy 4231, Staff Development, revision^^

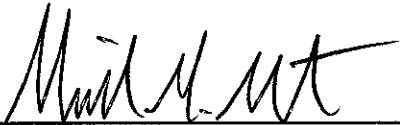
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- 1314-0164 Authorization to DELETE Administrative Regulation 4231, Staff Development^^
- 1314-0165 Approval of Board Policy 4331, Staff Development, revision^^
- 1314-0166 Authorization to DELETE Administrative Regulation 4331, Staff Development^^

G. ADVANCED PLANNING

- 1. Next Regular Board Meeting will be held on March 11, 2014, at Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118, immediately after the Sierra County Board of Education meeting.
- 2. Suggested Agenda items
 - a. _____
 - b. _____

H. ADJOURNMENT



Dr. Merrill M. Grant, Superintendent

**enclosed
*handout
^^County agenda backup

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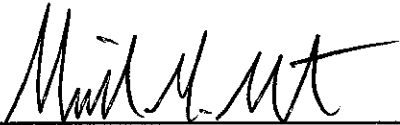
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Dr. Merrill M. Grant, Superintendent

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Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,387,062.00	1,489,656.00	681,802.85	704,555.31	103,297.84
1120	Certificated Substitutes	41,028.00	45,940.00		16,070.00	29,870.00
1300	Certificated Superv/Admin Sala	232,629.00	239,032.00	100,754.00	134,644.86	3,633.14
1310	Teacher In Charge/Head Teacher	16,000.00	16,000.00	5,000.00	7,000.00	4,000.00
1900	Other Certificated Salaries	13,323.00	10,882.00	3,957.70	6,496.97	427.33
	Total for Object 1000	1,690,042.00	1,801,510.00	791,514.55	868,767.14	141,228.31
2100	Instructional Aides Salaries	164,218.00	141,157.00	58,409.79	56,650.57	26,096.64
2200	Classified Support Salaries	224,875.00	259,341.00	97,684.85	140,653.25	21,002.90
2220	Classified Support Substitute	13,810.00	16,518.00		10,666.24	5,851.76
2300		2,160.00	2,430.00		1,080.00	1,350.00
2400	Clerical & Office Salaries	231,727.00	229,545.00	104,526.26	133,447.98	8,429.24
2900	Other Classified Salaries	22,884.00	23,906.00	11,535.50	10,529.51	1,840.99
	Total for Object 2000	659,674.00	672,897.00	272,156.40	353,027.55	47,713.05
3101	State Teachers Retirement Syst	133,345.00	140,689.00	62,450.50	67,897.39	10,341.11
3102	State Teachers Retirement Syst	825.00	825.00			825.00
3201	Public Employees Retirement Sy	6,248.00	5,839.00	2,868.70	3,157.00	186.70
3202	Public Employees Retirement Sy	68,286.00	68,601.00	26,755.95	34,611.30	7,233.75
3212	Pers Pickup-Classified Employe	9,156.00	8,255.00	3,520.30	4,734.16	.54
3311	OASDI-Certificated Positions	3,240.00	6,020.00	1,449.50	1,992.04	2,578.46
3312	OASDI-Classified Positions	39,565.00	40,108.00	16,542.69	21,418.97	2,146.34
3321	Medicare-Certificated Position	24,434.00	24,416.00	10,576.55	11,757.13	2,082.32
3322	Medicare-Classified Positions	9,416.00	10,265.00	3,868.83	5,024.99	1,371.18
3401	Health & Welfare -Certificated	406,791.00	427,263.00	188,569.75	193,067.89	45,625.36
3402	Health & Welfare-Classified Po	148,031.00	164,932.00	67,552.25	91,181.25	6,198.50
3501	State Unemployment Insurance-C	906.00	908.00	395.95	636.89	124.84
3502	State Unemployment Insurance-	328.00	435.00	136.20	730.05	431.25
3601	Workers' Compensation Insuranc	99,121.00	104,392.00	43,224.00	47,547.97	13,620.03
3602	Workers' Compensation Insuranc	36,748.00	29,244.00	15,101.92	19,614.68	5,472.60
3701	Retiree Benefits Cert.	121,500.00	122,102.00			122,102.00
3901	Other Benefits, Certificated P	419.00	6,923.00	221.60	13,180.02	6,478.62
3902	Other Benefits, Classified Pos				18,453.92	18,453.92
	Total for Object 3000	1,108,359.00	1,161,217.00	443,234.69	535,005.65	182,976.66
4100	Textbooks	13,579.00	108,543.00	968.81	44,272.02	63,302.17
4200	Books Other Than Textbooks			634.70	2,610.71	3,245.41
4300	Materials and Supplies	93,128.00	109,780.00	15,114.56	65,745.88	28,919.56

Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
4350	Vehicle Maint. M&S	9,766.00	9,766.00	3,331.13	1,665.02	4,769.85
4400	Non-Capital Equipment (Up to \$		22,876.00	2,713.06	5,413.80	14,749.14
	Total for Object 4000	116,473.00	250,965.00	22,762.26	119,707.43	108,495.31
5100	Subagreement for Services	601,532.00	601,532.00	308,725.03	292,736.13	70.84
5200	Travel & Conferences	42,563.00	55,987.00	3,126.06	16,405.93	36,455.01
5300	Dues & Membership	5,447.00	7,112.00	857.75	7,194.39	940.14-
5400	Insurance-Fire, liability, etc	52,000.00	52,000.00		47,105.88	4,894.12
5510	Power	84,845.00	80,088.00	37,969.03	34,978.76	7,140.21
5520	Garbage	13,563.00	12,813.00	3,747.28	3,143.71	5,922.01
5530	Water	52,850.00	52,850.00	26,138.92	35,350.07	8,638.99-
5540	Propane	67,375.00	66,500.00	22,597.80	29,402.20	14,500.00
5590	Miscellaneous Utilities	15,500.00	15,500.00	8,292.22	6,707.78	500.00
5600	Rentals, Leases & Repairs	28,650.00	33,300.00	12,338.11	16,516.86	4,445.03
5800	Services & Operating Expense	5,000.00	5,000.00	1,050.00	770.00	3,180.00
5810	Legal Expenses	10,000.00	10,000.00	156.25	343.75	9,500.00
5812	Board Election Expense	1,239.00	1,239.00			1,239.00
5840	Audit Expense	13,500.00	13,500.00	1,500.00	12,000.00	.00
5860	Solid Waste Tax	14,561.00	13,761.00	4,495.12	3,464.11	5,801.77
5870	Property Tax - Pliocene Mobil	328.00				.00
5890	Miscellaneous Contracts/Servic	404,476.00	342,677.00	174,907.17	159,667.50	8,102.33
5899	SCOE Interagency Reimburse			6,747.44	4,245.19	10,992.63-
5900	Communications	3,250.00	3,250.00	602.00	1,142.85	1,505.15
5910	Telephone-Monthly Service	16,991.00	16,502.00	7,268.39	2,402.06	6,831.55
5920	T Lines	4,800.00	4,800.00		243.15	4,556.85
5990	Other Communications	225.00	225.00		213.23	11.77
	Total for Object 5000	1,438,695.00	1,388,636.00	620,518.57	674,033.55	94,083.88
6200	BUILDING & IMPROVEMENT OF BUIL	100,000.00	191,450.00	16,167.93	22,585.09	152,696.98
6400	Equipment	21,000.00	40,341.00			40,341.00
6500	Equipment Replacement		14,000.00	3,000.00	8,179.68	2,820.32
	Total for Object 6000	121,000.00	245,791.00	19,167.93	30,764.77	195,858.30
7142	Other Tuition, Excess Cost, an	27,125.00				.00
7310	Direct Support/Indirect Costs					.00
7612	Trans Between Gen Fund & Reser				1,102.50	1,102.50-
7613	Transfer to State Sch Bldg Fun	376,834.00	376,834.00			376,834.00
7616	Trans fr Gen Fund to Cafeteria	76,474.00	80,968.00			80,968.00

Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
	Total for Object 7000	480,433.00	457,802.00	.00	1,102.50	456,699.50
	Total for Expense accounts	5,614,676.00	5,978,818.00	2,169,354.40	2,582,408.59	1,227,055.01
	Total for Org 006, Fund 01 and Expense accounts	5,614,676.00	5,978,818.00	2,169,354.40	2,582,408.59	1,227,055.01

ENROLLMENT BY SCHOOL MONTH 2013-2014

	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
Ending 2012-2013	162	45	109	30	26	8	12	392
1st Day 2013-2014	171	43	102	30	21	8	11	386
2013 CBEDS	165		133	25	10	6		339

	Month	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
September	1	167	44	95	29	21	9	14	379
October	2	167	44	92	29	21	9	14	376
November	3	169	43	92	31	21	8	14	378
December	4	166	43	89	31	21	8	15	373
January	5	165	43	90	32	21	10	12	373
February	6								
March	7								
April	8								
May	9								
June	10								

	<u>S-PJUSD</u>	<u>SDC</u>	<u>Opportunity Washoe Cnty</u>
P-1 ADA	351.79	0	13.23
P-2 ADA			
Annual ADA			

Enrollment difference from June 2013 to
January 24, 2014: -19

2012-2013 P1 ADA = 361.62 2012-2013 P2 ADA= 363.89 2012 -2013 Annual ADA = 365.21

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

January 14, 2014

Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118

This meeting was videoconferenced to Downieville School, Downieville CA.

A. CALL TO ORDER

President Mike Moore called the meeting to order at 6:55 pm.

B. ROLL CALL

PRESENT: Mr. Mike Moore, President
Mr. Tim Driscoll, Vice President
Ms. Sharon Dryden, Clerk
Ms. Patty Hall, Member
Mr. Allen Wright, Member

ABSENT: None

VACANT: None

C. APPROVAL OF THE AGENDA

DRISCOLL/HALL

5/0

D. INFORMATION / DISCUSSION ITEMS

1. SUPERINTENDENT'S REPORT

a. California State Budget for 2014-15

- Dr. Grant and Ms. Asquith will be attending a School Services Workshop outlining the California Budget.

b. Facilities Updates

- The LHS Pavement Project and Track Project will be addressed later during this meeting.
- Dr. Grant has performed a Mid-Year Facilities Tour with maintenance staff
- Ag Barn Fire – The district received a bid from Richard Griffin Construction. It was accepted by our insurance company and the contract will be presented to the Board for approval in February.
- Sierra Schools Foundation has provided grants totaling \$18,000 for our schools. Thank you to the Sierra Schools Foundation
- The District Advisory Committee Meeting will be held on Tuesday, January 21, 2014, at 3:30-5:00 pm

2. BUSINESS REPORT

There were no comments on the Board Report-Expenditures by Object 7/1/13 to 12/31/13 or the Fourth Month Enrollments for the 2013-2014 School Year.

3. STAFF REPORTS

Derek Cooper and Marla Stock, Site Administrators, reported on activities at their schools. Mr. Cooper expressed a "thank you" to the custodians of the schools.

Mrs. Cali Griffin, Loyalton High Ag Teacher, reported that the Sierra Schools Foundation has provided safe, new heat lamps for the barn. She reported on many students attending conferences and competitions.

Mr. Bill Loveridge, former Loyalton High Ag Teacher, advocated for the Agriculture Program at Loyalton High School.

Mrs. Megan Meschery, Loyalton High English Teacher: LHS Freshman and Sophomores will be piloting a Google Chrome program.

4. SPTA REPORTS

Mr. Pat Doyle expressed his thanks to Blaine Donnelly, Technology Director, Dr. Merrill Grant, Superintendent, Mike Moore and Allen Wright, Presidents of the Board of Education and Rose Asquith, Business Manager.

5. BOARD MEMBER REPORTS

DRISCOLL advocated for the Loyalton High Ag Program.

DRYDEN expressed her appreciation to be able to negotiate a long awaited pay increase for teachers.

WRIGHT stated the importance of remaining financially capable.

HALL reported that a letter printed in the local paper indicated that Pliocene School's transformation is greatly appreciated.

6. PUBLIC COMMENT

Collective Bargaining Disclosure Statement Public Hearing

This was an opportunity for members of the public to directly address the governing board on the Collective Bargaining Agreements listed on this Agenda as Items J, 1, 1314-067 through 1314-071. There were no comments.

President Moore opened the meeting for public comment at 7:29 pm.

Ben Roberti addressed the Board and informed them that he finished student teaching. He is substituting for woodshop at the present time.

President Moore closed the meeting for public comment at 7:32 pm.

E. CONSENT CALENDAR

The following items were included on the consent calendar:

1. Approval of the minutes of the Regular Board meeting held December 10, 2013
2. Approval of the bill warrants for the month of December 2013
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 2013. It is required per Education Code 35186 section (d) that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra-Plumas Joint Unified School District during the quarter ending December 2013.

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting

4. Accept notice of resignation from Tammy Muldoon, Instructional Aide, Loyalton Elementary, effective January 2, 2013
5. Assignment of Tammy Muldoon, Instructional Aide, 5.0 hours daily, Loyalton Elementary, effective January 6, 2013; funded by English Language Learner resources
6. Approval of modifications of Superintendent's Goals for 2013-2014 school year
WRIGHT/HALL
5/0

F. ACTION ITEMS

1. NEW BUSINESS

DRYDEN moved that the Board approve Items 1314-0127 through 1314-0129 and Item 1314-131. DRISCOLL seconded.
5/0

- 1314-0127 Approval of Completion of Bargaining, 2012-2013 school year, Sierra-Plumas Teachers' Association
- 1314-0128 Approval of Completion of Bargaining, 2013-2014 school year, Sierra-Plumas Classified Employees' Association
- 1314-0129 Approval of Completion of Bargaining, 2013-2014 school year, Confidential Employees
- 1314-0130 Approval of Completion of Bargaining, 2013-2014 school year, Administrative Employees
DRYDEN moved to table this item for the February Board Meeting.
DRISCOLL seconded.
5/0
- 1314-0131 Approval of Completion of Bargaining, 2013-2014 school year, Management Employees
- 1314-0132 Authorization to fill Instructional Aide position, Loyalton Elementary, 2.20 hours daily, Loyalton Elementary; funded by English Language Learner resources
DRYDEN/DRISCOLL
5/0
- 1314-0133 Authorization to fill Instructional Aide position, Downieville Jr/Sr High, 1.75 hours daily; funded by Title 1
DRYDEN/DRISCOLL
5/0
- 1314-0134 Acceptance of Financial Audit for 2012-2013
DRISCOLL/DRYDEN
5/0

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting

- 1314-0135 Adoption of the 2013-2014 First Interim Revised Multi Year Projection and Cashflow/Budget Year 2
WRIGHT/HALL
5/0
- 1314-0136 Approval of Piggyback Consent Form for Apple, Inc., Purchase Orders
WRIGHT/DRYDEN
5/0
- 1314-0137 Discussion and Possible Authorization for Superintendent to Enter into an Agreement with CRM Group for Loyaltan High School Paving Project Discussion ensued. MOORE called for this item to be placed on the February Board Meeting Agenda. No Action Taken.
- 1314-0138 Approval of Revision of Board Policy 3513.3, Tobacco Free Schools
WRIGHT moved to approved Items 1314-0139 and 1314-0140 as stated on the agenda. HALL seconded.
5/0
- 1314-0139 Review and Approval of Administrative Regulation and Board Policy 6145, Extra Curricular and Co-Curricular Activities per Education Code §35160.5

G. ADVANCED PLANNING

1. The next Regular Board Meeting will be held on Tuesday, February 11, 2014, Downieville School, 130 School Street, Downieville, California, California, immediately following the 6:00 pm meeting of the Sierra County Board of Education.
2. Suggested Agenda items:
 - a. Transportation
 - b. Loyaltan High School Paving Project
 - c. Superintendent Evaluation
 - d. Administration Agreement (Closed Session at 5:30 pm)
 - e. Student Accountability Report Card
 - f. Consolidated Application

H. ADJOURNMENT

DRISCOLL/HALL
5/0

ADJOURNED at 7:55 pm.

Sharon Dryden, Clerk

Dr. Merrill M. Grant, Superintendent

Checks Dated 01/01/2014 through 01/31/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00079016	01/15/2014	AT&T	01-5890	29.62	
			01-5899	14.49	
			01-5910	246.24	290.35
00079017	01/15/2014	AVAYA, INC	01-5600		602.52
00079018	01/15/2014	B & C TRUEVALUE HOME CENTER	01-4300		57.85
00079019	01/15/2014	CITY OF LOYALTON	01-5530	4,148.65	
			01-5899	230.57	4,379.22
00079020	01/15/2014	CURRENT ELECTRIC & ALARM, INC.	01-5890	1,125.00	
			01-5899	125.00	1,250.00
00079021	01/15/2014	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530		112.00
00079022	01/15/2014	FAIRMONT HOTEL SAN FRANCISCO	01-5200		505.89
00079023	01/15/2014	GOLD COUNTRY DISTRIBUTORS	13-4700		95.71
00079024	01/15/2014	HEAT TRANSFER SYSTEMS	01-6500		8,179.68
00079025	01/15/2014	HOME DEPOT CREDIT SRV	01-5600		20.00
00079026	01/15/2014	HUNT & SONS, INC.	01-5590		1,715.15
00079027	01/15/2014	INLAND SUPPLY	01-4300		277.34
00079028	01/15/2014	BARBARA JAQUEZ	01-5890		40.00
00079029	01/15/2014	K 12 MANAGEMENT INC.	01-5890		798.00
00079030	01/15/2014	NICOLE KAISER	13-8634		60.00
00079031	01/15/2014	LIBERTY UTILITIES	01-5510	6,404.92	
			01-5899	458.79	6,863.71
00079032	01/15/2014	LARRY LONCHAR	01-4300		301.00
00079033	01/15/2014	KIM MCKINNEY	01-5600		201.38
00079034	01/15/2014	MODEL DAIRY, LLC	13-4700		102.68
00079035	01/15/2014	PACIFIC GAS & ELECTRIC COMPANY	01-5510		1,920.26
00079036	01/15/2014	PUBLIC INFO RESOURCES, INC	01-5200		1,038.00
00079037	01/15/2014	PLACER COUNTY OFFICE OF EDUCATION	01-5200		100.00
00079038	01/15/2014	PLAZA TIRE & AUTO SERVICE	01-4350		784.89
00079039	01/15/2014	QUILL CORPORATION	01-4300		2,579.68
00079040	01/15/2014	PRESTON REUGEBRINK	73-9510		1,000.00
00079041	01/15/2014	SIERRA BOOSTER	01-5890		16.50
00079042	01/15/2014	SIERRA DISPOSAL	01-5520	451.50	
			01-5899	13.50	465.00
00079043	01/15/2014	SIERRA HARDWARE	01-4300		8.37
00079044	01/15/2014	SIERRA VALLEY HOME CENTER	01-4300		1,192.28
00079045	01/15/2014	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	27,346.89	
			01-5890	4,513.84	31,860.73
00079046	01/15/2014	VOYAGER FLEET SYSTEMS INC.	01-4300	305.94	
			01-5200	25.51	
			01-9210	49.80	381.25
00079047	01/15/2014	WHITE'S SIERRA STATION, INC	01-4350		79.76
00079048	01/29/2014	AT&T	01-5890	29.62	
			01-5899	15.77	
			01-5910	316.68	362.07
00079049	01/29/2014	NORTHERN SECTION, CIF	01-5300		200.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 2

Checks Dated 01/01/2014 through 01/31/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00079050	01/29/2014	COMMERCIAL APPLIANCE	13-4300		60.16
00079051	01/29/2014	GOLD COUNTRY DISTRIBUTORS	13-4700		167.76
00079052	01/29/2014	GOPHER SPORTS NW 5634	01-4300		187.39
00079053	01/29/2014	W.W. GRAINGER, INC.	01-4300		486.98
00079054	01/29/2014	EINEN GRANDI	01-4300		210.06
00079055	01/29/2014	HUNT & SONS, INC.	01-5590		1,011.63
00079056	01/29/2014	MARIAN LAVEZZOLA	01-5600		200.00
00079057	01/29/2014	MODEL DAIRY, LLC	13-4700		597.06
00079058	01/29/2014	MIKE MOORE	76-9576		631.65
00079059	01/29/2014	ROBERT MORALES	13-4700		31.92
00079060	01/29/2014	CRM GROUP	35-6200		5,418.00
00079061	01/29/2014	PACIFIC GAS & ELECTRIC COMPANY	01-5510		22.12
00079062	01/29/2014	QUILL CORPORATION	01-4300		1,207.32
00079063	01/29/2014	REED'S LOCKSMITHING, INC.	01-4300		9.73
00079064	01/29/2014	SIERRA COUNTY HEALTH DEPARTMENT	01-5510		289.50
00079065	01/29/2014	STATE BOARD OF EQUALIZATION	13-8634		21.00
00079066	01/29/2014	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890		160.00
00079067	01/29/2014	CDE, CASHIER'S OFFICE	13-4700		176.80
00079068	01/29/2014	SUBURBAN PROPANE	01-5540	14,619.07	
			01-5899	1,099.93	15,719.00
00079069	01/29/2014	TRI COUNTY SCHOOLS INS. GR.	01-3902	2,306.74	
			01-9535	13,295.26	
			76-9576	57,940.36	73,542.36
00079070	01/29/2014	U.S. BANK	01-4300	632.77	
			01-5200	420.00	
			01-5890	12.99	1,065.76
00079071	01/29/2014	VERIZON WIRELESS	01-5910		227.87
00079072	01/29/2014	ALLEN WRIGHT	01-5200		21.00
Total Number of Checks				57	169,306.34

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	45	103,003.24
13	Cafeteria Fund	9	1,313.09
35	State School Facility Fund	1	5,418.00
73	Foundation Trust (Bechen)	1	1,000.00
76	Warrant/Pass Though (payroll)	2	58,572.01
Total Number of Checks		57	169,306.34
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			169,306.34

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 2

2013-14 Economic Impact Aid LEA Reservations and School Allocation Calculation

The purpose of this data collection is to collect carryover, make allowable reservations at the LEA level and to determine the amount available for 2013-14 school-level allocations.

CDE Program Contact:

Gustavo Gonzalez, EIA / LEP, ggonzalez@cde.ca.gov, 916-319-0420
 Mark Klinesteker, EIA / SCE, mklinesteker@cde.ca.gov, 916-319-0256

Carryover Reporting

Carryover (As reported in 2012-13 Economic Impact Aid Carryover.)	\$46,689
Repayment of funds	\$0
Repayment of funds comment Provide an explanation of why repayment dollars were added back to the EIA allocation.	
Total carryover	\$46,689

Reservations and School Allocation Calculation

Indirect cost reserves (Amount cannot exceed 3% of the total carryover amount.)	\$1,350
Administrative evaluation (Amount cannot exceed 10% of the total carryover amount.)	\$4,668
LEA activities reservation (Amount cannot exceed 2% of the total carryover amount.)	\$900
Alternative reservation (Reservation is only valid if SCE allocations will be made. Amount cannot exceed 25% of the total carryover amount.)	
2013-14 school allocation	\$39,771

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 1/30/2014 4:21 PM

2013-14 Federal Transferability

Federal transferability is governed by Title VI in ESEA Section 6123. An LEA may transfer a maximum of 50% of any program to other programs. This transferability is not the same as Title VI Subpart 1 REAP Flexibility governed by ESEA Section 6211.

CDE Program Contact:

Anne Daniels, Education Data Office, adaniels@cde.ca.gov, 916-319-0640

Program Improvement Year	0
Title II Part A Transfers	
Title II, Part A entitlement	\$27,657
Transferred to Title I, Part A	\$13,828

2013-14 Title I, Part A LEA Allocation

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

CDE Program Contact:

Jyoti Singh, Title I Policy & Program Guidance, jysingh@cde.ca.gov, 916-319-0372
 Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492

2013-14 Title I, Part A entitlement	\$68,546
Transferred-in amount	\$13,828
Title I, Part A entitlement after transfers	\$82,374
Note:	
In order for the 2012-13 Carryover amount to be pre-populated, the 2012-13 Title I, Part A Carryover data collection should be completed and saved before beginning data entry.	
2012-13 Carryover	\$4,443
(Allowable values are the 12 or 15 month 2012-13 carryover. The default value displayed is the 15 month calculated carryover.)	
Repayment of funds	\$0
2013-14 Total allocation	\$86,817
Indirect cost reservation	\$12,782
Administrative reservation	
2013-14 Title I, Part A adjusted allocation	\$74,035
Indirect Cost and Administration Calculation Tool	
To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on http://www.cde.ca.gov/fg/ac/ic/ , below are recommended values.	
2013-14 Approved indirect cost rate	18.30%
Maximum allowable indirect cost reservation	\$13,429
Recommended administration reservation	(\$408)

2013-14 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit school low income students	
Total participating attendance area low income students	0
Percent of nonprofit private school low income students for equitable service calculations	0.00%

Required Reservations

Title I Part A adjusted allocation	\$74,035
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Parental Involvement

Parental involvement (1% of the entitlement plus transfers-in if greater than \$500,000.)	\$0
Supplemental parental involvement (Optional: Additional discretionary set-aside.)	\$0
Nonprofit private school parental involvement set-aside	\$0
Amount remaining	\$0
Public school parental involvement	\$0
Balance available for LEA parental involvement activities	\$0

Direct and Indirect Services

Direct or indirect services to homeless children, regardless of their school of attendance	\$500
Homeless services provided	Assistance with homework and when needed school material.
Local neglected institutions Does the LEA have local institutions for neglected children or children currently classified as neglected?	No
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Other neglected or delinquent services	

2013-14 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Allowed Reservations

Professional Development for Highly Qualified Teachers and Paraprofessionals

Professional development for highly qualified teachers and paraprofessionals	\$2,500
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$2,500

District-wide Instructional Programs

District-wide instructional programs (Non-PI activities)	
Nonprofit private school equitable services	\$0
District-wide instructional programs for Title I public schools	\$0

Other School Programs

Other school programs Including summer school or intersession programs or before and after school programs.	
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0

Other Allowable Reservations

Salary differentials	
Preschool programs	
Capital expenses for nonprofit private schools	

Reservation Summary

Adjusted Allocation	\$74,035
Total required reservations	\$500
Total allowed reservations	\$2,500
Allocations after reservations	\$71,035
Total nonprofit private school set aside	\$0

California Department of Education

Consolidated Application

Sierra-Plumas Joint Unified (46 70177 0000000)

Status: Certified
Saved by: Rose Asquith
Date: 1/30/2014 4:21 PM

2013-14 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Private nonprofit school Parental Involvement set-aside	\$0
Public school Parental Involvement set-aside	\$0
Amount available for Title I, Part A school allocations	\$71,035

2013-14 Title II, Part A LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503
 Juan J. Sanchez, Section 2141 Contact, jsanchez@cde.ca.gov, 916-323-5264

2013-14 Title II Part A entitlement	\$27,657
Total funds transferred out of Title II, Part A	\$13,828
Total entitlement after transfers	\$13,829
2012-13 Carryover (as of 06/30/13)	\$21,562
Repayment of funds	\$0
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2013-14 Allocation	\$35,391
Administrative and indirect costs	\$2,139
Title II Part A adjusted allocation	\$33,252
Funds available for flexible use under REAP	\$35,391
Budgeted REAP funds	

ESEA Section 2141(c) Reservations

By completing the following reservations, the LEA certifies it will comply with the agreement of Section 2141(c).

Section 2141(c) available budget	\$33,252
Note: The available budget amount must be sufficient to cover the cost of activities in Section 2141(c) Non-Compliant Teacher Action Plan.	
Professional Development	
Professional development for teachers	\$21,000
Professional development for administrators	\$4,252
Subject matter project	\$3,000
Exams and Test Preparation	
Exam fees, reimbursement	\$2,000
Test preparation training and or materials	\$3,000
Recruitment, Training, and Retaining	
Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	

2013-14 Title II, Part A LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

Juan J. Sanchez, Section 2141 Contact, jsanchez@cde.ca.gov, 916-323-5264

Verification process for special settings (VPSS)	
University course work	
Total budgeted	\$33,252

2013-14 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title II, Part A (Administrator Training) SACS Code 4036	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No



2013-14 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, jstrong@cde.ca.gov, 916-319-0492
Jyoti Singh, Title I Policy & Program Guidance, jsingh@cde.ca.gov, 916-319-0372

LEA meets small district criteria.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Actuals, the LEA meets one or more of the following:

- Is a single school district
- Has a single school per grade span
- Has enrollment total for all schools less than 1,000
- If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Chart Opt In
- i - CORE Waiver Eligible High School

Low income measure	FRPM
Group Schools by Grade Span	Yes
District-wide low income %	46.68%
Available Title I, Part A school allocation	\$71,035
Available public school parent involvement reservation	\$0
Available nonprofit private school set-asides	\$0
Available nonprofit private school parent involvement reservation	\$0

2013-14 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parental Involvement	Nonprofit Private Parental Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Downieville Elementary	6050611	1	18	62.07	Y	384.92	\$3,156	\$0			10084.56		N	N	
Loyalton Elementary	6050629	1	82	47.67	N	384.92		\$0			31563.44		N	N	
Downieville Junior-Senior High	4632303	3	14	66.67	Y	384.92		\$0			5388.88		N	N	
Loyalton High	4634259	3	59	40.41	N	384.92	\$1,287	\$0			23997.28		N	N	
Sierra Pass (Continuation)	4630034	3	3	33.33	N	0.00					0.00	c	N	Y	

2013-14 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.
CDE Program Contact:

Jyoti Singh, Title I Policy & Program Guidance, jsingh@cde.ca.gov, 916-319-0372
 Rina DeRose-Swinscoe, Title I Policy & Program Guidance, RDeroseswinscoe@cde.ca.gov, 916-323-0472

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private nonprofit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

Add non-attendance area school(s) No

The LEA is electing to add nonprofit private schools outside of the district's attendance area.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added

California Department of Education

Sierra-Plumas Joint Unified (46 70177 00000000)

Consolidated Application

Status: Certified
 Saved by: Rose Asquith
 Date: 1/30/2014 4:25 PM

2013-14 Economic Impact Aid School Allocations

This reports identifies the schools funded with LEP, and if applicable, SCE allocations.

CDE Program Contact:

Gustavo Gonzalez, EIA / LEP, ggonzalez@cde.ca.gov, 916-319-0420
 Mark Klinesteker, EIA / SCE, mklinesteker@cde.ca.gov, 916-319-0256

Funding method

LEP Only

Total EIA allocation

\$39,771

Allocation method

Manually entered dollar value

Standard per student LEP rate

\$1,729

Total LEP allocation

\$39,771

School Name	School Code	Grade Span Group	LEP Student Count	LEP Allocation
Downieville Elementary	6050611	1	1	\$1,733
Loyalton Elementary	6050629	1	8	\$13,832
Sierra Pass (Continuation)	4630034	3	0	
Downieville Junior-Senior High	4632303	3	3	\$5,187
Loyalton High	4634259	3	11	\$19,019

2013-14 Title I, Part A Notification of Authorization of School Wide Program

This report provides notification to CDE of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frzic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2013)	SIG Approval Date (ex. 04/30/2013)	Poverty Level %
Downieville Elementary	6050611	Y	12/15/2009		42.00%
Downieville Junior-Senior High	4632303	Y	07/12/2012		47.00%
Loyalton Elementary	6050629	Y	12/15/2009		65.00%
Loyalton High	4634259	Y	12/15/2009		49.00%
Sierra Pass (Continuation)	4630034	N			



SPECIFIC WAIVER REQUEST

SSM-1 (Rev. 01-11-2012) <http://www.cde.ca.gov/re/lr/wr/>

Page 1 of 2

Send original plus one copy to:

Waiver Office, California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

**SUMMER SCHOOL MEAL WAIVER
DISTRICT INFORMATION**

Send electronic copy in **Word** and
back-up material to: waiver@cde.ca.gov

CDS CODE						
4	6	7	0	1	7	7

Local educational agency: Sierra-Plumas JUSD	Contact name and recipient of approval/denial notice: L Wentling	Contact person's e-mail address: lwentling@spjUSD.org
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Address: PO Box 955	(City) Loyalton	(State) CA	(ZIP) 96118
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Period of request: (Summer School Session) From: June 23, 2014 To: Aug. 15, 2014	Local board approval date: (Required) Feb. 11, 2014
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LEGAL CRITERIA

- Authority for the waiver:** *Education Code (EC) Section 49548 (a):* The State Board of Education, in order to comply with legislation findings expressed in Section 49547, shall restrict the criteria for the issuance of waivers from the requirements of Section 49550 to feed children during a summer school session. A waiver shall be granted for a period not to exceed one year with specific conditions. (New: AB 1392, Statutes of 2005)
- Education Code (EC) Section to be waived:** 49550 (*whole section*)
Brief description of the topic of the waiver: State Meal Mandate for meals during summer school sessions.
49550 (a) Notwithstanding any other provision of law, each school district or county superintendent of schools maintaining any kindergarten or any of grades 1 to 12, inclusive, shall provide for each needy pupil one nutritionally adequate free or reduced-price meal during each school day, except for family day care homes that shall be reimbursed for 75 percent of the meals served.
- Desired outcome/rationale.**
Our agency would like to receive a waiver of the requirement to serve meals to students at this year's summer school session for (1) school sites. We understand that we must meet one of the three conditions of EC 49548(a):

Condition One: There is a Summer Food Service Program for Children (SFSP) within one-half mile (elementary site) or one mile (middle, junior high, or high school) and the SFSP site either: a) begins serving meals one-half hour after the summer session ends, or b) finishes serving meals one hour after the summer session; OR

Condition Two: Serving meals during the summer school session would result in a financial loss (as specifically defined); OR

Condition Three: The site operates summer school days of two hours or less (including breaks and recess).

ATTACH SITE INFORMATION FORM TO COMPLETE WAIVER REQUEST

District or County Certification – I hereby certify that the information provided on this application is correct and complete.

Signature of Superintendent or Designee:	Title: Superintendent	Date: Feb. 12, 2014
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FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Staff Name (<i>type or print</i>):	Staff Signature:	Date:
Unit Manager (<i>type or print</i>):	Unit Manager Signature:	Date:
Division Director (<i>type or print</i>):	Division Director Signature:	Date:
Deputy (<i>type or print</i>):	Deputy Signature:	Date:

SPECIFIC WAIVER REQUESTSI-1 (Rev. 01-11-2012) <http://www.cde.ca.gov/re/lr/wr/>

Page 2 of 2

**SUMMER SCHOOL MEAL WAIVER
SITE INFORMATION**

List all sites for this waiver request. If you check Conditions One or Two, the paperwork can be found here: <http://www.cde.ca.gov/re/lr/wr/documents/conditionone.doc> for Condition One and <http://www.cde.ca.gov/re/lr/wr/documents/updatecondition2.xls> for Condition Two. Attach additional sheets if more sites are included.

Site Name: Loyalton High School		
Summer School day at this site begins: 10am and ends: 11am.		
Total Time: 1(Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input checked="" type="checkbox"/>

Site Name:		
Summer School day at this site begins: _____ and ends: _____		
Total Time: _____ (Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

Site Name:		
Summer School day at this site begins: _____ and ends: _____		
Total Time: _____ (Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

Site Name:		
Summer School day at this site begins: _____ and ends: _____		
Total Time: _____ (Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

For more details on the conditions, please see the California Department of Education (CDE) website at: <http://www.cde.ca.gov/re/lr/wr/othertopics.asp#summermeal>.

Summer meal waivers must be received by the CDE Waiver Office no later than 30 days prior to the last regular meeting of the State Board of Education (SBE) and before the commencement of the summer school session for which the waiver is sought. Therefore, please have your completed summer school meal waiver into the CDE Waiver Office by February 10, 2012 or April 13, 2012 at the latest.

If you have questions on the waiver form, timeline or process, please call the waiver office at 916-319-0824. If you have questions regarding the attachments to the waiver or how to meet the waiver criteria, please contact Donna Reedy, School Nutrition Programs Analyst, Nutrition Services Division, at 916-327-5866 or by e-mail at dreedy@cde.ca.gov.



**CRM GROUP
CONSTRUCTION RESOURCE MANAGEMENT**

D. KEVIN NOLEN
7385 PEMBROKE DR. RENO, NV 89502
TEL: 775-530-0303 KEVIN@CRMGROUPCA.COM (LOWER CASE)

**Exhibit A-3
Contract for Professional Services**

SCOPE

Provide Construction Management Services at Sierra-Plumas Unified School District for the Project Design Development, Bid/LLB Contract Negotiations and Processes (Pre-Construction Services) and Construction Document Review, Construction Site Management, Project Budgets, Schedule Oversight, Project Closeout (Construction Services) for the **LHS Paving Project** at Loyalton High School, Loyalton, Ca. Fee includes all services necessary for management, development and oversight through closeout of all agencies, Contractor, Inspector, Architect/Engineer of this project except Soil Engineering Services and Testing (provided by others if necessary) as per the fee structure below. Also included is general oversight of the **LHS Track Project**. Project based on the indicated time schedule. Fee structure will begin as described below:

SCHEDULE OF FEES

Professional Services

Construction Costs (estimate only):.....\$175,000.00

Construction Management:

Pre-Construction Services @ 4.0%\$7,000.00
Construction Services @ 4.0% (- Final).....\$5,600.00

Fee Schedule:

Pre-Construction Services @ \$1,750.00/mo...1/25/14 – 4/25/14
Construction Services @ \$1,400.00/mo.....5/25/14 – 8/25/14
Final Payment upon Completion.....\$1,400.00

Contract For Professional Services (cont.):

Notes:

1. This agreement is based on an estimated construction budget of \$175,000 and actual fees are subject to change according to changes to final scope, construction costs, time extension to this agreement, or a budget increase.
2. Fee is based on: this Project (and the new Track) shall be designed, bid, and completed on or before August, 31, 2013.
3. This fee does not include engineering or testing services (provided by Soils Engineer and/or Asphalt Concrete testing).
4. Fees are subject to change according to delays beyond my control, final scope and construction costs including economy-of-scale that may result in a much smaller project and therefore, the possibility of a larger fee. Increases to the project construction costs shall require increase to this agreement at current fee structure (percentage).
5. Invoices for services to be paid by the 25th of each month as billed for services.
6. Final Payment (10%) to be withheld until Notice of Completion is filed.

Approval:

By: _____

Title: _____

Project Address: _____

Date: _____

Acceptance for CRM Group:

By:  _____

Title: OWNER _____

Date: 4-7/14 _____

This cost estimate shall be valid for a period of 30 days after date of issue.

SPJUSD: Estimate for Construction Management Services @ Loyalton High School (Paving Project)

CRM Group / Construction Resource Management
7385 Pembroke Dr. Reno, NV 89502 / (775) 530-0303 /
E-mail: kevin@crmgrouppca.com

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA -PLUMAS JOINT UNIFIED SCHOOL DISTRICT

P.O Box 955
109 Beckwith Road
Loyalton, California 96118

Merrill M. Grant, Ed.D.
Superintendent

Phone: (530) 993-1660
FAX: (530) 993-0828
Email: mgrant@spjUSD.org

**California Agricultural Teachers' Association
Comments on Governor Brown's Budget Proposal Eliminating Agricultural
Education Incentive Grant**

In his 2014-15 State Budget released last week, Governor Brown proposed the complete elimination of funding for the Agricultural Education Incentive Grant, which supports high quality Agricultural Education standards in our public schools. This grant program is designed to provide matching funds for districts who commit to meeting state-approved program standards in Ag Education, including classroom instruction, supervised agricultural experience projects, and leadership training through the Future Farmers of America (FFA) student organization.

The Agricultural Education Incentive Grant currently supports local Ag Education programs and FFA activities in over 300 high schools statewide, with over 74,000 students enrolled in programs offered in a wide variety of urban, suburban, and rural settings. Students enrolled in these programs are representative of California's social and ethnic diversity, with Hispanic students making up 51% of current Ag Education enrollment, while 35% are White.

"We are extremely disappointed that Governor Brown has proposed eliminating Ag Education funding in California, the leading agricultural-producing state in the nation" said Jim Aschwanden, Executive Director of the California Agricultural Teachers' Association. "These programs are vital if we expect to attract bright, talented, and innovative students to help meet the many challenges facing both agriculture and the state of California over the next several decades. The elimination of support for high quality, rigorous program standards sends a clear message to schools that agriculture and these programs are not important for the future of our state economy. We think this is a terrible mistake."

The California Agricultural Teachers' Association is a professional education association, representing over 700 instructors in Agricultural Education at the Middle School through University levels in California, with headquarters located in Elk Grove, California.

#####

**California Agricultural Teachers' Association
P.O. Box 834
Elk Grove, CA 95759-0834**

**CONTACT: Jim Aschwanden
(916) 714-2970**

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Superintendent

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FAX: (530) 993-0828
Email: mgrant@spjUSD.org

Impact of Governor Brown's Proposal to Eliminate Agricultural Education and the FFA Programs in our Schools

Since the inception of current Agricultural Incentive Grant funding, innovative programs and coursework have been developed that are attracting record numbers of students into Agricultural Education programs throughout the state. These programs currently send more students onto post-secondary colleges and training institutions, where they graduate with degrees in larger numbers and in shorter time frames than their peers in general academic programs.

This proposal to eliminate the Agricultural Education Incentive Grant threatens a nationally-recognized delivery model in Agricultural Education that has over 1330 courses approved for admission recognition by the UC and CSU systems, and which provides essential Agricultural Education and leadership training experiences for students interested in careers in Agriculture -- a vitally important component of California's economy.

Specifically, this proposal would:

- Remove targeted incentive funding from high schools currently offering Agricultural Education programs and redistribute those funds across the board to all schools in California with total discretion for use at the local level. Schools currently offering Agricultural Education programs would no longer receive those funds, which would be folded into the Local Control Funding Formula base grant for distribution to all schools. **The net impact of adding these monies to the LCFF base would amount to less than 66 cents per student per year.**
- Remove any incentive for districts to continue to offer Agricultural Education programs, since these courses and programs are not part of the state-mandated graduation coursework, and are not part of the computation of current school accountability measures.
- Virtually eliminate the capacity of these programs to carry on programs and activities involving the Future Farmers of America student organization, which currently has over 74,000 members in over 300 local chapters throughout California.
- Eliminate programmatic funding for other Career Technical Education programs such as Specialized Secondary Programs and Regional Occupational Programs, which also make up an important component of Agricultural Education programs statewide.
- Threaten California's economic and agricultural future while producing virtually no benefit to existing educational funding streams.

Important Information Regarding Agricultural Education:

- Enrollment in Agricultural Education has **increased from 21,000 students** in the mid 1980's to **over 74,000 students today** – while enrollment in other CTE sectors has declined during that same time.
- Of the students enrolled in Agricultural Education today in California, **51% are Hispanic, while 35% are White.**
- There are **1,337 Ag Education courses approved by UC/CSU** for meeting the admission requirements of those universities, **representing 45% of Ag courses offered statewide.**
- Ag Education programs have compiled graduate follow-up data for their graduating seniors since 1984. If students complete a minimum series of 3 courses in Ag Education during their high school tenure, they **enter postsecondary education at a 76% level**, which is substantially higher than the general high school population.
- Several studies have demonstrated that students nationwide that complete a series of 3 CTE courses graduate from high school in higher numbers, go on to postsecondary education in higher numbers, graduate from college in greater numbers, and complete their degrees in less time than their peers who do not take CTE coursework.
- The California Future Farmers of America student organization is a nationally-recognized model of excellence for developing leadership, critical thinking, and problem-solving skills in high school-age youth. Nearly 5,000 students attend the State FFA Leadership Conference held annually in Fresno, making it the largest student organization conference in California and the largest convention gathering in the city of Fresno.
- Given that California is the leading agricultural state in the United States and a major component of our state's economic well-being, it is important that strong and vibrant Agricultural Education programs exist within our schools to attract talented and motivated people to seek careers in this vital industry. Agricultural Education programs have produced many leaders at the State, National, and International levels who credit those programs with motivating them and developing their leadership potential.
- Agricultural Education programs combine rigorous academic instruction with learn-by-doing strategies – resulting in greater understanding and relevance to students. In an era that far too often emphasizes rote memorization and standardized testing strategies, Ag Education offers a unique and compelling opportunity for students to develop both their academic and personal life skills.

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Action Plan – Ag Incentive Grant

1. Students, parents, graduates, supporters, etc. need to write personal letters to their local Assembly and Senate representatives. These letters should express their concern with the Governor's proposed budget action, and request that their representatives do everything they can to ensure that these funds are restored to the budget.
 - a. To find the proper contact information for their representatives, they can go to the web sites for the Senate and Assembly, enter their home address, and they will find that information.
Ex. www.assembly.ca.gov
 - b. Personal letters are best, form letters are not as effective. Keep it simple and direct – let them know you are concerned and that you will continue to monitor this issue and their action regarding Ag Education.
2. Small groups of Advisory Committee Members, Ag Teachers, parents, supporters, and others need to request a face-to-face meeting with their representatives in their district offices. These meetings will probably occur on Fridays, when legislators return to their districts from Sacramento. If the legislator has multiple programs in their district, programs should coordinate visits so that this issue stays in front of them on a regular basis. If necessary, follow their local events calendar and make sure that people who attend these events bring up this issue. Be tenacious – these people work for you!
3. Submit a request ASAP for you and your students to attend Ag Day at the Capitol on March 19th. This will be a great opportunity for you and your students to meet your representative in their Capitol office, as well as take in the events honoring California Agriculture! A very strong showing of blue jackets that day might even prompt some questions about the Ag Incentive Grant.....
4. Keep the CATA Office informed of any feedback, comments, or commitments made by your representatives.
5. Work with local and regional media to highlight the activities and successes of your students. Let them know well in advance, and make sure you provide great photo opportunities as part of the activity. A great picture is worth a thousand words!
6. As this issue evolves, pay attention to notices and information sent out by Regional Supervisors and/or the CATA Office. If some specific action is needed on your part, doing it two weeks late isn't going to help the cause. Be prepared to take action quickly!

Downieville Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Downieville Elementary School
Street	130 School St.
City, State, Zip	Downieville, CA 95936-0396
Phone Number	530.289.3473
Principal	Derek Cooper
E-mail Address	dcooper@spjUSD.org
CDS Code	46701776050611

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Elementary School is a small community of two multi-grade classrooms. The first is a Kindergarten through third grade class and the second is a fourth through sixth combination. The school is located at the same site as the Junior-Senior High school. They share their site administrator, office, special education, facility, custodial and kitchen staff. Both classrooms have paraprofessionals (aides) available to the primary teachers. This highly unique school offers the students the opportunity to receive a lot of direct attention from either their certificated instructor or the aide in the classroom. The kids have an opportunity to work at their grade level or move up or down as needed to become successful. Downieville Elementary School has an API of 840.

The attendance area includes several small communities from Bassetts to Alleghany along the Highway 49 corridor.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the Site Council, Parent Teacher Organization (PTO), Sports Booster Club, and serving as volunteers in the classrooms. These services are invaluable in assisting us to meet our goal of providing a positive learning environment for our children. Our annual events include open house, back to school night, halloween carnival and sporting events. These programs and activities are what help establish our school culture. We ask that parents that wish to volunteer on a regular basis have their fingerprints cleared through the district office. Any questions, concerns or inquiries about our school and activities should be directed to Derek Cooper, Principal, at (530) 289-3473.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68	71	64	56	59	61	54	56	55
Mathematics	58	75	82	46	47	57	49	50	50
Science				61	67	70	57	60	59
History-Social Science	N/A	N/A	N/A	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	N/A
All Student at the School	64	82		N/A
Male	64	79		N/A
Female				N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino				N/A
Native Hawaiian/Pacific Islander				N/A
White	68	79		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	55	73		N/A
English Learners				N/A
Students with Disabilities				N/A
Students Receiving Migrant Education Services				N/A

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	10	7	7
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-84	9	-20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	20	840	275	829	4,655,989	790
Black or African American	0		4		296,463	708
American Indian or Alaska Native	0		2		30,394	743
Asian	1		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	1		43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	18	837	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	10		116	830	2,774,640	743
English Learners	1		21	777	1,482,316	721
Students with Disabilities	4		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	5
Grade 1	3
Grade 2	2
Grade 3	6
Grade 4	5
Grade 5	5
Grade 6	2
Total Enrollment	28

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	89.3
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	3.6	Socioeconomically Disadvantaged	50.0
Filipino	0.0	English Learners	3.6
Hispanic or Latino	3.6	Students with Disabilities	17.9
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									5	1		
1									3	1		
2									2	1		
3	20	1	0	0					6	1		
4									5	1		
5	8	1	0	0					5	1		
6									2	1		
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Downieville Elementary is situated in the small rural town of Downieville, California. Due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas. This, however, does not mean that we do not take the safety of our children seriously. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year.

All students are under constant adult supervision by a school employee. In their classroom, there is always a certificated teacher and or a classified aide with the children at all times. During outside activities, recess and lunch times the school provides a dedicated aide to be with the children.

Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of our children. This unique situation allows us to keep track of who is on our campus much easier. This, however, does not mean that visitors do not have to check in at the front office.

The School Safety Plan has been given to all certificated staff members to be kept in a binder in their classrooms. The school runs practice "safety drills" several times a year on a surprise basis to monitor the effectiveness of each drill. This includes a week-long safety training for all staff and students.

The site administrator is in contact with the Sierra County Sheriff's Office on a regular basis. They have been invited to have an officer attend extra-curricular activities as well as have an officer come on campus at any time, as one is available. Their presence is and will always be welcome.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	3.57	0	2	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	Central oil fired 50+ year old system, inefficient and requires constant repair but working system.
Interior: Interior Surfaces	[]	[X]	[]	Some repair needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	No apparent problems
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]	[]	[]	No apparent problems

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	2	2	2	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.5	4.6
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.10	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.20	---
Psychologist	0.10	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.10	---
Resource Specialist	0.25	---
Other	2.00	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 09/08/2008.

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading 2nd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002	Yes	0
Mathematics	Math 2 - Saxon Adopted 2008 Math 3 - Saxon Adopted 2008 California Mathematics concepts, skills - McGraw/Hill Adopted 2009 Problem solving 4th, 5th and 6th - McGraw/Hill Adopted 2009	Yes	0
Science	Science CA. ED. 2nd Grade - Harcourt Adopted 2000 Science CA. ED. 3rd Grade - Harcourt Adopted 2000 Science CA. ED. 5th Grade - Harcourt Adopted 2000 Earth Science - Holt Adopted 2001	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	History: Neighborhoods 2nd Grade - Houghton Mifflin Adopted 2007 History: Communities 3rd Grade - Houghton Mifflin Adopted 2007 History: US History 5th Grade - Houghton Mifflin Adopted 2007 Ancient Civilizations - Holt Adopted 2006	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,351	\$3,634	\$11,717	\$42,463
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	12.5	-19.1
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	111.6	-27.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$120,200	\$116,026
Percent of Budget for Teacher Salaries	26.7%	34.0%
Percent of Budget for Administrative Salaries	5.9%	6.6%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Downieville Junior-Senior High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Downieville Junior-Senior High School
Street	130 School St.
City, State, Zip	Downieville, CA 95936
Phone Number	530.289.3473
Principal	Derek Cooper
E-mail Address	dcooper@spjUSD.org
CDS Code	46701774632303

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Web Site	www.sierracountyofficeofeducation.org
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Junior-Senior High School is a small community of five classrooms. We have few teachers that need to wear many hats. There are four full time teachers. Four of the teachers are core instructors, mathematics, science, social science and english language arts. In addition to their main subject matter, these teachers also provide a selection of elective offerings. We also have a part time teacher for woodshop.

The school is located at the same site as the elementary school. They share their site administrator, office, special education, facility, custodial and kitchen staff. This highly unique school offers the students the opportunity to receive a lot of direct attention from their certificated instructors. Therefore, it is very difficult for our students to "fall through the cracks". Because of our small size and limited teachers, we are forced to offer several classes with combined grade levels. These combined classes are then rotated every other year. This allows the kids an opportunity to work at their grade level or move up or down as needed to become successful. We are very proud of our continued success in having a 100% pass rate for the required California High School Exit Exam. The high school has an API score of 783.

The attendance area includes several small communities from Bassetts to Alleghany along the Highway 49 corridor.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the Site Council, Parent Teacher Organization (PTO), Sports Booster Club, and serving as volunteers in the classrooms. These services are invaluable in assisting us to meet our goal of providing a positive learning environment for our children. We provide annual events such as Open House, Back to School Night, halloween carnival and sporting events. These programs and activities are what help establish our school culture. We ask that parents that wish to volunteer on a regular basis have their fingerprints cleared through the district office. Any questions, concerns or inquiries about our school and activities should be directed to Derek Cooper, Principal, at (530) 289-3473.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	45	62	56	59	61	54	56	55
Mathematics	18	17	24	46	47	57	49	50	50
Science	64			61	67	70	57	60	59
History-Social Science	27	35		46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	43
All Student at the School	62	24		
Male	55			
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	73	23		
Two or More Races				
Socioeconomically Disadvantaged	57	27		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				54	77	46	59	56	57
Mathematics				61	59	61	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	14	32	39	46	14
All Students at the School	0	0	0	0	0	
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	8	7	5
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-25	-47	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	19	783	275	829	4,655,989	790
Black or African American	0		4		296,463	708
American Indian or Alaska Native	0		2		30,394	743
Asian	2		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	3		43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	14	808	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	13	773	116	830	2,774,640	743
English Learners	3		21	777	1,482,316	721
Students with Disabilities	3		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	5
Grade 8	2
Grade 9	3
Grade 10	5
Grade 11	4
Grade 12	5
Total Enrollment	24

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	79.2
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	8.3	Socioeconomically Disadvantaged	66.7
Filipino	0.0	English Learners	12.5
Hispanic or Latino	12.5	Students with Disabilities	8.3
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	4.1	9	0	0	6.8	8	0	0	2	11		
Mathematics	3.4	8	0	0	3.5	4	0	0	2	7		
Science	6	4	0	0	6.7	3	0	0	5	4		
Social Science	4.4	7	0	0	6.5	8	0	0	4	7		

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Downieville Junior-Senior High School is situated in the small rural town of Downieville, California. Due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas. This, however, does not mean that we do not take the safety of our children seriously. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.

All students are under constant adult supervision by a school employee. In their classroom, there is always a certificated teacher and or a classified aide with the children at all times. During outside activities, recess and lunch times the school provides a dedicated aide to be with the children.

Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of our children. This unique situation allows us to keep track of who is on our campus much easier. This, however, does not mean that visitors do not have to check in at the front office.

The School Safety Plan has been given to all certificated staff members to be kept in a binder in their classrooms. The school runs practice "safety drills" several times a year on a surprise basis to monitor the effectiveness of each drill. This includes a week-long safety training for all staff and students.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	10	7.14	2	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Central oil fired 50+ year old system, inefficient and requires constant repair but working system.
Interior: Interior Surfaces	[]	[]	[X]	Hallway and storage room
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
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]	[]	[]	No apparent problems

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	5	5	5	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	87.5	12.5
All Schools in District	95.5	4.6
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.1	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.1	---
Psychologist	0.1	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.1	---
Resource Specialist	0.1	---
Other	1.0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 12/14/2010

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: Bronze & Silver - Prentice Hall Adopted 2002 Literature & Language Arts - Holt Adopted 2003	Yes	0
Mathematics	Algebra I - Glencoe Adopted 2008 Geometry - Glencoe Adopted 2005 Pre Algebra - Glencoe Adopted 2008 Algebra II - Glencoe Adopted 2008	Yes	0
Science	Life - Holt Adopted 2001 Biology - Glencoe Adopted 2012 Earth Science - Glencoe Adopted 2012 Physical - Holt Adopted 2012 Physics-Pearson Adopted 2012 Chemistry-Matter & Change-Glencoe/McGraw Hill Adopted 2012	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World Geography - Glencoe Adopted 2000 American Government - Prentice Hall Adopted 2000 United States History - Holt Adopted 2006	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$25,171	\$5,287	\$19,884	\$52,357
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	90.9	-0.3
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	259.1	-10.7

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$120,200	\$116,026
Percent of Budget for Teacher Salaries	26.7%	34.0%
Percent of Budget for Administrative Salaries	5.9%	6.6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	30.00	16.70	0.00	6.40	7.10	3.00	16.60	14.70	13.10
Graduation Rate		83.33	100.00		92.86	96.97	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	4	31	418,598
Black or African American		2	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino		4	193,516
Native Hawaiian/Pacific Islander			2,585
White	4	25	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	2	17	217,915
English Learners		2	93,297
Students with Disabilities	1	3	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	25.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	75.0

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science	4	---
All courses	5	3.4

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. We have teacher planning and improvement time 9 times a year for a half day.

Loyalton Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Loyalton Elementary School
Street	111 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.4482
Principal	Derek Coopoe
E-mail Address	dcooper@spjUSD.org
CDS Code	46701776050629

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Web Site	www.sierracountyofficeofeducation.org
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Loyalton Elementary School is a small school with a big heart. Teachers and staff work hard to keep the small school atmosphere while providing academics and other programs comparable to larger schools. Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem, and realize their potential in a safe, secure environment. Loyalton Elementary received a API score of 864.

Loyalton Elementary School is located near the communities of Sierraville, Beckwourth, Chilcoot, and Vinton. The school is one of four in the Sierra-Plumas Joint Unified School District.

Soccer, volleyball and basketball are offered as extracurricular sports. Little League baseball occurs in the spring and AYSO soccer in the fall. Every year the students and staff work hard on a holiday show which is presented just before the Winter Break.

Back to School night happens shortly after school starts. In the spring, the Science Fair, Art Show, Taco Feed and Open House all occur on the same big night!

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent involvement is an integral part of the program at Loyalton Elementary School. Parent participation is encouraged on the following district level committees: District Advisory Committee and the School Attendance Review Board. At the site level, parents participate in the School Site Council and the Grizzly Cubs Parents' Club, our local parent organization.

Loyalton Elementary School has an open door policy. After a parent signs in at the office, he/she may volunteer to help in their child's classroom. If a parent wishes to volunteer on a regular basis, we ask that they have their fingerprints scanned and registered with the district and the Dept. of Justice. Parents regularly chaperone field trips at LES.

The contact person, if you would like information regarding parent involvement at Loyalton Elementary School, is Derek Cooper, Principal at 530 993-4482.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55	59	64	56	59	61	54	56	55
Mathematics	60	63	70	46	47	57	49	50	50
Science	55	81	86	61	67	70	57	60	59
History-Social Science	N/A	N/A	N/A	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	N/A
All Student at the School	64	70	86	N/A
Male	56	72	100	N/A
Female	74	69	75	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	61	56		N/A
Native Hawaiian/Pacific Islander				N/A
White	65	72	81	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	69	65	83	N/A
English Learners				N/A
Students with Disabilities	60	73		N/A
Students Receiving Migrant Education Services				N/A

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.8	27.6	37.9

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	6	5	6
Similar Schools	2	1	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-6	31	29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	6	14	28
Two or More Races			
Socioeconomically Disadvantaged		67	
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	112	866	275	829	4,655,989	790
Black or African American	1		4		296,463	708
American Indian or Alaska Native	0		2		30,394	743
Asian	0		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	17	870	43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	90	864	219	833	1,200,127	853
Two or More Races	2		2		125,025	824
Socioeconomically Disadvantaged	46	877	116	830	2,774,640	743
English Learners	9		21	777	1,482,316	721
Students with Disabilities	15	804	28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	18
Grade 1	24
Grade 2	21
Grade 3	20
Grade 4	28
Grade 5	29
Grade 6	21
Total Enrollment	161

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6	White	80.7
American Indian or Alaska Native	0.0	Two or More Races	1.9
Asian	0.0	Socioeconomically Disadvantaged	46.0
Filipino	0.0	English Learners	5.6
Hispanic or Latino	13.0	Students with Disabilities	13.7
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	2	0	0	22	1	0	0	18	1		
1	16	1	0	0	25	0	1	0	24		1	
2	19	1	0	0	20	1	0	0	21		1	
3	20.5	2	0	0	28	0	1	0	20	1		
4	19	1	0	0	30	0	1	0	28		1	
5	33	0	0	1	18	2	0	0	29		1	
6	25	0	1	0	34	0	0	1	21		1	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

At Loyalton Elementary School, student safety is ensured by a thorough inspection on playground equipment every summer and at Winter Break by the school maintenance supervisor. During the school year, periodic inspection is done by playground supervisors and the principal.

Students begin arriving at the school site between 7:45 a.m. and 8 a.m. daily. A morning supervisor is on campus at 7:45 a.m. each day. That person supervises students who have just arrived or are eating breakfast. At 8:05 a.m. each day students are released to go outside (weather permitting). Two supervisors are on duty from 8:05 a.m. to 8:20 a.m. when school begins.

Visitors to the campus are required to sign in at the office and get a visitor pass.

Our School and District Safety Plans have recently undergone major revisions. District and administrative staff worked diligently, over the summer, to coordinate the plans with County, and State Safety officials. The resulting plan was reviewed and discussed with faculty and staff at inservice days before school started. Safety drills were done throughout the month of September and continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.53	0	3	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	New sewer line was installed repaired.
Interior: Interior Surfaces	[]	[]	[X]	Stains on floors, replace carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	continue with check off sheets in each room.
Electrical: Electrical	[X]	[]	[]	Annual inspection due to age.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Annual inspection due to age.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No apparent problems
Structural: Structural Damage, Roofs	[]	[]	[X]	Annual inspection due to the age of the structure. patch roof during summer months.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	old equipment. annual inspection, Need to replace all worn out parts.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	9	9	8	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.5	4.5
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.35	---
Psychologist	0.20	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist	0.5	---
Other	7.0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 12/02/2008.

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading K-6 - Open Court Adopted 2002	Yes	0
Mathematics	K-3 - Saxon Adopted 2009 4th, 5th, 6th grade Math - Glencoe Adopted 2009	Yes	0
Science	Harcourt Science K-6 - Harcourt Adopted 2000	Yes	0
History-Social Science	History-Social Science Grades K-6 - Houghton Mifflin Adopted 2007	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,464	\$2,215	\$8,249	\$54,655
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	-20.8	4.1
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	49.0	-6.7

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Loyalton Elementary provides a full time credentialed Title 1 teacher. We also provide after school homework tutoring four days a week.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$114,228	\$116,026
Percent of Budget for Teacher Salaries	28.5%	34.0%
Percent of Budget for Administrative Salaries	5.9%	6.6%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Loyalton Middle School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Loyalton Middle School
Street	111 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.4482
Principal	Derek Cooper
E-mail Address	dcooper@spjUSD.org
CDS Code	46701776089650

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Loyalton Middle School is located near the communities of Sierraville, Beckwourth, Chilcoot, and Vinton. The school is one of five in the Sierra-Plumas Joint Unified School District. The site at Loyalton Middle School has recently been changed from one of Loyalton's earliest school sites to one of its newest. It is now housed on the north end of the Loyalton Elementary School campus. The school serves students in seventh and eighth grades.

Loyalton Middle School believes in the importance of focusing on and nurturing the entire individual in order to encourage self-respect, lifelong learning, and academic achievement. Our belief is that by nurturing our students on personal as well as academic levels, we create the environment and opportunity for them to acquire the appropriate knowledge and experiences necessary to become citizens in our society.

We believe that all learners need to be rigorously challenged.

We believe in the value of both individual effort and group cooperation.

We believe that our school needs to be a safe, caring place of learning a place that recognizes the unique value of each person who studies or works in our midst.

We want to build and continually nurture a school climate that recognizes the importance of serious work and fun, too, and a school climate that delights in the wonder, energy, and excitement of students in the middle grades of their public education.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Loyalton Middle School has a very active sports/activity booster club. This group sponsors tournaments, buys uniforms, and raises money to keep the aging gymnasium in usable shape.

Parents are welcome to visit or observe classes at anytime as long as they sign in at the office. Parent participation is encouraged on the following district level committees: District Advisory Committee and the Sierra County Strategic Planning Committee. At the site level, parents participate in the School Site Council. Site council members are needed every year.

Please contact the school office if you are interested.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	71	63	56	59	61	54	56	55
Mathematics	41	37	53	46	47	57	49	50	50
Science	76	68	70	61	67	70	57	60	59
History-Social Science	41	57	57	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	43
All Student at the School	63	53	70	57
Male	52	57	0	0
Female	71	50	79	57
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	69	59	82	59
Two or More Races				
Socioeconomically Disadvantaged	50	38	0	0
English Learners	0			
Students with Disabilities	0	0		
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts									
Mathematics									

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.8	20.8	29.2

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	6	5	6
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-29	13	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	47	847	275	829	4,655,989	790
Black or African American	1		4		296,463	708
American Indian or Alaska Native	1		2		30,394	743
Asian	0		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	8		43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	37	862	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	16	818	116	830	2,774,640	743
English Learners	5		21	777	1,482,316	721
Students with Disabilities	0		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	27
Grade 8	24
Total Enrollment	51

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.0	White	78.4
American Indian or Alaska Native	2.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	35.3
Filipino	0.0	English Learners	9.8
Hispanic or Latino	15.7	Students with Disabilities	0.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	10	3	0	0	17.5	2	0	0	16	1	3	
Mathematics	16.7	2	1	0	19	1	2	0	22	1	2	
Science	18.3	2	1	0	26	0	2	0	26		2	
Social Science	18.3	2	1	0	25.5	0	2	0	26		2	

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Visitors to the campus are required to sign in at the office and get a visitor sticker or pass.

Students are supervised by teachers and staff before, during and after school. Loylton Middle has a closed campus during lunch with a paid noon supervisor.

Our School and District Safety Plans have recently undergone major revisions. District and administrative staff worked diligently over the summer to coordinate the plans with County, and State safety officials. The resulting plan was reviewed and discussed with faculty and staff at inservice days before school started. Safety drills were done throughout the month of September and continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	7.14	11.76	11	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No apparent problems
Interior: Interior Surfaces	[X]	[]	[]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
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]	[]	[]	No apparent problems

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	3	2	2	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0.0
All Schools in District	95.5	4.5
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.35	---
Psychologist	0.20	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.1	---
Resource Specialist	0.5	---
Other	1.2	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature-Bronze Level - Prentice Hall Adopted 2002 Prentice Hall Literature-Silver Level - Prentice Hall Adopted 2002	Yes	0
Mathematics	Pre-Algebra - Glencoe Adopted 2009 Algebra - Glencoe Adopted 2009	Yes	0
Science	Life Science - Holt Adopted 2000 Physical Science - Holt Adopted 2000	Yes	0
History-Social Science	US History - Independence to 1914 Adopted 2007 World History - Medieval to Early Modern Times Adopted 2007	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,831	\$2,548	\$11,283	\$52,446
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	8.3	-0.1
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	103.8	-10.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$114,228	\$116,026
Percent of Budget for Teacher Salaries	28.5%	34%
Percent of Budget for Administrative Salaries	6%	6.6%

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Loyalton High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Loyalton High School
Street	700 Fourth Strett
City, State, Zip	Loyalton, CA 96118-0037
Phone Number	530.993.4454
Principal	Marla Stock
E-mail Address	mstock@spjUSD.org
CDS Code	46701774634259

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Web Site	www.sierracountyofficeofeducation.org
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Loyalton High School experiences similar challenges to other small schools in providing a comprehensive educational experience for our students. Students at Loyalton High School can choose from a variety of courses to help them meet academic and vocational interests. These courses range from Agriculture to Advanced Placement Calculus. Graduates of Loyalton High School have succeeded in rigorous university settings and graduated with marketable employment skills. Because of our small enrollment, students receive personalized attention in setting and achieving their academic goals. The dedicated staff provides a wide array of co- and extra-curricular activities to enrich the lives of our students.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are valuable contributors to the Loyalton High School learning community. As such, the staff encourages and welcomes parental involvement. Parents are invited to participate in annual four-year planning evening sessions where the academic progress of their child(ren) is discussed one-on-one with staff members. Three parents are selected each year to serve on the Loyalton High School Site Council and Loyalton Booster Club is mostly comprised of parents who provide financial and physical support to school programs. Parents are welcome to visit classrooms and are encouraged to participate in school activities. Parents are sought to serve on WASC Committees during accreditation visit years. Parents often serve as field trip chaperons and drivers to extra- and co-curricular activities.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60	58	57	56	59	61	54	56	55
Mathematics	36	27	42	46	47	57	49	50	50
Science	55	67	50	61	67	70	57	60	59
History-Social Science	51	40	43	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	43
All Student at the School	57	42	50	43
Male	47	42		48
Female	68	43		36
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	50	47		33
Native Hawaiian/Pacific Islander				
White	56	42	36	44
Two or More Races				
Socioeconomically Disadvantaged	64	62		47
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47	76	58	54	77	46	59	56	57
Mathematics	62	61	74	61	59	61	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	14	32	39	46	14
All Students at the School	42	16	42	26	53	21
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	50	14	36	29	50	21
Two or More Races						
Socioeconomically Disadvantaged	36	18	45	27	55	18
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.0	20.0	46.7

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	5	8	8
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	76	-13	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	75	-20	-18
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	73	787	275	829	4,655,989	790
Black or African American	2		4		296,463	708
American Indian or Alaska Native	1		2		30,394	743
Asian	0		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	14	769	43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	56	788	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	31	813	116	830	2,774,640	743
English Learners	3		21	777	1,482,316	721
Students with Disabilities	5		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	30
Grade 10	21
Grade 11	29
Grade 12	29
Total Enrollment	109

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8	White	78.0
American Indian or Alaska Native	1.8	Two or More Races	0.0
Asian	0.9	Socioeconomically Disadvantaged	45.0
Filipino	0.0	English Learners	4.6
Hispanic or Latino	17.4	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	15.8	9	0	0	10.8	13	0	0	15.6	7		
Mathematics	16.1	10	0	0	11.3	8	0	0	11.8	11		
Science	13.8	4	1	0	13	4	0	0	10.4	8		
Social Science	13.5	5	1	0	12.4	17	0	0	15.4	5		

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Loyalton 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 school 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 addition of a short, daily period in the school schedule has allowed for all students to participate in school culture activities that promote a safe school environment.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	15	10	7	6.37	4.04	18
Expulsions	0	1	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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.

Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Several heaters malfunctioned during the extreme cold weather in November and December 2013. These have been replaced or repaired.
Interior: Interior Surfaces	[]	[X]	[]	New ceilings and new hall lighting was installed during the summer of 2013. This has greatly improved the overall appearance of the hallway and classrooms. Carpet and floor tiles still need to be replaced school wide. Classrooms need painting. Gym bleachers need constant repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Rough athletic field surfaces and gopher problems continue in fields.
Electrical: Electrical	[X]	[]	[]	Electrical improvements and new wiring school wide were part of the roof project completed during the summer of 2013.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Need new stalls in student restrooms, need appropriate flooring in hallway restrooms and faculty restrooms, boys' restroom heater needs replacing.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	With the roof construction project and new ceilings installed school wide during the summer of 2013, danger of hazardous elements and materials has been significantly reduced or totally eliminated. Safety drills are conducted once a month and fire extinguishers are serviced annually. As part of the summer of 2013 construction project, fire alarms were updated.
Structural: Structural Damage, Roofs	[X]	[]	[]	At great expense, the roof over the main school building was replaced during the summer of 2013. While this hasn't greatly affected the aesthetics of our school building, the project brought the school building to a place of security for many years ahead. The roof project did allow for the skylight in the main hallway to be updated, reopened, and secured which has added a nice touch to the interior of the school. In addition, this construction project confirmed that the structural integrity of the school building remains intact.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Single-pane windows leak and are so old that many of them no longer operate as designed. Because of the age of the windows, we are unable to find replacement hardware. The front and side parking lots remain in poor condition.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	11	11	11	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.5	4.6
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.12	120
Counselor (Social/Behavioral or Career Development)	.12	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.38	---
Psychologist	.37	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	.12	---
Resource Specialist	1.0	---
Other	1.7	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2003 Norton Introduction to Literature - W.W. Norton Adopted 2002 Rhetoric at Work in Reading and Writing - Pearson Adopted 2005 Holt Handbook - Holt Adopted 2003	Yes	0
Mathematics	Algebra 1 - Glencoe Adopted 2009 Geometry - Glencoe Adopted 2009 Algebra II McGraw-Hill - Glencoe Adopted 2009 PreCalculus - Houghton Mifflin Adopted 2009	Yes	0
Science	Biology, the Dynamics of Life - Glencoe Adopted 2005 Biology - McGraw-Hill Adopted 2004 Chemistry - Concepts & Applications - Glencoe Adopted 2002 Physics - Principles & Problems - Glencoe Adopted 2005	Yes	0
History-Social Science	Modern World History Patterns of Interaction - McDougal Littell Adopted 2009 Magruder's American Government - Prentice Hall Adopted 2013 Economics - Principles in Action - Prentice Hall Adopted 2007 The American Pageant - Volumes I and II - Houghton Mifflin Adopted 2006	Yes	0
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	N/A
Visual and Performing Arts	Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Living with Art - McGraw Hill, 2008 (classroom set only)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	A grant provided for the purchase of updated lab equipment in 2011. In addition, a chemical sweep in 2010 made it necessary for an entirely new purchase of chemicals for science labs in 2011.	Yes	N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$16,185	\$3,075	\$13,110	\$51,508
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	25.9	-1.9
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	136.8	-12.1

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

According to the goals in our Single Plan for Student Achievement, budgeted funds were used to support students in the following programs and positions: Noon Lunch Supervisor, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, AVID, GATE, FFA, athletics, and advanced placement and on-line classes. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards were installed in classrooms and mobile computer lab was maintained and made available to classes for use on a sign-up basis. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$114,228	\$116,026
Percent of Budget for Teacher Salaries	28.5%	34.0%
Percent of Budget for Administrative Salaries	6%	6.6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.00	5.00	0.00	6.40	7.10	3.00	16.60	14.70	13.10
Graduation Rate	94.74	95.00	100.00		92.86	96.97	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	26	31	418,598
Black or African American	2	2	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino	4	4	193,516
Native Hawaiian/Pacific Islander			2,585
White	20	25	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	14	17	217,915
English Learners	2	2	93,297
Students with Disabilities	2	3	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. Loyalton High School has programs in Construction Trades and Agriculture.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	56
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	8

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	50.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	53.8

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	2	---
Science		---
Social Science	2	---
All courses	9	6.9

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you will see the amount of time each year we set aside for continuing education and professional development. Loyalton High School has been focusing on school-wide literacy improvement for the past six years. During the past few years, we have spent time at Professional Learning Communities (PLCs) and faculty meetings on school-wide literacy systems such as note taking strategies, writing across the curriculum, academic vocabulary development, and reading. During this school year, our PLCs centered on the Common Core State Standards and teaching techniques that support the new standards and the inclusion of more technology in all classrooms. In addition, the district has promoted the use of technology by purchasing smart boards, computers, and other technology for classrooms and offering multiple in-service programs on their use and the development of classroom activities to support new standards. The PLCs continue to encourage teacher collaboration for the improvement of subject area teaching, classroom management, and student learning and the development of systems to allow for continual improvement. Teacher meetings are held twice a month on alternate Wednesday afternoons. More and more we are including teaching strategies, plans for intervention, and school planning into these meetings. Student data is the beginning point of all planning each school year. In addition to test scores, the staff looks at grades and attendance data to plan for the success of each student in meeting individual goals. This data drives the direction the school takes in professional development, support services, and school goals for each year. School funds have been 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 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.

**SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
AND
RICHARD GRIFFIN CONSTRUCTION
AGREEMENT**

This Agreement is entered into as of February 8, 2014, between the Sierra-Plumas Joint Unified School District, hereinafter referred to as "District", and Richard Griffin Construction, referred to herein as "Contractor."

Recitals

- A. The District owns the school site know as Loyalton High School, located at 700 Fourth Street, Loyalton, California, 96118, which is the site of the District's Agriculture Barn. This school site shall be referred to as the "Site."
- B. Contractor desires to repair the Agriculture Barn for the District at the Site in accordance with the Richard Griffin Construction proposal dated December 17, 2013, Job Description: FFA Barn Repair, Exhibit A.

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SCOPE OF WORK

- 1. Work Scope of Project.**
The scope of work for the Project is defined by the plans, drawings, and specification as listed in Contractor's proposal dated December 17, 2013, FAA Barn Repair Job, Exhibit A.
- 2. Permit Obligations.**
Contractor shall obtain and pay for all permits and licenses required for the Project. The District shall reimburse Contractor for the actual costs of such permits and licenses as a part of total Project cost.
- 3. Protection.**
Contractor shall establish procedures and be responsible for the protection of all existing District structures, equipment, utilities, and other existing improvements, both on-Site and off-Site.
- 4. Project Cost.**
The total maximum cost of the Project is \$14,708.60. The District shall pay Contractor within 25 days of receipt of monthly progress invoice and the balance within 15 days upon completion of any Punch List items and final Acceptance of the Project.

5. Warranties.

Contractor warrants that material and equipment furnished under this agreement will be of good quality and new unless otherwise required or permitted by the District, that its work will be free from defects not inherent in the quality required or permitted.

GENERAL PROVISIONS

1. Terms.

The term of this agreement begins on February 8, 2014, and ends when the construction of the Project is completed and accepted by the District, which is estimated to be on or before March 7, 2014.

2. Notice to Proceed.

The District will give Contractor a written Notice to Proceed with the Project and Contractor shall proceed with the construction of the Project with reasonable diligence.

3. Completion.

Contractor shall notify the District when Contractor believes that the Project is completed.

4. Inspection and Notice of Completion.

Within 7 days of receipt of notice from Contractor that Contractor believes that the Project is completed, the District shall inspect the Project with Contractor to confirm the Project is complete. The District shall notify Contractor within 5 days of the inspection as to whether the District concurs that the Project is complete. If the District concurs, then the District shall issue a Notice of Completion that shall establish the Date of Completion of the Project or shall include a list of items to be completed or corrected (referred to as the 'Punch-List") and shall fix the time within which Contractor shall complete items listed therein. Disputes between the District and Contractor regarding the Certificate of Completion shall be resolved within three days.

5. Acceptance.

Final acceptance of the Project by the District ("Acceptance") shall occur upon the district's notification in writing to Contractor that there are no outstanding Punch-List items. Such Acceptance shall terminate this agreement.

6. Fingerprinting.

By execution of this Agreement, Contractor acknowledges that Contractor, its employees, and subcontractors are required to comply with the fingerprinting requirements as set forth in Education Code Section 45125.2.

7. Independent Contractor.

For all purposes arising out of this Agreement, Contractor shall be an independent contractor and Contractor and each and every employee, agent, servant, partner, and shareholder of Contractor (collectively referred to as "The Contractor") shall not be, for any purpose of this Agreement, an employee of District. Furthermore, this Agreement shall not under any circumstance be construed or considered to be a joint powers agreement as described in *Government Code Section 6000, et seq.*, or otherwise. As an independent contractor, the following shall apply:

Contractor shall be responsible for its own operating costs and expenses, property and income taxes, workers' compensation insurance and any other costs and expenses in connection with performance of services under this Agreement.

The Contractor is, and at all times during the term of this Agreement shall represent and conduct itself as, an independent contractor and not as an employee of District.

8. Insurance.

Workers' Compensation Insurance coverage shall be provided by Contractor for all Contractor employees and other persons for whom Contractor is responsible to provide such insurance coverage, as provided by Division 4 and 4.5 of the *Labor Code*.

9. Indemnity.

Contractor shall defend, indemnify, and hold harmless District, its elected and appointed councils, boards, commissions, officers, agents, and employees from any liability for damage or claims for damage for any economic loss or personal injury, including death, as well as for property damage, which may arise from the intentional or negligent acts or omissions of Contractor in the performance of services rendered under this Agreement by Contractor, or any of Contractor's officers, agents, employees, contractors, or subcontractors.

10. Assignment Prohibited.

Contractor may not assign any right or obligation pursuant to this Agreement. Any attempted or purported assignment of any right or obligation pursuant to this Agreement shall be void and of no legal effect.

11. Standard of Performance.

Contractor shall perform all services required pursuant to this Agreement in the manner and according to the standards observed by a competent practitioner of the profession in which Contractor is engaged. All products of whatsoever nature which Contractor delivers to District pursuant to this Agreement shall be prepared in a first class and workmanlike manner and shall conform to the standards of quality normally observed by a person practicing in Contractor's profession.

January ____ , 2014

Mr. Richard Griffin
Richard Griffin Construction
P.O. Box 580
Loyalton, CA 96118

Re: Loyalton High Agriculture Barn Repair Project
Notice to Proceed

Dear Mr. Griffin,

Pursuant to the terms of the Agreement, you are hereby notified to commence work on February 8, 2014, with a completion date on or before March 7, 2014.

It is the responsibility of the Contractor to meet the schedule as set forth and in accordance with the terms and conditions of the Agreement.

If you have any questions, please feel free to contact me.

Sincerely,

Rose Asquith
Business Manager

cc: Marla Stock, LHS Site Administrator

Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,387,062.00	1,489,656.00	681,802.85	704,555.31	103,297.84
1120	Certificated Substitutes	41,028.00	45,940.00		16,070.00	29,870.00
1300	Certificated Superv/Admin Sala	232,629.00	239,032.00	100,754.00	134,644.86	3,633.14
1310	Teacher In Charge/Head Teacher	16,000.00	16,000.00	5,000.00	7,000.00	4,000.00
1900	Other Certificated Salaries	13,323.00	10,882.00	3,957.70	6,496.97	427.33
	Total for Object 1000	1,690,042.00	1,801,510.00	791,514.55	868,767.14	141,228.31
2100	Instructional Aides Salaries	164,218.00	141,157.00	58,409.79	56,650.57	26,096.64
2200	Classified Support Salaries	224,875.00	259,341.00	97,684.85	140,653.25	21,002.90
2220	Classified Support Substitute	13,810.00	16,518.00		10,666.24	5,851.76
2300		2,160.00	2,430.00		1,080.00	1,350.00
2400	Clerical & Office Salaries	231,727.00	229,545.00	104,526.26	133,447.98	8,429.24
2900	Other Classified Salaries	22,884.00	23,906.00	11,535.50	10,529.51	1,840.99
	Total for Object 2000	659,674.00	672,897.00	272,156.40	353,027.55	47,713.05
3101	State Teachers Retirement Syst	133,345.00	140,689.00	62,450.50	67,897.39	10,341.11
3102	State Teachers Retirement Syst	825.00	825.00			825.00
3201	Public Employees Retirement Sy	6,248.00	5,839.00	2,868.70	3,157.00	186.70
3202	Public Employees Retirement Sy	68,286.00	68,601.00	26,755.95	34,611.30	7,233.75
3212	Pers Pickup-Classified Employe	9,156.00	8,255.00	3,520.30	4,734.16	.54
3311	OASDI-Certificated Positions	3,240.00	6,020.00	1,449.50	1,992.04	2,578.46
3312	OASDI-Classified Positions	39,565.00	40,108.00	16,542.69	21,418.97	2,146.34
3321	Medicare-Certificated Position	24,434.00	24,416.00	10,576.55	11,757.13	2,082.32
3322	Medicare-Classified Positions	9,416.00	10,265.00	3,868.83	5,024.99	1,371.18
3401	Health & Welfare -Certificated	406,791.00	427,263.00	188,569.75	193,067.89	45,625.36
3402	Health & Welfare-Classified Po	148,031.00	164,932.00	67,552.25	91,181.25	6,198.50
3501	State Unemployment Insurance-C	906.00	908.00	395.95	636.89	124.84
3502	State Unemployment Insurance-	328.00	435.00	136.20	730.05	431.25
3601	Workers' Compensation Insuranc	99,121.00	104,392.00	43,224.00	47,547.97	13,620.03
3602	Workers' Compensation Insuranc	36,748.00	29,244.00	15,101.92	19,614.68	5,472.60
3701	Retiree Benefits Cert.	121,500.00	122,102.00			122,102.00
3901	Other Benefits, Certificated P	419.00	6,923.00	221.60	13,180.02	6,478.62
3902	Other Benefits, Classified Pos				18,453.92	18,453.92
	Total for Object 3000	1,108,359.00	1,161,217.00	443,234.69	535,005.65	182,976.66
4100	Textbooks	13,579.00	108,543.00	968.81	44,272.02	63,302.17
4200	Books Other Than Textbooks			634.70	2,610.71	3,245.41
4300	Materials and Supplies	93,128.00	109,780.00	15,114.56	65,745.88	28,919.56

Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
4350	Vehicle Maint. M&S	9,766.00	9,766.00	3,331.13	1,665.02	4,769.85
4400	Non-Capital Equipment (Up to \$		22,876.00	2,713.06	5,413.80	14,749.14
	Total for Object 4000	116,473.00	250,965.00	22,762.26	119,707.43	108,495.31
5100	Subagreement for Services	601,532.00	601,532.00	308,725.03	292,736.13	70.84
5200	Travel & Conferences	42,563.00	55,987.00	3,126.06	16,405.93	36,455.01
5300	Dues & Membership	5,447.00	7,112.00	857.75	7,194.39	940.14-
5400	Insurance-Fire, liability, etc	52,000.00	52,000.00		47,105.88	4,894.12
5510	Power	84,845.00	80,088.00	37,969.03	34,978.76	7,140.21
5520	Garbage	13,563.00	12,813.00	3,747.28	3,143.71	5,922.01
5530	Water	52,850.00	52,850.00	26,138.92	35,350.07	8,638.99-
5540	Propane	67,375.00	66,500.00	22,597.80	29,402.20	14,500.00
5590	Miscellaneous Utilities	15,500.00	15,500.00	8,292.22	6,707.78	500.00
5600	Rentals, Leases & Repairs	28,650.00	33,300.00	12,338.11	16,516.86	4,445.03
5800	Services & Operating Expense	5,000.00	5,000.00	1,050.00	770.00	3,180.00
5810	Legal Expenses	10,000.00	10,000.00	156.25	343.75	9,500.00
5812	Board Election Expense	1,239.00	1,239.00			1,239.00
5840	Audit Expense	13,500.00	13,500.00	1,500.00	12,000.00	.00
5860	Solid Waste Tax	14,561.00	13,761.00	4,495.12	3,464.11	5,801.77
5870	Property Tax - Pliocene Mobil	328.00				.00
5890	Miscellaneous Contracts/Servic	404,476.00	342,677.00	174,907.17	159,667.50	8,102.33
5899	SCOE Interagency Reimburse			6,747.44	4,245.19	10,992.63-
5900	Communications	3,250.00	3,250.00	602.00	1,142.85	1,505.15
5910	Telephone-Monthly Service	16,991.00	16,502.00	7,268.39	2,402.06	6,831.55
5920	T Lines	4,800.00	4,800.00		243.15	4,556.85
5990	Other Communications	225.00	225.00		213.23	11.77
	Total for Object 5000	1,438,695.00	1,388,636.00	620,518.57	674,033.55	94,083.88
6200	BUILDING & IMPROVEMENT OF BUIL	100,000.00	191,450.00	16,167.93	22,585.09	152,696.98
6400	Equipment	21,000.00	40,341.00			40,341.00
6500	Equipment Replacement		14,000.00	3,000.00	8,179.68	2,820.32
	Total for Object 6000	121,000.00	245,791.00	19,167.93	30,764.77	195,858.30
7142	Other Tuition, Excess Cost, an	27,125.00				.00
7310	Direct Support/Indirect Costs					.00
7612	Trans Between Gen Fund & Reser				1,102.50	1,102.50-
7613	Transfer to State Sch Bldg Fun	376,834.00	376,834.00			376,834.00
7616	Trans fr Gen Fund to Cafeteria	76,474.00	80,968.00			80,968.00

Balances through January						Fiscal Year 2013/14
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
	Total for Object 7000	480,433.00	457,802.00	.00	1,102.50	456,699.50
	Total for Expense accounts	5,614,676.00	5,978,818.00	2,169,354.40	2,582,408.59	1,227,055.01
	Total for Org 006, Fund 01 and Expense accounts	5,614,676.00	5,978,818.00	2,169,354.40	2,582,408.59	1,227,055.01

ENROLLMENT BY SCHOOL MONTH 2013-2014

	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
Ending 2012-2013	162	45	109	30	26	8	12	392
1st Day 2013-2014	171	43	102	30	21	8	11	386
2013 CBEDS	165		133	25	10	6		339

	Month	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
September	1	167	44	95	29	21	9	14	379
October	2	167	44	92	29	21	9	14	376
November	3	169	43	92	31	21	8	14	378
December	4	166	43	89	31	21	8	15	373
January	5	165	43	90	32	21	10	12	373
February	6								
March	7								
April	8								
May	9								
June	10								

	<u>S-PJUSD</u>	<u>SDC</u>	<u>Opportunity Washoe Cnty</u>
P-1 ADA	351.79	0	13.23
P-2 ADA			
Annual ADA			

Enrollment difference from June 2013 to
January 24, 2014: -19

2012-2013 P1 ADA = 361.62 2012-2013 P2 ADA= 363.89 2012 -2013 Annual ADA = 365.21

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

January 14, 2014

Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118

This meeting was videoconferenced to Downieville School, Downieville CA.

A. CALL TO ORDER

President Mike Moore called the meeting to order at 6:55 pm.

B. ROLL CALL

PRESENT: Mr. Mike Moore, President
Mr. Tim Driscoll, Vice President
Ms. Sharon Dryden, Clerk
Ms. Patty Hall, Member
Mr. Allen Wright, Member

ABSENT: None

VACANT: None

C. APPROVAL OF THE AGENDA

DRISCOLL/HALL

5/0

D. INFORMATION / DISCUSSION ITEMS

1. SUPERINTENDENT'S REPORT

a. California State Budget for 2014-15

- Dr. Grant and Ms. Asquith will be attending a School Services Workshop outlining the California Budget.

b. Facilities Updates

- The LHS Pavement Project and Track Project will be addressed later during this meeting.
- Dr. Grant has performed a Mid-Year Facilities Tour with maintenance staff
- Ag Barn Fire – The district received a bid from Richard Griffin Construction. It was accepted by our insurance company and the contract will be presented to the Board for approval in February.
- Sierra Schools Foundation has provided grants totaling \$18,000 for our schools. Thank you to the Sierra Schools Foundation
- The District Advisory Committee Meeting will be held on Tuesday, January 21, 2014, at 3:30-5:00 pm

2. BUSINESS REPORT

There were no comments on the Board Report-Expenditures by Object 7/1/13 to 12/31/13 or the Fourth Month Enrollments for the 2013-2014 School Year.

3. STAFF REPORTS

Derek Cooper and Marla Stock, Site Administrators, reported on activities at their schools. Mr. Cooper expressed a "thank you" to the custodians of the schools.

Mrs. Cali Griffin, Loyalton High Ag Teacher, reported that the Sierra Schools Foundation has provided safe, new heat lamps for the barn. She reported on many students attending conferences and competitions.

Mr. Bill Loveridge, former Loyalton High Ag Teacher, advocated for the Agriculture Program at Loyalton High School.

Mrs. Megan Meschery, Loyalton High English Teacher: LHS Freshman and Sophomores will be piloting a Google Chrome program.

4. SPTA REPORTS

Mr. Pat Doyle expressed his thanks to Blaine Donnelly, Technology Director, Dr. Merrill Grant, Superintendent, Mike Moore and Allen Wright, Presidents of the Board of Education and Rose Asquith, Business Manager.

5. BOARD MEMBER REPORTS

DRISCOLL advocated for the Loyalton High Ag Program.

DRYDEN expressed her appreciation to be able to negotiate a long awaited pay increase for teachers.

WRIGHT stated the importance of remaining financially capable.

HALL reported that a letter printed in the local paper indicated that Pliocene School's transformation is greatly appreciated.

6. PUBLIC COMMENT

Collective Bargaining Disclosure Statement Public Hearing

This was an opportunity for members of the public to directly address the governing board on the Collective Bargaining Agreements listed on this Agenda as Items J, 1, 1314-067 through 1314-071. There were no comments.

President Moore opened the meeting for public comment at 7:29 pm.

Ben Roberti addressed the Board and informed them that he finished student teaching. He is substituting for woodshop at the present time.

President Moore closed the meeting for public comment at 7:32 pm.

E. CONSENT CALENDAR

The following items were included on the consent calendar:

1. Approval of the minutes of the Regular Board meeting held December 10, 2013
2. Approval of the bill warrants for the month of December 2013
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 2013. It is required per Education Code 35186 section (d) that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra-Plumas Joint Unified School District during the quarter ending December 2013.

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting

4. Accept notice of resignation from Tammy Muldoon, Instructional Aide, Loyalton Elementary, effective January 2, 2013
5. Assignment of Tammy Muldoon, Instructional Aide, 5.0 hours daily, Loyalton Elementary, effective January 6, 2013; funded by English Language Learner resources
6. Approval of modifications of Superintendent's Goals for 2013-2014 school year
WRIGHT/HALL
5/0

F. ACTION ITEMS

1. NEW BUSINESS

DRYDEN moved that the Board approve Items 1314-0127 through 1314-0129 and Item 1314-131. DRISCOLL seconded.
5/0

- 1314-0127 Approval of Completion of Bargaining, 2012-2013 school year, Sierra-Plumas Teachers' Association
- 1314-0128 Approval of Completion of Bargaining, 2013-2014 school year, Sierra-Plumas Classified Employees' Association
- 1314-0129 Approval of Completion of Bargaining, 2013-2014 school year, Confidential Employees
- 1314-0130 Approval of Completion of Bargaining, 2013-2014 school year, Administrative Employees
DRYDEN moved to table this item for the February Board Meeting.
DRISCOLL seconded.
5/0
- 1314-0131 Approval of Completion of Bargaining, 2013-2014 school year, Management Employees
- 1314-0132 Authorization to fill Instructional Aide position, Loyalton Elementary, 2.20 hours daily, Loyalton Elementary; funded by English Language Learner resources
DRYDEN/DRISCOLL
5/0
- 1314-0133 Authorization to fill Instructional Aide position, Downieville Jr/Sr High, 1.75 hours daily; funded by Title 1
DRYDEN/DRISCOLL
5/0
- 1314-0134 Acceptance of Financial Audit for 2012-2013
DRISCOLL/DRYDEN
5/0

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting

- 1314-0135 Adoption of the 2013-2014 First Interim Revised Multi Year Projection and Cashflow/Budget Year 2
WRIGHT/HALL
5/0
- 1314-0136 Approval of Piggyback Consent Form for Apple, Inc., Purchase Orders
WRIGHT/DRYDEN
5/0
- 1314-0137 Discussion and Possible Authorization for Superintendent to Enter into an Agreement with CRM Group for Loyaltan High School Paving Project Discussion ensued. MOORE called for this item to be placed on the February Board Meeting Agenda. No Action Taken.
- 1314-0138 Approval of Revision of Board Policy 3513.3, Tobacco Free Schools
WRIGHT moved to approved Items 1314-0139 and 1314-0140 as stated on the agenda. HALL seconded.
5/0
- 1314-0139 Review and Approval of Administrative Regulation and Board Policy 6145, Extra Curricular and Co-Curricular Activities per Education Code §35160.5

G. ADVANCED PLANNING

1. The next Regular Board Meeting will be held on Tuesday, February 11, 2014, Downieville School, 130 School Street, Downieville, California, California, immediately following the 6:00 pm meeting of the Sierra County Board of Education.
2. Suggested Agenda items:
 - a. Transportation
 - b. Loyaltan High School Paving Project
 - c. Superintendent Evaluation
 - d. Administration Agreement (Closed Session at 5:30 pm)
 - e. Student Accountability Report Card
 - f. Consolidated Application

H. ADJOURNMENT

DRISCOLL/HALL
5/0

ADJOURNED at 7:55 pm.

Sharon Dryden, Clerk

Dr. Merrill M. Grant, Superintendent

Checks Dated 01/01/2014 through 01/31/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00079016	01/15/2014	AT&T	01-5890	29.62	
			01-5899	14.49	
			01-5910	246.24	290.35
00079017	01/15/2014	AVAYA, INC	01-5600		602.52
00079018	01/15/2014	B & C TRUEVALUE HOME CENTER	01-4300		57.85
00079019	01/15/2014	CITY OF LOYALTON	01-5530	4,148.65	
			01-5899	230.57	4,379.22
00079020	01/15/2014	CURRENT ELECTRIC & ALARM, INC.	01-5890	1,125.00	
			01-5899	125.00	1,250.00
00079021	01/15/2014	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530		112.00
00079022	01/15/2014	FAIRMONT HOTEL SAN FRANCISCO	01-5200		505.89
00079023	01/15/2014	GOLD COUNTRY DISTRIBUTORS	13-4700		95.71
00079024	01/15/2014	HEAT TRANSFER SYSTEMS	01-6500		8,179.68
00079025	01/15/2014	HOME DEPOT CREDIT SRV	01-5600		20.00
00079026	01/15/2014	HUNT & SONS, INC.	01-5590		1,715.15
00079027	01/15/2014	INLAND SUPPLY	01-4300		277.34
00079028	01/15/2014	BARBARA JAQUEZ	01-5890		40.00
00079029	01/15/2014	K 12 MANAGEMENT INC.	01-5890		798.00
00079030	01/15/2014	NICOLE KAISER	13-8634		60.00
00079031	01/15/2014	LIBERTY UTILITIES	01-5510	6,404.92	
			01-5899	458.79	6,863.71
00079032	01/15/2014	LARRY LONCHAR	01-4300		301.00
00079033	01/15/2014	KIM MCKINNEY	01-5600		201.38
00079034	01/15/2014	MODEL DAIRY, LLC	13-4700		102.68
00079035	01/15/2014	PACIFIC GAS & ELECTRIC COMPANY	01-5510		1,920.26
00079036	01/15/2014	PUBLIC INFO RESOURCES, INC	01-5200		1,038.00
00079037	01/15/2014	PLACER COUNTY OFFICE OF EDUCATION	01-5200		100.00
00079038	01/15/2014	PLAZA TIRE & AUTO SERVICE	01-4350		784.89
00079039	01/15/2014	QUILL CORPORATION	01-4300		2,579.68
00079040	01/15/2014	PRESTON REUGEBRINK	73-9510		1,000.00
00079041	01/15/2014	SIERRA BOOSTER	01-5890		16.50
00079042	01/15/2014	SIERRA DISPOSAL	01-5520	451.50	
			01-5899	13.50	465.00
00079043	01/15/2014	SIERRA HARDWARE	01-4300		8.37
00079044	01/15/2014	SIERRA VALLEY HOME CENTER	01-4300		1,192.28
00079045	01/15/2014	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	27,346.89	
			01-5890	4,513.84	31,860.73
00079046	01/15/2014	VOYAGER FLEET SYSTEMS INC.	01-4300	305.94	
			01-5200	25.51	
			01-9210	49.80	381.25
00079047	01/15/2014	WHITE'S SIERRA STATION, INC	01-4350		79.76
00079048	01/29/2014	AT&T	01-5890	29.62	
			01-5899	15.77	
			01-5910	316.68	362.07
00079049	01/29/2014	NORTHERN SECTION, CIF	01-5300		200.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 2

Checks Dated 01/01/2014 through 01/31/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00079050	01/29/2014	COMMERCIAL APPLIANCE	13-4300		60.16
00079051	01/29/2014	GOLD COUNTRY DISTRIBUTORS	13-4700		167.76
00079052	01/29/2014	GOPHER SPORTS NW 5634	01-4300		187.39
00079053	01/29/2014	W.W. GRAINGER, INC.	01-4300		486.98
00079054	01/29/2014	EINEN GRANDI	01-4300		210.06
00079055	01/29/2014	HUNT & SONS, INC.	01-5590		1,011.63
00079056	01/29/2014	MARIAN LAVEZZOLA	01-5600		200.00
00079057	01/29/2014	MODEL DAIRY, LLC	13-4700		597.06
00079058	01/29/2014	MIKE MOORE	76-9576		631.65
00079059	01/29/2014	ROBERT MORALES	13-4700		31.92
00079060	01/29/2014	CRM GROUP	35-6200		5,418.00
00079061	01/29/2014	PACIFIC GAS & ELECTRIC COMPANY	01-5510		22.12
00079062	01/29/2014	QUILL CORPORATION	01-4300		1,207.32
00079063	01/29/2014	REED'S LOCKSMITHING, INC.	01-4300		9.73
00079064	01/29/2014	SIERRA COUNTY HEALTH DEPARTMENT	01-5510		289.50
00079065	01/29/2014	STATE BOARD OF EQUALIZATION	13-8634		21.00
00079066	01/29/2014	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890		160.00
00079067	01/29/2014	CDE, CASHIER'S OFFICE	13-4700		176.80
00079068	01/29/2014	SUBURBAN PROPANE	01-5540	14,619.07	
			01-5899	1,099.93	15,719.00
00079069	01/29/2014	TRI COUNTY SCHOOLS INS. GR.	01-3902	2,306.74	
			01-9535	13,295.26	
			76-9576	57,940.36	73,542.36
00079070	01/29/2014	U.S. BANK	01-4300	632.77	
			01-5200	420.00	
			01-5890	12.99	1,065.76
00079071	01/29/2014	VERIZON WIRELESS	01-5910		227.87
00079072	01/29/2014	ALLEN WRIGHT	01-5200		21.00
Total Number of Checks				57	169,306.34

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	45	103,003.24
13	Cafeteria Fund	9	1,313.09
35	State School Facility Fund	1	5,418.00
73	Foundation Trust (Bechen)	1	1,000.00
76	Warrant/Pass Though (payroll)	2	58,572.01
Total Number of Checks		57	169,306.34
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			169,306.34

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 2

2013-14 Economic Impact Aid LEA Reservations and School Allocation Calculation

The purpose of this data collection is to collect carryover, make allowable reservations at the LEA level and to determine the amount available for 2013-14 school-level allocations.

CDE Program Contact:

Gustavo Gonzalez, EIA / LEP, ggonzalez@cde.ca.gov, 916-319-0420
 Mark Klinesteker, EIA / SCE, mklinesteker@cde.ca.gov, 916-319-0256

Carryover Reporting

Carryover (As reported in 2012-13 Economic Impact Aid Carryover.)	\$46,689
Repayment of funds	\$0
Repayment of funds comment Provide an explanation of why repayment dollars were added back to the EIA allocation.	
Total carryover	\$46,689

Reservations and School Allocation Calculation

Indirect cost reserves (Amount cannot exceed 3% of the total carryover amount.)	\$1,350
Administrative evaluation (Amount cannot exceed 10% of the total carryover amount.)	\$4,668
LEA activities reservation (Amount cannot exceed 2% of the total carryover amount.)	\$900
Alternative reservation (Reservation is only valid if SCE allocations will be made. Amount cannot exceed 25% of the total carryover amount.)	
2013-14 school allocation	\$39,771

California Department of Education

Sierra-Plumas Joint Unified (46 70177 0000000)

Consolidated Application

Status: Certified
Saved by: Rose Asquith
Date: 1/30/2014 4:21 PM

2013-14 Federal Transferability

Federal transferability is governed by Title VI in ESEA Section 6123. An LEA may transfer a maximum of 50% of any program to other programs. This transferability is not the same as Title VI Subpart 1 REAP Flexibility governed by ESEA Section 6211.

CDE Program Contact:

Anne Daniels, Education Data Office, adaniels@cde.ca.gov, 916-319-0640

Program Improvement Year	0
Title II Part A Transfers	
Title II, Part A entitlement	\$27,657
Transferred to Title I, Part A	\$13,828

2013-14 Title I, Part A LEA Allocation

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

CDE Program Contact:

Jyoti Singh, Title I Policy & Program Guidance, jysingh@cde.ca.gov, 916-319-0372
 Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492

2013-14 Title I, Part A entitlement	\$68,546
Transferred-in amount	\$13,828
Title I, Part A entitlement after transfers	\$82,374
Note: In order for the 2012-13 Carryover amount to be pre-populated, the 2012-13 Title I, Part A Carryover data collection should be completed and saved before beginning data entry.	
2012-13 Carryover (Allowable values are the 12 or 15 month 2012-13 carryover. The default value displayed is the 15 month calculated carryover.)	\$4,443
Repayment of funds	\$0
2013-14 Total allocation	\$86,817
Indirect cost reservation	\$12,782
Administrative reservation	
2013-14 Title I, Part A adjusted allocation	\$74,035
Indirect Cost and Administration Calculation Tool To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on http://www.cde.ca.gov/fg/ac/ic/ , below are recommended values.	
2013-14 Approved indirect cost rate	18.30%
Maximum allowable indirect cost reservation	\$13,429
Recommended administration reservation	(\$408)

2013-14 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit school low income students	
Total participating attendance area low income students	0
Percent of nonprofit private school low income students for equitable service calculations	0.00%

Required Reservations

Title I Part A adjusted allocation	\$74,035
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Parental Involvement

Parental involvement (1% of the entitlement plus transfers-in if greater than \$500,000.)	\$0
Supplemental parental involvement (Optional: Additional discretionary set-aside.)	\$0
Nonprofit private school parental involvement set-aside	\$0
Amount remaining	\$0
Public school parental involvement	\$0
Balance available for LEA parental involvement activities	\$0

Direct and Indirect Services

Direct or indirect services to homeless children, regardless of their school of attendance	\$500
Homeless services provided	Assistance with homework and when needed school material.
Local neglected institutions Does the LEA have local institutions for neglected children or children currently classified as neglected?	No
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Other neglected or delinquent services	

2013-14 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492
 Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Allowed Reservations

Professional Development for Highly Qualified Teachers and Paraprofessionals

Professional development for highly qualified teachers and paraprofessionals	\$2,500
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$2,500

District-wide Instructional Programs

District-wide instructional programs (Non-PI activities)	
Nonprofit private school equitable services	\$0
District-wide instructional programs for Title I public schools	\$0

Other School Programs

Other school programs Including summer school or intersession programs or before and after school programs.	
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0

Other Allowable Reservations

Salary differentials	
Preschool programs	
Capital expenses for nonprofit private schools	

Reservation Summary

Adjusted Allocation	\$74,035
Total required reservations	\$500
Total allowed reservations	\$2,500
Allocations after reservations	\$71,035
Total nonprofit private school set aside	\$0

California Department of Education

Consolidated Application

Sierra-Plumas Joint Unified (46 70177 0000000)

Status: Certified
Saved by: Rose Asquith
Date: 1/30/2014 4:21 PM

2013-14 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, JStrong@cde.ca.gov, 916-319-0492

Karen Neilsen, Title I Policy & Program Guidance, KNeilsen@cde.ca.gov, 916-319-0946

Private nonprofit school Parental Involvement set-aside	\$0
Public school Parental Involvement set-aside	\$0
Amount available for Title I, Part A school allocations	\$71,035

2013-14 Title II, Part A LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503
 Juan J. Sanchez, Section 2141 Contact, jsanchez@cde.ca.gov, 916-323-5264

2013-14 Title II Part A entitlement	\$27,657
Total funds transferred out of Title II, Part A	\$13,828
Total entitlement after transfers	\$13,829
2012-13 Carryover (as of 06/30/13)	\$21,562
Repayment of funds	\$0
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2013-14 Allocation	\$35,391
Administrative and indirect costs	\$2,139
Title II Part A adjusted allocation	\$33,252
Funds available for flexible use under REAP	\$35,391
Budgeted REAP funds	

ESEA Section 2141(c) Reservations

By completing the following reservations, the LEA certifies it will comply with the agreement of Section 2141(c).

Section 2141(c) available budget	\$33,252
Note: The available budget amount must be sufficient to cover the cost of activities in Section 2141(c) Non-Compliant Teacher Action Plan.	
Professional Development	
Professional development for teachers	\$21,000
Professional development for administrators	\$4,252
Subject matter project	\$3,000
Exams and Test Preparation	
Exam fees, reimbursement	\$2,000
Test preparation training and or materials	\$3,000
Recruitment, Training, and Retaining	
Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	

2013-14 Title II, Part A LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

Juan J. Sanchez, Section 2141 Contact, jsanchez@cde.ca.gov, 916-323-5264

Verification process for special settings (VPSS)	
University course work	
Total budgeted	\$33,252

2013-14 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A (Basic) SACS Code 3010	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D (Delinquent) SACS Code 3025	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title II, Part A (Administrator Training) SACS Code 4036	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No



2013-14 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

CDE Program Contact:

Joshua Strong, Title I Policy & Program Guidance, jstrong@cde.ca.gov, 916-319-0492
Jyoti Singh, Title I Policy & Program Guidance, jsingh@cde.ca.gov, 916-319-0372

LEA meets small district criteria.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Actuals, the LEA meets one or more of the following:

Is a single school district

Has a single school per grade span

Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

a - Meets 35% Low Income Requirement

c - Funded by Other Allowable Sources

d - Desegregation Waiver on File

e - Grandfather Provision

f - Feeder Pattern

g - Local Funded Charter Opted Out

h - Local Funded Chart Opt In

i - CORE Waiver Eligible High School

Low income measure

Group Schools by Grade Span

District-wide low income %

Available Title I, Part A school allocation

Available public school parent involvement reservation

Available nonprofit private school set-asides

Available nonprofit private school parent involvement reservation

FRPM

Yes

46.68%

\$71,035

\$0

\$0

\$0

2013-14 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parental Involvement	Nonprofit Private Parental Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Downieville Elementary	6050611	1	18	62.07	Y	384.92	\$3,156	\$0			10084.56		N	N	
Loyalton Elementary	6050629	1	82	47.67	N	384.92		\$0			31563.44		N	N	
Downieville Junior-Senior High	4632303	3	14	66.67	Y	384.92		\$0			5388.88		N	N	
Loyalton High	4634259	3	59	40.41	N	384.92	\$1,287	\$0			23997.28		N	N	
Sierra Pass (Continuation)	4630034	3	3	33.33	N	0.00					0.00	c	N	Y	

2013-14 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.
CDE Program Contact:

Jyoti Singh, Title I Policy & Program Guidance, jsingh@cde.ca.gov, 916-319-0372
 Rina DeRose-Swinscoe, Title I Policy & Program Guidance, RDeroseswinscoe@cde.ca.gov, 916-323-0472

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private nonprofit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

Add non-attendance area school(s)

No

The LEA is electing to add nonprofit private schools outside of the district's attendance area.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added

California Department of Education

Sierra-Plumas Joint Unified (46 70177 00000000)

Consolidated Application

Status: Certified
 Saved by: Rose Asquith
 Date: 1/30/2014 4:25 PM

2013-14 Economic Impact Aid School Allocations

This reports identifies the schools funded with LEP, and if applicable, SCE allocations.

CDE Program Contact:

Gustavo Gonzalez, EIA / LEP, ggonzalez@cde.ca.gov, 916-319-0420
 Mark Klinesteker, EIA / SCE, mklinesteker@cde.ca.gov, 916-319-0256

Funding method

LEP Only

Total EIA allocation

\$39,771

Allocation method

Manually entered dollar value

Standard per student LEP rate

\$1,729

Total LEP allocation

\$39,771

School Name	School Code	Grade Span Group	LEP Student Count	LEP Allocation
Downieville Elementary	6050611	1	1	\$1,733
Loyalton Elementary	6050629	1	8	\$13,832
Sierra Pass (Continuation)	4630034	3	0	
Downieville Junior-Senior High	4632303	3	3	\$5,187
Loyalton High	4634259	3	11	\$19,019

2013-14 Title I, Part A Notification of Authorization of School Wide Program

This report provides notification to CDE of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frzic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2013)	SIG Approval Date (ex. 04/30/2013)	Poverty Level %
Downieville Elementary	6050611	Y	12/15/2009		42.00%
Downieville Junior-Senior High	4632303	Y	07/12/2012		47.00%
Loyalton Elementary	6050629	Y	12/15/2009		65.00%
Loyalton High	4634259	Y	12/15/2009		49.00%
Sierra Pass (Continuation)	4630034	N			



SPECIFIC WAIVER REQUEST

SSM-1 (Rev. 01-11-2012) <http://www.cde.ca.gov/re/lr/wr/>

Page 1 of 2

Send original plus one copy to:

Waiver Office, California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

**SUMMER SCHOOL MEAL WAIVER
DISTRICT INFORMATION**

Send electronic copy in **Word** and
back-up material to: waiver@cde.ca.gov

CDS CODE						
4	6	7	0	1	7	7

Local educational agency: Sierra-Plumas JUSD	Contact name and recipient of approval/denial notice: L Wentling	Contact person's e-mail address: lwentling@spjUSD.org
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Address: PO Box 955	(City) Loyalton	(State) CA	(ZIP) 96118
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Period of request: (Summer School Session) From: June 23, 2014 To: Aug. 15, 2014	Local board approval date: (Required) Feb. 11, 2014
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LEGAL CRITERIA

- Authority for the waiver:** *Education Code (EC) Section 49548 (a):* The State Board of Education, in order to comply with legislation findings expressed in Section 49547, shall restrict the criteria for the issuance of waivers from the requirements of Section 49550 to feed children during a summer school session. A waiver shall be granted for a period not to exceed one year with specific conditions. (New: AB 1392, Statutes of 2005)
- Education Code (EC) Section to be waived:** 49550 (*whole section*)
Brief description of the topic of the waiver: State Meal Mandate for meals during summer school sessions.
49550 (a) Notwithstanding any other provision of law, each school district or county superintendent of schools maintaining any kindergarten or any of grades 1 to 12, inclusive, shall provide for each needy pupil one nutritionally adequate free or reduced-price meal during each school day, except for family day care homes that shall be reimbursed for 75 percent of the meals served.
- Desired outcome/rationale.**
Our agency would like to receive a waiver of the requirement to serve meals to students at this year's summer school session for (1) school sites. We understand that we must meet one of the three conditions of EC 49548(a):

Condition One: There is a Summer Food Service Program for Children (SFSP) within one-half mile (elementary site) or one mile (middle, junior high, or high school) and the SFSP site either: a) begins serving meals one-half hour after the summer session ends, or b) finishes serving meals one hour after the summer session; OR

Condition Two: Serving meals during the summer school session would result in a financial loss (as specifically defined); OR

Condition Three: The site operates summer school days of two hours or less (including breaks and recess).

ATTACH SITE INFORMATION FORM TO COMPLETE WAIVER REQUEST

District or County Certification – I hereby certify that the information provided on this application is correct and complete.

Signature of Superintendent or Designee:	Title: Superintendent	Date: Feb. 12, 2014
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FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Staff Name (<i>type or print</i>):	Staff Signature:	Date:
Unit Manager (<i>type or print</i>):	Unit Manager Signature:	Date:
Division Director (<i>type or print</i>):	Division Director Signature:	Date:
Deputy (<i>type or print</i>):	Deputy Signature:	Date:

SPECIFIC WAIVER REQUEST

SI-1 (Rev. 01-11-2012) <http://www.cde.ca.gov/re/lr/wr/>

Page 2 of 2

**SUMMER SCHOOL MEAL WAIVER
SITE INFORMATION**

List all sites for this waiver request. If you check Conditions One or Two, the paperwork can be found here: <http://www.cde.ca.gov/re/lr/wr/documents/conditionone.doc> for Condition One and <http://www.cde.ca.gov/re/lr/wr/documents/updatecondition2.xls> for Condition Two. Attach additional sheets if more sites are included.

Site Name: Loyalton High School		
Summer School day at this site begins: 10am and ends: 11am.		
Total Time: 1(Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input checked="" type="checkbox"/>

Site Name:		
Summer School day at this site begins: _____ and ends: _____		
Total Time: _____ (Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

Site Name:		
Summer School day at this site begins: _____ and ends: _____		
Total Time: _____ (Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

Site Name:		
Summer School day at this site begins: _____ and ends: _____		
Total Time: _____ (Hrs/Min)		
Meal time at this site for the summer session begins: _____ and ends: _____		
Check which condition below meets your circumstances:		
Condition ONE <input type="checkbox"/>	Condition TWO <input type="checkbox"/>	Condition THREE <input type="checkbox"/>

For more details on the conditions, please see the California Department of Education (CDE) website at: <http://www.cde.ca.gov/re/lr/wr/othertopics.asp#summermeal>.

Summer meal waivers must be received by the CDE Waiver Office no later than 30 days prior to the last regular meeting of the State Board of Education (SBE) and before the commencement of the summer school session for which the waiver is sought. Therefore, please have your completed summer school meal waiver into the CDE Waiver Office by February 10, 2012 or April 13, 2012 at the latest.

If you have questions on the waiver form, timeline or process, please call the waiver office at 916-319-0824. If you have questions regarding the attachments to the waiver or how to meet the waiver criteria, please contact Donna Reedy, School Nutrition Programs Analyst, Nutrition Services Division, at 916-327-5866 or by e-mail at dreedy@cde.ca.gov.



**CRM GROUP
CONSTRUCTION RESOURCE MANAGEMENT**

D. KEVIN NOLEN
7385 PEMBROKE DR. RENO, NV 89502
TEL: 775-530-0303 KEVIN@CRMGROUPCA.COM (LOWER CASE)

**Exhibit A-3
Contract for Professional Services**

SCOPE

Provide Construction Management Services at Sierra-Plumas Unified School District for the Project Design Development, Bid/LLB Contract Negotiations and Processes (Pre-Construction Services) and Construction Document Review, Construction Site Management, Project Budgets, Schedule Oversight, Project Closeout (Construction Services) for the **LHS Paving Project** at Loyalton High School, Loyalton, Ca. Fee includes all services necessary for management, development and oversight through closeout of all agencies, Contractor, Inspector, Architect/Engineer of this project except Soil Engineering Services and Testing (provided by others if necessary) as per the fee structure below. Also included is general oversight of the **LHS Track Project**. Project based on the indicated time schedule. Fee structure will begin as described below:

SCHEDULE OF FEES

Professional Services

Construction Costs (estimate only):.....	\$175,000.00
 Construction Management:	
Pre-Construction Services @ 4.0%	\$7,000.00
Construction Services @ 4.0% (- Final).....	\$5,600.00

Fee Schedule:

Pre-Construction Services @ \$1,750.00/mo...1/25/14 – 4/25/14
Construction Services @ \$1,400.00/mo.....5/25/14 – 8/25/14
Final Payment upon Completion.....\$1,400.00

Contract For Professional Services (cont.):

Notes:

1. This agreement is based on an estimated construction budget of \$175,000 and actual fees are subject to change according to changes to final scope, construction costs, time extension to this agreement, or a budget increase.
2. Fee is based on: this Project (and the new Track) shall be designed, bid, and completed on or before August, 31, 2013.
3. This fee does not include engineering or testing services (provided by Soils Engineer and/or Asphalt Concrete testing).
4. Fees are subject to change according to delays beyond my control, final scope and construction costs including economy-of-scale that may result in a much smaller project and therefore, the possibility of a larger fee. Increases to the project construction costs shall require increase to this agreement at current fee structure (percentage).
5. Invoices for services to be paid by the 25th of each month as billed for services.
6. Final Payment (10%) to be withheld until Notice of Completion is filed.

Approval:

By: _____

Title: _____

Project Address: _____

Date: _____

Acceptance for CRM Group:

By:  _____

Title: OWNER _____

Date: 4-7/14 _____

This cost estimate shall be valid for a period of 30 days after date of issue.

SPJUSD: Estimate for Construction Management Services @ Loyalton High School (Paving Project)

CRM Group / Construction Resource Management
7385 Pembroke Dr. Reno, NV 89502 / (775) 530-0303 /
E-mail: kevin@crmgrouppca.com

**Sierra-Plumas Joint Unified School District
Resolution No. 13-006**

**Relative to the:
Agricultural Education Incentive Grant**

WHEREAS, California's reputation for leadership in a variety of innovative and expanding agricultural industries has been made possible through the availability of well-trained and educated personnel; and

WHEREAS, California, being the leading agriculture-producing state in the nation for over 60 years, has a compelling interest in ensuring that its' school system supports and promotes the continued development of innovative and thoughtful agricultural leaders; and

WHEREAS, The Agricultural Education Incentive Grant program has given clear guidance and direction to school districts throughout California in developing and promoting high-quality program standards; and

WHEREAS, The Agricultural Incentive Grant program has provided financial incentives for districts to embark on a systematic and sustained process for improving the delivery and effectiveness of Agricultural Education throughout California; and

WHEREAS, The Future Farmers of America organization, which is integral to high school instruction, has long proven itself as an outstanding teaching strategy that promotes excellence in agriculture education for students throughout California; and

WHEREAS, The goal of the California Future Farmers of America organization is to teach and promote premier leadership, personal growth and career success among its members; and

WHEREAS, The Future Farmers of America has a long and well-established tradition of providing meaningful, relevant leadership development experiences that have had a positive effect on the lives of thousands of students in their communities; therefore

BE IT RESOLVED, that the Sierra-Plumas Joint Unified School District School Board encourages the Governor and all Members of the California State Legislature to support high-quality Agricultural Education in California through continued funding of the Agricultural Education Incentive Grant program.

Passed this eleventh day of February, 2014

AYES:
NOES:
ABSENT:
ABSTAIN:
VACANT:

Sharon Dryden, Clerk
Sierra-Plumas Joint Unified
School District

Downieville Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Downieville Elementary School
Street	130 School St.
City, State, Zip	Downieville, CA 95936-0396
Phone Number	530.289.3473
Principal	Derek Cooper
E-mail Address	dcooper@spjUSD.org
CDS Code	46701776050611

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Elementary School is a small community of two multi-grade classrooms. The first is a Kindergarten through third grade class and the second is a fourth through sixth combination. The school is located at the same site as the Junior-Senior High school. They share their site administrator, office, special education, facility, custodial and kitchen staff. Both classrooms have paraprofessionals (aides) available to the primary teachers. This highly unique school offers the students the opportunity to receive a lot of direct attention from either their certificated instructor or the aide in the classroom. The kids have an opportunity to work at their grade level or move up or down as needed to become successful. Downieville Elementary School has an API of 840.

The attendance area includes several small communities from Bassetts to Alleghany along the Highway 49 corridor.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the Site Council, Parent Teacher Organization (PTO), Sports Booster Club, and serving as volunteers in the classrooms. These services are invaluable in assisting us to meet our goal of providing a positive learning environment for our children. Our annual events include open house, back to school night, halloween carnival and sporting events. These programs and activities are what help establish our school culture. We ask that parents that wish to volunteer on a regular basis have their fingerprints cleared through the district office. Any questions, concerns or inquiries about our school and activities should be directed to Derek Cooper, Principal, at (530) 289-3473.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68	71	64	56	59	61	54	56	55
Mathematics	58	75	82	46	47	57	49	50	50
Science				61	67	70	57	60	59
History-Social Science	N/A	N/A	N/A	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	N/A
All Student at the School	64	82		N/A
Male	64	79		N/A
Female				N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino				N/A
Native Hawaiian/Pacific Islander				N/A
White	68	79		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	55	73		N/A
English Learners				N/A
Students with Disabilities				N/A
Students Receiving Migrant Education Services				N/A

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	10	7	7
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-84	9	-20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	20	840	275	829	4,655,989	790
Black or African American	0		4		296,463	708
American Indian or Alaska Native	0		2		30,394	743
Asian	1		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	1		43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	18	837	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	10		116	830	2,774,640	743
English Learners	1		21	777	1,482,316	721
Students with Disabilities	4		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	5
Grade 1	3
Grade 2	2
Grade 3	6
Grade 4	5
Grade 5	5
Grade 6	2
Total Enrollment	28

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	89.3
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	3.6	Socioeconomically Disadvantaged	50.0
Filipino	0.0	English Learners	3.6
Hispanic or Latino	3.6	Students with Disabilities	17.9
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									5	1		
1									3	1		
2									2	1		
3	20	1	0	0					6	1		
4									5	1		
5	8	1	0	0					5	1		
6									2	1		
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Downieville Elementary is situated in the small rural town of Downieville, California. Due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas. This, however, does not mean that we do not take the safety of our children seriously. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year.

All students are under constant adult supervision by a school employee. In their classroom, there is always a certificated teacher and or a classified aide with the children at all times. During outside activities, recess and lunch times the school provides a dedicated aide to be with the children.

Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of our children. This unique situation allows us to keep track of who is on our campus much easier. This, however, does not mean that visitors do not have to check in at the front office.

The School Safety Plan has been given to all certificated staff members to be kept in a binder in their classrooms. The school runs practice "safety drills" several times a year on a surprise basis to monitor the effectiveness of each drill. This includes a week-long safety training for all staff and students.

The site administrator is in contact with the Sierra County Sheriff's Office on a regular basis. They have been invited to have an officer attend extra-curricular activities as well as have an officer come on campus at any time, as one is available. Their presence is and will always be welcome.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	3.57	0	2	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	Central oil fired 50+ year old system, inefficient and requires constant repair but working system.
Interior: Interior Surfaces	[]	[X]	[]	Some repair needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	No apparent problems
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]	[]	[]	No apparent problems

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	2	2	2	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.5	4.6
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.10	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.20	---
Psychologist	0.10	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.10	---
Resource Specialist	0.25	---
Other	2.00	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 09/08/2008.

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading 2nd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002	Yes	0
Mathematics	Math 2 - Saxon Adopted 2008 Math 3 - Saxon Adopted 2008 California Mathematics concepts, skills - McGraw/Hill Adopted 2009 Problem solving 4th, 5th and 6th - McGraw/Hill Adopted 2009	Yes	0
Science	Science CA. ED. 2nd Grade - Harcourt Adopted 2000 Science CA. ED. 3rd Grade - Harcourt Adopted 2000 Science CA. ED. 5th Grade - Harcourt Adopted 2000 Earth Science - Holt Adopted 2001	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	History: Neighborhoods 2nd Grade - Houghton Mifflin Adopted 2007 History: Communities 3rd Grade - Houghton Mifflin Adopted 2007 History: US History 5th Grade - Houghton Mifflin Adopted 2007 Ancient Civilizations - Holt Adopted 2006	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,351	\$3,634	\$11,717	\$42,463
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	12.5	-19.1
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	111.6	-27.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$120,200	\$116,026
Percent of Budget for Teacher Salaries	26.7%	34.0%
Percent of Budget for Administrative Salaries	5.9%	6.6%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Downieville Junior-Senior High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Downieville Junior-Senior High School
Street	130 School St.
City, State, Zip	Downieville, CA 95936
Phone Number	530.289.3473
Principal	Derek Cooper
E-mail Address	dcooper@spjUSD.org
CDS Code	46701774632303

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Web Site	www.sierracountyofficeofeducation.org
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Downieville is located on the western slopes of the Sierra Nevada and is the county seat. Its year-round population is approximately 325, but that number swells during the summer due to tourism. Presently, the chief employers in the community are the County of Sierra, Cal-Trans, tourist-related businesses and the schools. Along with recreation, the economy was formerly based in mining and forestry, but the last decade has seen an employment decline in these areas causing an exodus of families from the region. Many homes have been purchased as second homes and are only used during the summer tourist season.

Downieville Junior-Senior High School is a small community of five classrooms. We have few teachers that need to wear many hats. There are four full time teachers. Four of the teachers are core instructors, mathematics, science, social science and english language arts. In addition to their main subject matter, these teachers also provide a selection of elective offerings. We also have a part time teacher for woodshop.

The school is located at the same site as the elementary school. They share their site administrator, office, special education, facility, custodial and kitchen staff. This highly unique school offers the students the opportunity to receive a lot of direct attention from their certificated instructors. Therefore, it is very difficult for our students to “fall through the cracks”. Because of our small size and limited teachers, we are forced to offer several classes with combined grade levels. These combined classes are then rotated every other year. This allows the kids an opportunity to work at their grade level or move up or down as needed to become successful. We are very proud of our continued success in having a 100% pass rate for the required California High School Exit Exam. The high school has an API score of 783.

The attendance area includes several small communities from Bassetts to Alleghany along the Highway 49 corridor.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the Site Council, Parent Teacher Organization (PTO), Sports Booster Club, and serving as volunteers in the classrooms. These services are invaluable in assisting us to meet our goal of providing a positive learning environment for our children. We provide annual events such as Open House, Back to School Night, halloween carnival and sporting events. These programs and activities are what help establish our school culture. We ask that parents that wish to volunteer on a regular basis have their fingerprints cleared through the district office. Any questions, concerns or inquiries about our school and activities should be directed to Derek Cooper, Principal, at (530) 289-3473.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	45	62	56	59	61	54	56	55
Mathematics	18	17	24	46	47	57	49	50	50
Science	64			61	67	70	57	60	59
History-Social Science	27	35		46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	43
All Student at the School	62	24		
Male	55			
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	73	23		
Two or More Races				
Socioeconomically Disadvantaged	57	27		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				54	77	46	59	56	57
Mathematics				61	59	61	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	14	32	39	46	14
All Students at the School	0	0	0	0	0	
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	8	7	5
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-25	-47	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	19	783	275	829	4,655,989	790
Black or African American	0		4		296,463	708
American Indian or Alaska Native	0		2		30,394	743
Asian	2		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	3		43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	14	808	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	13	773	116	830	2,774,640	743
English Learners	3		21	777	1,482,316	721
Students with Disabilities	3		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	5
Grade 8	2
Grade 9	3
Grade 10	5
Grade 11	4
Grade 12	5
Total Enrollment	24

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	79.2
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	8.3	Socioeconomically Disadvantaged	66.7
Filipino	0.0	English Learners	12.5
Hispanic or Latino	12.5	Students with Disabilities	8.3
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	4.1	9	0	0	6.8	8	0	0	2	11		
Mathematics	3.4	8	0	0	3.5	4	0	0	2	7		
Science	6	4	0	0	6.7	3	0	0	5	4		
Social Science	4.4	7	0	0	6.5	8	0	0	4	7		

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Downieville Junior-Senior High School is situated in the small rural town of Downieville, California. Due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas. This, however, does not mean that we do not take the safety of our children seriously. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan this school year. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.

All students are under constant adult supervision by a school employee. In their classroom, there is always a certificated teacher and or a classified aide with the children at all times. During outside activities, recess and lunch times the school provides a dedicated aide to be with the children.

Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of our children. This unique situation allows us to keep track of who is on our campus much easier. This, however, does not mean that visitors do not have to check in at the front office.

The School Safety Plan has been given to all certificated staff members to be kept in a binder in their classrooms. The school runs practice "safety drills" several times a year on a surprise basis to monitor the effectiveness of each drill. This includes a week-long safety training for all staff and students.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	10	7.14	2	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Central oil fired 50+ year old system, inefficient and requires constant repair but working system.
Interior: Interior Surfaces	[]	[]	[X]	Hallway and storage room
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
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]	[]	[]	No apparent problems

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	5	5	5	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	87.5	12.5
All Schools in District	95.5	4.6
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.1	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.1	---
Psychologist	0.1	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.1	---
Resource Specialist	0.1	---
Other	1.0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 12/14/2010

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: Bronze & Silver - Prentice Hall Adopted 2002 Literature & Language Arts - Holt Adopted 2003	Yes	0
Mathematics	Algebra I - Glencoe Adopted 2008 Geometry - Glencoe Adopted 2005 Pre Algebra - Glencoe Adopted 2008 Algebra II - Glencoe Adopted 2008	Yes	0
Science	Life - Holt Adopted 2001 Biology - Glencoe Adopted 2012 Earth Science - Glencoe Adopted 2012 Physical - Holt Adopted 2012 Physics-Pearson Adopted 2012 Chemistry-Matter & Change-Glencoe/McGraw Hill Adopted 2012	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World Geography - Glencoe Adopted 2000 American Government - Prentice Hall Adopted 2000 United States History - Holt Adopted 2006	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$25,171	\$5,287	\$19,884	\$52,357
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	90.9	-0.3
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	259.1	-10.7

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$120,200	\$116,026
Percent of Budget for Teacher Salaries	26.7%	34.0%
Percent of Budget for Administrative Salaries	5.9%	6.6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	30.00	16.70	0.00	6.40	7.10	3.00	16.60	14.70	13.10
Graduation Rate		83.33	100.00		92.86	96.97	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	4	31	418,598
Black or African American		2	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino		4	193,516
Native Hawaiian/Pacific Islander			2,585
White	4	25	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	2	17	217,915
English Learners		2	93,297
Students with Disabilities	1	3	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	25.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	75.0

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science	4	---
All courses	5	3.4

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. We have teacher planning and improvement time 9 times a year for a half day.

Loyalton Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Loyalton Elementary School
Street	111 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.4482
Principal	Derek Coopoe
E-mail Address	dcooper@spjUSD.org
CDS Code	46701776050629

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Web Site	www.sierracountyofficeofeducation.org
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Loyalton Elementary School is a small school with a big heart. Teachers and staff work hard to keep the small school atmosphere while providing academics and other programs comparable to larger schools. Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem, and realize their potential in a safe, secure environment. Loyalton Elementary received a API score of 864.

Loyalton Elementary School is located near the communities of Sierraville, Beckwourth, Chilcoot, and Vinton. The school is one of four in the Sierra-Plumas Joint Unified School District.

Soccer, volleyball and basketball are offered as extracurricular sports. Little League baseball occurs in the spring and AYSO soccer in the fall. Every year the students and staff work hard on a holiday show which is presented just before the Winter Break.

Back to School night happens shortly after school starts. In the spring, the Science Fair, Art Show, Taco Feed and Open House all occur on the same big night!

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent involvement is an integral part of the program at Loyalton Elementary School. Parent participation is encouraged on the following district level committees: District Advisory Committee and the School Attendance Review Board. At the site level, parents participate in the School Site Council and the Grizzly Cubs Parents' Club, our local parent organization.

Loyalton Elementary School has an open door policy. After a parent signs in at the office, he/she may volunteer to help in their child's classroom. If a parent wishes to volunteer on a regular basis, we ask that they have their fingerprints scanned and registered with the district and the Dept. of Justice. Parents regularly chaperone field trips at LES.

The contact person, if you would like information regarding parent involvement at Loyalton Elementary School, is Derek Cooper, Principal at 530 993-4482.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55	59	64	56	59	61	54	56	55
Mathematics	60	63	70	46	47	57	49	50	50
Science	55	81	86	61	67	70	57	60	59
History-Social Science	N/A	N/A	N/A	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	N/A
All Student at the School	64	70	86	N/A
Male	56	72	100	N/A
Female	74	69	75	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	61	56		N/A
Native Hawaiian/Pacific Islander				N/A
White	65	72	81	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	69	65	83	N/A
English Learners				N/A
Students with Disabilities	60	73		N/A
Students Receiving Migrant Education Services				N/A

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.8	27.6	37.9

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	6	5	6
Similar Schools	2	1	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-6	31	29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	6	14	28
Two or More Races			
Socioeconomically Disadvantaged		67	
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	112	866	275	829	4,655,989	790
Black or African American	1		4		296,463	708
American Indian or Alaska Native	0		2		30,394	743
Asian	0		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	17	870	43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	90	864	219	833	1,200,127	853
Two or More Races	2		2		125,025	824
Socioeconomically Disadvantaged	46	877	116	830	2,774,640	743
English Learners	9		21	777	1,482,316	721
Students with Disabilities	15	804	28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	18
Grade 1	24
Grade 2	21
Grade 3	20
Grade 4	28
Grade 5	29
Grade 6	21
Total Enrollment	161

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6	White	80.7
American Indian or Alaska Native	0.0	Two or More Races	1.9
Asian	0.0	Socioeconomically Disadvantaged	46.0
Filipino	0.0	English Learners	5.6
Hispanic or Latino	13.0	Students with Disabilities	13.7
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	2	0	0	22	1	0	0	18	1		
1	16	1	0	0	25	0	1	0	24		1	
2	19	1	0	0	20	1	0	0	21		1	
3	20.5	2	0	0	28	0	1	0	20	1		
4	19	1	0	0	30	0	1	0	28		1	
5	33	0	0	1	18	2	0	0	29		1	
6	25	0	1	0	34	0	0	1	21		1	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

At Loyalton Elementary School, student safety is ensured by a thorough inspection on playground equipment every summer and at Winter Break by the school maintenance supervisor. During the school year, periodic inspection is done by playground supervisors and the principal.

Students begin arriving at the school site between 7:45 a.m. and 8 a.m. daily. A morning supervisor is on campus at 7:45 a.m. each day. That person supervises students who have just arrived or are eating breakfast. At 8:05 a.m. each day students are released to go outside (weather permitting). Two supervisors are on duty from 8:05 a.m. to 8:20 a.m. when school begins.

Visitors to the campus are required to sign in at the office and get a visitor pass.

Our School and District Safety Plans have recently undergone major revisions. District and administrative staff worked diligently, over the summer, to coordinate the plans with County, and State Safety officials. The resulting plan was reviewed and discussed with faculty and staff at inservice days before school started. Safety drills were done throughout the month of September and continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.53	0	3	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	New sewer line was installed repaired.
Interior: Interior Surfaces	[]	[]	[X]	Stains on floors, replace carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	continue with check off sheets in each room.
Electrical: Electrical	[X]	[]	[]	Annual inspection due to age.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Annual inspection due to age.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No apparent problems
Structural: Structural Damage, Roofs	[]	[]	[X]	Annual inspection due to the age of the structure. patch roof during summer months.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	old equipment. annual inspection, Need to replace all worn out parts.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	9	9	8	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.5	4.5
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.35	---
Psychologist	0.20	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist	0.5	---
Other	7.0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 12/02/2008.

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading K-6 - Open Court Adopted 2002	Yes	0
Mathematics	K-3 - Saxon Adopted 2009 4th, 5th, 6th grade Math - Glencoe Adopted 2009	Yes	0
Science	Harcourt Science K-6 - Harcourt Adopted 2000	Yes	0
History-Social Science	History-Social Science Grades K-6 - Houghton Mifflin Adopted 2007	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,464	\$2,215	\$8,249	\$54,655
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	-20.8	4.1
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	49.0	-6.7

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Loyalton Elementary provides a full time credentialed Title 1 teacher. We also provide after school homework tutoring four days a week.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$114,228	\$116,026
Percent of Budget for Teacher Salaries	28.5%	34.0%
Percent of Budget for Administrative Salaries	5.9%	6.6%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

Loyalton Middle School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Loyalton Middle School
Street	111 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.4482
Principal	Derek Cooper
E-mail Address	dcooper@spjUSD.org
CDS Code	46701776089650

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Loyalton Middle School is located near the communities of Sierraville, Beckwourth, Chilcoot, and Vinton. The school is one of five in the Sierra-Plumas Joint Unified School District. The site at Loyalton Middle School has recently been changed from one of Loyalton's earliest school sites to one of its newest. It is now housed on the north end of the Loyalton Elementary School campus. The school serves students in seventh and eighth grades.

Loyalton Middle School believes in the importance of focusing on and nurturing the entire individual in order to encourage self-respect, lifelong learning, and academic achievement. Our belief is that by nurturing our students on personal as well as academic levels, we create the environment and opportunity for them to acquire the appropriate knowledge and experiences necessary to become citizens in our society.

We believe that all learners need to be rigorously challenged.

We believe in the value of both individual effort and group cooperation.

We believe that our school needs to be a safe, caring place of learning a place that recognizes the unique value of each person who studies or works in our midst.

We want to build and continually nurture a school climate that recognizes the importance of serious work and fun, too, and a school climate that delights in the wonder, energy, and excitement of students in the middle grades of their public education.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Loyalton Middle School has a very active sports/activity booster club. This group sponsors tournaments, buys uniforms, and raises money to keep the aging gymnasium in usable shape.

Parents are welcome to visit or observe classes at anytime as long as they sign in at the office. Parent participation is encouraged on the following district level committees: District Advisory Committee and the Sierra County Strategic Planning Committee. At the site level, parents participate in the School Site Council. Site council members are needed every year.

Please contact the school office if you are interested.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	71	63	56	59	61	54	56	55
Mathematics	41	37	53	46	47	57	49	50	50
Science	76	68	70	61	67	70	57	60	59
History-Social Science	41	57	57	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	43
All Student at the School	63	53	70	57
Male	52	57	0	0
Female	71	50	79	57
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	69	59	82	59
Two or More Races				
Socioeconomically Disadvantaged	50	38	0	0
English Learners	0			
Students with Disabilities	0	0		
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts									
Mathematics									

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.8	20.8	29.2

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	6	5	6
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-29	13	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	47	847	275	829	4,655,989	790
Black or African American	1		4		296,463	708
American Indian or Alaska Native	1		2		30,394	743
Asian	0		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	8		43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	37	862	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	16	818	116	830	2,774,640	743
English Learners	5		21	777	1,482,316	721
Students with Disabilities	0		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	27
Grade 8	24
Total Enrollment	51

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.0	White	78.4
American Indian or Alaska Native	2.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	35.3
Filipino	0.0	English Learners	9.8
Hispanic or Latino	15.7	Students with Disabilities	0.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	10	3	0	0	17.5	2	0	0	16	1	3	
Mathematics	16.7	2	1	0	19	1	2	0	22	1	2	
Science	18.3	2	1	0	26	0	2	0	26		2	
Social Science	18.3	2	1	0	25.5	0	2	0	26		2	

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Visitors to the campus are required to sign in at the office and get a visitor sticker or pass.

Students are supervised by teachers and staff before, during and after school. Loylton Middle has a closed campus during lunch with a paid noon supervisor.

Our School and District Safety Plans have recently undergone major revisions. District and administrative staff worked diligently over the summer to coordinate the plans with County, and State safety officials. The resulting plan was reviewed and discussed with faculty and staff at inservice days before school started. Safety drills were done throughout the month of September and continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	7.14	11.76	11	6.37	4.04	18
Expulsions	0	0	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No apparent problems
Interior: Interior Surfaces	[X]	[]	[]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
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]	[]	[]	No apparent problems

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	3	2	2	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0.0
All Schools in District	95.5	4.5
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.35	---
Psychologist	0.20	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.1	---
Resource Specialist	0.5	---
Other	1.2	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature-Bronze Level - Prentice Hall Adopted 2002 Prentice Hall Literature-Silver Level - Prentice Hall Adopted 2002	Yes	0
Mathematics	Pre-Algebra - Glencoe Adopted 2009 Algebra - Glencoe Adopted 2009	Yes	0
Science	Life Science - Holt Adopted 2000 Physical Science - Holt Adopted 2000	Yes	0
History-Social Science	US History - Independence to 1914 Adopted 2007 World History - Medieval to Early Modern Times Adopted 2007	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	No	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,831	\$2,548	\$11,283	\$52,446
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	8.3	-0.1
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	103.8	-10.5

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Loyalton High School

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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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Loyalton High School
Street	700 Fourth Strett
City, State, Zip	Loyalton, CA 96118-0037
Phone Number	530.993.4454
Principal	Marla Stock
E-mail Address	mstock@spjUSD.org
CDS Code	46701774634259

District Contact Information	
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Web Site	www.sierracountyofficeofeducation.org
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Loyalton High School experiences similar challenges to other small schools in providing a comprehensive educational experience for our students. Students at Loyalton High School can choose from a variety of courses to help them meet academic and vocational interests. These courses range from Agriculture to Advanced Placement Calculus. Graduates of Loyalton High School have succeeded in rigorous university settings and graduated with marketable employment skills. Because of our small enrollment, students receive personalized attention in setting and achieving their academic goals. The dedicated staff provides a wide array of co- and extra-curricular activities to enrich the lives of our students.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are valuable contributors to the Loyalton High School learning community. As such, the staff encourages and welcomes parental involvement. Parents are invited to participate in annual four-year planning evening sessions where the academic progress of their child(ren) is discussed one-on-one with staff members. Three parents are selected each year to serve on the Loyalton High School Site Council and Loyalton Booster Club is mostly comprised of parents who provide financial and physical support to school programs. Parents are welcome to visit classrooms and are encouraged to participate in school activities. Parents are sought to serve on WASC Committees during accreditation visit years. Parents often serve as field trip chaperons and drivers to extra- and co-curricular activities.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60	58	57	56	59	61	54	56	55
Mathematics	36	27	42	46	47	57	49	50	50
Science	55	67	50	61	67	70	57	60	59
History-Social Science	51	40	43	46	44	43	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	57	70	43
All Student at the School	57	42	50	43
Male	47	42		48
Female	68	43		36
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	50	47		33
Native Hawaiian/Pacific Islander				
White	56	42	36	44
Two or More Races				
Socioeconomically Disadvantaged	64	62		47
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47	76	58	54	77	46	59	56	57
Mathematics	62	61	74	61	59	61	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	14	32	39	46	14
All Students at the School	42	16	42	26	53	21
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	50	14	36	29	50	21
Two or More Races						
Socioeconomically Disadvantaged	36	18	45	27	55	18
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.0	20.0	46.7

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	5	8	8
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	76	-13	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	75	-20	-18
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	73	787	275	829	4,655,989	790
Black or African American	2		4		296,463	708
American Indian or Alaska Native	1		2		30,394	743
Asian	0		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	14	769	43	809	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	56	788	219	833	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	31	813	116	830	2,774,640	743
English Learners	3		21	777	1,482,316	721
Students with Disabilities	5		28	740	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	30
Grade 10	21
Grade 11	29
Grade 12	29
Total Enrollment	109

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.8	White	78.0
American Indian or Alaska Native	1.8	Two or More Races	0.0
Asian	0.9	Socioeconomically Disadvantaged	45.0
Filipino	0.0	English Learners	4.6
Hispanic or Latino	17.4	Students with Disabilities	7.3
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	15.8	9	0	0	10.8	13	0	0	15.6	7		
Mathematics	16.1	10	0	0	11.3	8	0	0	11.8	11		
Science	13.8	4	1	0	13	4	0	0	10.4	8		
Social Science	13.5	5	1	0	12.4	17	0	0	15.4	5		

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Loyalton 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 school 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 addition of a short, daily period in the school schedule has allowed for all students to participate in school culture activities that promote a safe school environment.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	15	10	7	6.37	4.04	18
Expulsions	0	1	0	0	.25	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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.

Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Several heaters malfunctioned during the extreme cold weather in November and December 2013. These have been replaced or repaired.
Interior: Interior Surfaces	[]	[X]	[]	New ceilings and new hall lighting was installed during the summer of 2013. This has greatly improved the overall appearance of the hallway and classrooms. Carpet and floor tiles still need to be replaced school wide. Classrooms need painting. Gym bleachers need constant repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Rough athletic field surfaces and gopher problems continue in fields.
Electrical: Electrical	[X]	[]	[]	Electrical improvements and new wiring school wide were part of the roof project completed during the summer of 2013.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Need new stalls in student restrooms, need appropriate flooring in hallway restrooms and faculty restrooms, boys' restroom heater needs replacing.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	With the roof construction project and new ceilings installed school wide during the summer of 2013, danger of hazardous elements and materials has been significantly reduced or totally eliminated. Safety drills are conducted once a month and fire extinguishers are serviced annually. As part of the summer of 2013 construction project, fire alarms were updated.
Structural: Structural Damage, Roofs	[X]	[]	[]	At great expense, the roof over the main school building was replaced during the summer of 2013. While this hasn't greatly affected the aesthetics of our school building, the project brought the school building to a place of security for many years ahead. The roof project did allow for the skylight in the main hallway to be updated, reopened, and secured which has added a nice touch to the interior of the school. In addition, this construction project confirmed that the structural integrity of the school building remains intact.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Single-pane windows leak and are so old that many of them no longer operate as designed. Because of the age of the windows, we are unable to find replacement hardware. The front and side parking lots remain in poor condition.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	11	11	11	26
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	N/A	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.5	4.6
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	87.5	12.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.12	120
Counselor (Social/Behavioral or Career Development)	.12	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.38	---
Psychologist	.37	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	.12	---
Resource Specialist	1.0	---
Other	1.7	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

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 is required by the California Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2003 Norton Introduction to Literature - W.W. Norton Adopted 2002 Rhetoric at Work in Reading and Writing - Pearson Adopted 2005 Holt Handbook - Holt Adopted 2003	Yes	0
Mathematics	Algebra 1 - Glencoe Adopted 2009 Geometry - Glencoe Adopted 2009 Algebra II McGraw-Hill - Glencoe Adopted 2009 PreCalculus - Houghton Mifflin Adopted 2009	Yes	0
Science	Biology, the Dynamics of Life - Glencoe Adopted 2005 Biology - McGraw-Hill Adopted 2004 Chemistry - Concepts & Applications - Glencoe Adopted 2002 Physics - Principles & Problems - Glencoe Adopted 2005	Yes	0
History-Social Science	Modern World History Patterns of Interaction - McDougal Littell Adopted 2009 Magruder's American Government - Prentice Hall Adopted 2013 Economics - Principles in Action - Prentice Hall Adopted 2007 The American Pageant - Volumes I and II - Houghton Mifflin Adopted 2006	Yes	0
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	N/A
Visual and Performing Arts	Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Living with Art - McGraw Hill, 2008 (classroom set only)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	A grant provided for the purchase of updated lab equipment in 2011. In addition, a chemical sweep in 2010 made it necessary for an entirely new purchase of chemicals for science labs in 2011.	Yes	N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$16,185	\$3,075	\$13,110	\$51,508
District	---	---	\$10,414	\$52,490
Percent Difference: School Site and District	---	---	25.9	-1.9
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	136.8	-12.1

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

According to the goals in our Single Plan for Student Achievement, budgeted funds were used to support students in the following programs and positions: Noon Lunch Supervisor, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, AVID, GATE, FFA, athletics, and advanced placement and on-line classes. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards were installed in classrooms and mobile computer lab was maintained and made available to classes for use on a sign-up basis. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$32,223	\$38,390
Mid-Range Teacher Salary	\$49,184	\$55,793
Highest Teacher Salary	\$66,147	\$72,306
Average Principal Salary (Elementary)	\$92,796	\$88,846
Average Principal Salary (Middle)	\$92,796	\$92,801
Average Principal Salary (High)	\$95,618	\$95,916
Superintendent Salary	\$114,228	\$116,026
Percent of Budget for Teacher Salaries	28.5%	34.0%
Percent of Budget for Administrative Salaries	6%	6.6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.00	5.00	0.00	6.40	7.10	3.00	16.60	14.70	13.10
Graduation Rate	94.74	95.00	100.00		92.86	96.97	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	26	31	418,598
Black or African American	2	2	28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino	4	4	193,516
Native Hawaiian/Pacific Islander			2,585
White	20	25	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	14	17	217,915
English Learners	2	2	93,297
Students with Disabilities	2	3	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. Loyalton High School has programs in Construction Trades and Agriculture.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	56
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	8

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	50.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	53.8

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	2	---
Science		---
Social Science	2	---
All courses	9	6.9

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you will see the amount of time each year we set aside for continuing education and professional development. Loyalton High School has been focusing on school-wide literacy improvement for the past six years. During the past few years, we have spent time at Professional Learning Communities (PLCs) and faculty meetings on school-wide literacy systems such as note taking strategies, writing across the curriculum, academic vocabulary development, and reading. During this school year, our PLCs centered on the Common Core State Standards and teaching techniques that support the new standards and the inclusion of more technology in all classrooms. In addition, the district has promoted the use of technology by purchasing smart boards, computers, and other technology for classrooms and offering multiple in-service programs on their use and the development of classroom activities to support new standards. The PLCs continue to encourage teacher collaboration for the improvement of subject area teaching, classroom management, and student learning and the development of systems to allow for continual improvement. Teacher meetings are held twice a month on alternate Wednesday afternoons. More and more we are including teaching strategies, plans for intervention, and school planning into these meetings. Student data is the beginning point of all planning each school year. In addition to test scores, the staff looks at grades and attendance data to plan for the success of each student in meeting individual goals. This data drives the direction the school takes in professional development, support services, and school goals for each year. School funds have been 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 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.

**SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
AND
RICHARD GRIFFIN CONSTRUCTION
AGREEMENT**

This Agreement is entered into as of February 8, 2014, between the Sierra-Plumas Joint Unified School District, hereinafter referred to as "District", and Richard Griffin Construction, referred to herein as "Contractor."

Recitals

- A. The District owns the school site know as Loyalton High School, located at 700 Fourth Street, Loyalton, California, 96118, which is the site of the District's Agriculture Barn. This school site shall be referred to as the "Site."
- B. Contractor desires to repair the Agriculture Barn for the District at the Site in accordance with the Richard Griffin Construction proposal dated December 17, 2013, Job Description: FFA Barn Repair, Exhibit A.

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the District and Contractor agree as follows:

SCOPE OF WORK

- 1. Work Scope of Project.**
The scope of work for the Project is defined by the plans, drawings, and specification as listed in Contractor's proposal dated December 17, 2013, FAA Barn Repair Job, Exhibit A.
- 2. Permit Obligations.**
Contractor shall obtain and pay for all permits and licenses required for the Project. The District shall reimburse Contractor for the actual costs of such permits and licenses as a part of total Project cost.
- 3. Protection.**
Contractor shall establish procedures and be responsible for the protection of all existing District structures, equipment, utilities, and other existing improvements, both on-Site and off-Site.
- 4. Project Cost.**
The total maximum cost of the Project is \$14,708.60. The District shall pay Contractor within 25 days of receipt of monthly progress invoice and the balance within 15 days upon completion of any Punch List items and final Acceptance of the Project.

5. Warranties.

Contractor warrants that material and equipment furnished under this agreement will be of good quality and new unless otherwise required or permitted by the District, that its work will be free from defects not inherent in the quality required or permitted.

GENERAL PROVISIONS

1. Terms.

The term of this agreement begins on February 8, 2014, and ends when the construction of the Project is completed and accepted by the District, which is estimated to be on or before March 7, 2014.

2. Notice to Proceed.

The District will give Contractor a written Notice to Proceed with the Project and Contractor shall proceed with the construction of the Project with reasonable diligence.

3. Completion.

Contractor shall notify the District when Contractor believes that the Project is completed.

4. Inspection and Notice of Completion.

Within 7 days of receipt of notice from Contractor that Contractor believes that the Project is completed, the District shall inspect the Project with Contractor to confirm the Project is complete. The District shall notify Contractor within 5 days of the inspection as to whether the District concurs that the Project is complete. If the District concurs, then the District shall issue a Notice of Completion that shall establish the Date of Completion of the Project or shall include a list of items to be completed or corrected (referred to as the 'Punch-List") and shall fix the time within which Contractor shall complete items listed therein. Disputes between the District and Contractor regarding the Certificate of Completion shall be resolved within three days.

5. Acceptance.

Final acceptance of the Project by the District ("Acceptance") shall occur upon the district's notification in writing to Contractor that there are no outstanding Punch-List items. Such Acceptance shall terminate this agreement.

6. Fingerprinting.

By execution of this Agreement, Contractor acknowledges that Contractor, its employees, and subcontractors are required to comply with the fingerprinting requirements as set forth in Education Code Section 45125.2.

7. Independent Contractor.

For all purposes arising out of this Agreement, Contractor shall be an independent contractor and Contractor and each and every employee, agent, servant, partner, and shareholder of Contractor (collectively referred to as "The Contractor") shall not be, for any purpose of this Agreement, an employee of District. Furthermore, this Agreement shall not under any circumstance be construed or considered to be a joint powers agreement as described in *Government Code Section 6000, et seq.*, or otherwise. As an independent contractor, the following shall apply:

Contractor shall be responsible for its own operating costs and expenses, property and income taxes, workers' compensation insurance and any other costs and expenses in connection with performance of services under this Agreement.

The Contractor is, and at all times during the term of this Agreement shall represent and conduct itself as, an independent contractor and not as an employee of District.

8. Insurance.

Workers' Compensation Insurance coverage shall be provided by Contractor for all Contractor employees and other persons for whom Contractor is responsible to provide such insurance coverage, as provided by Division 4 and 4.5 of the *Labor Code*.

9. Indemnity.

Contractor shall defend, indemnify, and hold harmless District, its elected and appointed councils, boards, commissions, officers, agents, and employees from any liability for damage or claims for damage for any economic loss or personal injury, including death, as well as for property damage, which may arise from the intentional or negligent acts or omissions of Contractor in the performance of services rendered under this Agreement by Contractor, or any of Contractor's officers, agents, employees, contractors, or subcontractors.

10. Assignment Prohibited.

Contractor may not assign any right or obligation pursuant to this Agreement. Any attempted or purported assignment of any right or obligation pursuant to this Agreement shall be void and of no legal effect.

11. Standard of Performance.

Contractor shall perform all services required pursuant to this Agreement in the manner and according to the standards observed by a competent practitioner of the profession in which Contractor is engaged. All products of whatsoever nature which Contractor delivers to District pursuant to this Agreement shall be prepared in a first class and workmanlike manner and shall conform to the standards of quality normally observed by a person practicing in Contractor's profession.

January ____ , 2014

Mr. Richard Griffin
Richard Griffin Construction
P.O. Box 580
Loyalton, CA 96118

Re: Loyalton High Agriculture Barn Repair Project
Notice to Proceed

Dear Mr. Griffin,

Pursuant to the terms of the Agreement, you are hereby notified to commence work on February 8, 2014, with a completion date on or before March 7, 2014.

It is the responsibility of the Contractor to meet the schedule as set forth and in accordance with the terms and conditions of the Agreement.

If you have any questions, please feel free to contact me.

Sincerely,

Rose Asquith
Business Manager

cc: Marla Stock, LHS Site Administrator