

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

April 14, 2015

4:00 PM CLOSED SESSION

6:00 pm REGULAR SESSION

Regular Session will begin immediately following the 6:00 pm meeting of the
Sierra County Board of Education
Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118

This meeting will be available for videoconferencing at Downieville School, 130 School Street, Downieville CA 95936
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. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opens for any public comments regarding the Closed Session items.

E. CLOSED SESSION

The Board of Trustees and Superintendent Dr. Merrill M. Grant will move into Closed Session to discuss the following item:

1. Government Code §54957, Public Employee Performance Evaluation
Title: Superintendent

The Board of Trustees and Superintendent Dr. Merrill M. Grant will be joined by Business Manager Rose Asquith in Closed Session to discuss the following item:

2. Government Code § Government Code §54957.6, Conference with Labor Negotiators
Agency Negotiator for the Board: Dr. Merrill M. Grant, Superintendent
Employee Organizations:
Represented Employees: Sierra-Plumas Teachers' Association
Unrepresented Employees: Classified Employees
Confidential Employees
Classified Management Employees
Administration Employees

F. BREAK TO SIERRA COUNTY OFFICE OF EDUCATION MEETING AT 6 PM

G. RECONVENE

REPORT OUT Closed Session

H. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report

- a. Community Forum
- b. Administrative Staffing Proposal
- c. Athletic Budget Reallocation
- d. Technology
- e. WASC @ Sheldon High School
- f. Propane Fueling Station
- g. Inter-District Attendance Agreements as follows: (under separate cover)**

New/Renewal	School Year:	Grade Entering	District of Residence	Receiving District
Renewal	2015-16	4	Washoe	Sierra
Renewal	2015-16	12	Sierra	Washoe
Renewal	2015-16	12	Sierra	Washoe
Renewal	2015-16	10	Sierra	Washoe
Renewal	2015-16	5	Sierra	Washoe
Renewal	2015-16	8	Sierra	Washoe
Renewal	2015-16	4	Sierra	Washoe
Renewal	2015-16	2	Sierra	Washoe

2. Business Report

- a. Board Report-Expenditures by Object 7/1/14 to 3/31/15**
- b. Seventh Month Enrollments for the 2014-2015 School Year**

3. Staff Reports (5 minutes)

Marlene Mongolo, SELPA Director and Testing Coordinator, presentation of CAASPP testing*

4. SPTA Report (5 minutes)

5. Board Members' Report (5 minutes)

6. 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 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

I. CONSENT CALENDAR

- 1. Approval of the minutes of the Regular Board meeting held March 10, 2015**
- 2. Approval of the bill warrants for the month of March 2015**
- 3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending March 31, 2015.
 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 March 31, 2015.
- 4. Authorization to Pay Classified (Walk On) Coaches for the 2015-2016 School Year (Grant)

5. Appointment of Laurie Petterson, Loyalton Elementary Instructional Aide, 10 hours weekly, effective March 23, 2015

J. ACTION ITEMS

1. Unfinished Business and General Orders

- 1415-0144 Approval of Board Policy and Administrative Regulation 5144.1, Suspension and Expulsion/Due Process, revision*** (President)

2. New Business

Public Hearing: Collective Bargaining Disclosure Statement

This is an opportunity for members of the public to directly address the governing board on the Collective Bargaining Agreements listed on this Agenda as Items

- 1415-0145 Completion of Bargaining Sierra-Plumas Teachers Association, 2014-2015 Negotiations (Grant)
- 1415-0146 Acceptance, with regret, of Retirement letter from Mike Hale (**under separate cover)(Grant)
- 1415-0147 Acceptance, with regret, of Retirement letter from Marla Stock, contingent upon receipt of the Golden Handshake (**under separate cover)(Grant)
- 1415-0148 Authorization to fill administrative position, 1 FTE, Loyalton High School (Grant)
- 1415-0149 Approval to increase Marla Stock, Site-Administrator, from 217 days to 222 days, for fiscal year 2014-2015, to complete the State Adopted Local Control Accountability Plan (Grant)
- 1415-0150 Approval of 2015-2016 Certificated Extra Duty Assignments** (Grant)
- 1415-0151 Approval of Student Accountability Report Card, Sierra Pass Continuation School** (Grant)
- 1415-0152 Single Plan for Student Achievement (Grant):
a. Downieville Elementary and Jr/Sr High School**
b. Downieville School**Loyalton Elementary School**
- 1415-053 Home-to-School Transportation 2015-2016 Rate Discussion** (Asquith)
- 1415-0153 Approval for Superintendent to enter into an agreement with CSU Chico** (Grant)
- 1415-0154 Approval for Superintendent to enter into an agreement with Ray Morgan, Inc.** (Grant)

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS (President)

- 1415-0155 Approval to Delete:
a. Board Policy and Administrative Regulation 0420.1, School-Based Program Coordination
b. Board Policy 3111, Deferred Maintenance Funds

Sierra-Plumas Joint Unified School District
Governing Board Agenda
April 14, 2015

- 1415-0156 Approval of Board Policy and Administrative Regulation 0440, District Technology Plan, revision^^
- 1415-0157 Approval of Administrative Regulation 1220, Citizen Advisory Committees, revision^^
- 1415-0158 Approval of Board Policy and Administrative Regulation 3100, Budget, revision^^
- 1415-0159 Approval of Administrative Regulation 3110, Transfer of Funds, revision**
- 1415-0160 Approval of Board Policy and Administrative Regulation 3350, Travel Expenses,**
- 1415-0161 Approval of Board Policy 5141.3, Health Examination, revision^^
- 1415-0162 Approval of Administrative Regulation 6145.2, Athletic Competition, revision^^
- 1415-0163 Approval of Board Policy and Administrative Regulation 6158, Independent Study, revision^^
- 1415-0164 Approval of Administrative Regulation 6162.51, State Academic Achievement Tests, revision^^
- 1415-0165 Approval of Administrative Regulation 6173, Education for Homeless Children, revision^^

K. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on May 12, 2015, at Downieville School, 130 School Street, Downieville CA 95936, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm.
2. Suggested Agenda items
 - a. Local Control Accountability Plan
 - b. Preliminary Budget
 - c. _____

L. ADJOURNMENT



Dr. Merrill M. Grant, Superintendent

- ***prior month handout
- **enclosed
- *handout
- ^^County agenda backup

Balances through March						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,466,064.00	1,461,649.00	424,406.01	1,002,259.88	34,983.11
1120	Certificated Substitutes	43,027.00	56,120.00		26,490.00	29,630.00
1300	Certificated Superv/Admin Sala	220,448.00	221,183.00	55,112.04	165,336.12	734.84
1310	Teacher In Charge/Head Teacher	35,997.00	24,000.00	6,000.00	17,000.00	1,000.00
	Total for Object 1000	1,765,536.00	1,762,952.00	485,518.05	1,211,086.00	66,347.95
2100	Instructional Aides Salaries	151,574.00	153,066.00	54,515.16	101,593.46	3,042.62-
2200	Classified Support Salaries	300,625.00	303,055.00	70,034.98	230,943.15	2,076.87
2220	Classified Support Substitute	17,225.00	29,385.00		19,898.04	9,486.96
2300	Classified Sup/Admin Salaries	2,160.00	1,514.00		765.00	749.00
2400	Clerical & Office Salaries	203,224.00	207,046.00	56,867.33	149,837.52	341.15
2900	Other Classified Salaries	26,579.00	27,616.00	8,648.83	16,524.84	2,442.33
	Total for Object 2000	701,387.00	721,682.00	190,066.30	519,562.01	12,053.69
3101	State Teachers Retirement Syst	160,844.00	148,685.00	41,190.06	101,246.86	6,248.08
3102	State Teachers Retirement Syst	3,101.00	1,173.00	149.88	344.97	678.15
3201	Public Employees Retirement Sy	6,170.00	6,466.00	1,851.27	4,699.83	85.10-
3202	Public Employees Retirement Sy	65,239.00	68,149.00	18,042.81	49,296.69	809.50
3212	Pers Pickup-Classified Employe	5,375.00	5,394.00	1,395.15	3,979.96	18.89
3311	OASDI-Certificated Positions	6,004.00	5,169.00	889.05	2,980.27	1,299.68
3312	OASDI-Classified Positions	42,435.00	43,499.00	11,509.05	31,466.20	523.75
3321	Medicare-Certificated Position	25,137.00	23,420.00	6,409.68	16,056.72	953.60
3322	Medicare-Classified Positions	10,027.00	10,274.00	2,719.25	7,426.51	128.24
3401	Health & Welfare -Certificated	409,853.00	406,321.00	121,274.64	285,048.88	2.52-
3402	Health & Welfare-Classified Po	147,363.00	139,765.00	37,481.28	109,901.29	7,617.57-
3501	State Unemployment Insurance-C	936.00	882.00	242.82	1,329.80	690.62-
3502	State Unemployment Insurance-	350.00	357.00	94.97	2,053.82	1,791.79-
3601	Workers' Compensation Insuranc	102,049.00	90,137.00	24,737.43	61,837.92	3,561.65
3602	Workers' Compensation Insuranc	39,117.00	37,833.00	10,024.29	27,376.61	432.10
3701	Retiree Benefits Cert.	13,884.00				.00
3901	Other Benefits, Certificated P	108,954.00	23,864.00		10,978.92	12,885.08
3902	Other Benefits, Classified Pos				19,006.94	19,006.94-
	Total for Object 3000	1,146,838.00	1,011,388.00	278,011.63	735,032.19	1,655.82-
4100	Textbooks	85,800.00	30,222.00		3,664.60	26,557.40
4200	Books Other Than Textbooks		200.00	72.71	1,111.23	983.94-
4300	Class Mat'l and Supplies	111,447.00	133,246.00	27,352.44	94,967.06	10,926.50
4350	Vehicle Maint. M&S	24,766.00	24,766.00	1,756.30	2,644.27	20,365.43

Balances through March						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
4400	Non-Capital Equipment (Up to \$	3,816.00	19,420.00	498.73	42,215.74	23,294.47-
	Total for Object 4000	225,829.00	207,854.00	29,680.18	144,602.90	33,570.92
5100	Subagreement for Services	176,461.00	176,461.00	52,170.95	99,290.21	24,999.84
5200	Travel & Conferences	48,311.00	42,996.00	9,108.21	25,632.72	8,255.07
5300	Dues & Membership	9,838.00	10,028.00	207.00	6,841.23	2,979.77
5400	Insurance-Fire, liability, etc	55,080.00	55,080.00		46,188.20	8,891.80
5510	Power	88,519.00	89,317.00	28,989.49	53,909.51	6,418.00
5520	Garbage	12,813.00	12,813.00	2,561.50	4,458.50	5,793.00
5530	Water	64,350.00	64,350.00	30,627.87	29,242.73	4,479.40
5540	Propane	66,500.00	67,000.00	30,417.31	21,477.05	15,105.64
5590	Miscellaneous Utilities	15,500.00	15,500.00	11,155.48	3,844.52	500.00
5600	Rentals, Leases & Repairs	74,400.00	75,700.00	42,452.62	29,906.86	3,340.52
5800	Services & Operating Expense	3,000.00	5,000.00	600.00	1,050.00	3,350.00
5810	Legal Expenses	10,000.00	10,000.00	546.00	3,129.00	6,325.00
5812	Board Election Expense	1,239.00	1,239.00		3,008.82	1,769.82-
5840	Audit Expense	13,500.00	13,500.00	6,000.00	7,700.00	200.00-
5860	Solid Waste Tax	13,761.00	13,761.00		7,316.42	6,444.58
5890	Contracts/Service	272,057.00	305,757.00	94,011.20	272,816.53	61,070.73-
5899	SCOE Interagency Reimburse			9,666.26	2,433.00	12,099.26-
5900	Communications	3,550.00	3,550.00		2,238.25	1,311.75
5910	Telephone-Monthly Service	16,502.00	16,502.00	3,842.00	3,678.21	8,981.79
5920	T Lines	4,800.00	4,800.00			4,800.00
5990	Other Communications	225.00	225.00		226.99	1.99-
	Total for Object 5000	950,406.00	983,579.00	322,355.89	624,388.75	36,834.36
6200	BUILDING & IMPROVEMENT OF BUIL	91,450.00	91,450.00			91,450.00
6400	Equipment	57,053.00	157,412.00	19,464.85	113,984.59	23,962.56
6500	Equipment Replacement	119,450.00	119,450.00		500.00	118,950.00
	Total for Object 6000	267,953.00	368,312.00	19,464.85	114,484.59	234,362.56
7142	Other Tuition, Excess Cost, an	80,000.00	88,000.00			88,000.00
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	64,218.00	55,186.00			55,186.00
7619	Other Interfund Transfers Out	81,350.00	115,600.00		88,191.99	27,408.01
	Total for Object 7000	225,568.00	258,786.00	.00	88,191.99	170,594.01
	Total for Fund 01 and Expense accounts	5,283,517.00	5,314,553.00	1,325,096.90	3,437,348.43	552,107.67

Balances through March						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 13 - Cafeteria						
2200	Classified Support Salaries	65,186.00	66,993.00	23,375.17	45,712.41	2,094.58-
3202	Public Employees Retirement Sy	5,897.00	5,894.00	1,797.72	4,204.60	108.32-
3312	OASDI-Classified Positions	4,041.00	4,154.00	1,449.26	2,834.18	129.44-
3322	Medicare-Classified Positions	945.00	971.00	338.94	662.85	30.79-
3402	Health & Welfare-Classified Po	13,840.00	13,839.00	3,460.11	8,073.59	2,305.30
3502	State Unemployment Insurance-	32.00	33.00	11.68	22.83	1.51-
3602	Workers' Compensation Insuranc	3,689.00	3,581.00	1,249.42	2,443.37	111.79-
	Total for Object 3000	28,444.00	28,472.00	8,307.13	18,241.42	1,923.45
4300	Class Mat'l and Supplies	8,500.00	8,500.00	3,149.71	2,840.53	2,509.76
4400	Non-Capital Equipment (Up to \$		1,500.00	1,336.80	1,415.01	1,251.81-
4700	Food	45,270.00	45,270.00	15,007.40	27,460.97	2,801.63
	Total for Object 4000	53,770.00	55,270.00	19,493.91	31,716.51	4,059.58
5200	Travel & Conferences				200.21	200.21-
5300	Dues & Membership	261.00	261.00			261.00
5600	Rentals, Leases & Repairs	2,979.00	2,979.00		539.25	2,439.75
5800	Services & Operating Expense	956.00	956.00	195.89	214.87	545.24
5890	Contracts/Servic		2,000.00		1,996.52	3.48
5900	Communications	121.00	121.00			121.00
	Total for Object 5000	4,317.00	6,317.00	195.89	2,950.85	3,170.26
	Total for Fund 13 and Expense accounts	151,717.00	157,052.00	51,372.10	98,621.19	7,058.71
Fund 35 - State Facility						
5890	Contracts/Servic		757.00		757.07	.07-
7619	Other Interfund Transfers Out		269,468.00		269,468.06	.06-
	Total for Fund 35 and Expense accounts	.00	270,225.00	.00	270,225.13	.13-
Fund 40 - Dist Build						
5890	Contracts/Servic	3,850.00				.00
6200	BUILDING & IMPROVEMENT OF BUIL	173,500.00	354,717.00	80.00	352,858.64	1,778.36
	Total for Fund 40 and Expense accounts	177,350.00	354,717.00	80.00	352,858.64	1,778.36
Fund 73 - Bechen						
5800	Services & Operating Expense	3,000.00	3,000.00			3,000.00
	Total for Fund 73, Expense accounts and Object 5000	3,000.00	3,000.00	.00	.00	3,000.00

Balances through March						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Total for Org 006 - Sierra-Plumas Joint Unified School District		5,615,584.00	6,099,547.00	1,376,549.00	4,159,053.39	563,944.61

ENROLLMENT BY SCHOOL MONTH 2014-2015

	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP
Ending 2013-2014	178	42	98	32	21	11	included in site #
1st Day 2014-2015	168	50	92	31	18	5	included in site #
2014 CALPADS	176	counted w/LHS	143	30	18	5	included in site #

	Month	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP
September	1	177	51	93	30	18	6	included in site #
October	2	179	52	94	29	18	5	included in site #
November	3	180	52	94	30	20	6	included in site #
December	4	179	52	95	30	21	6	included in site #
January	5	174	52	95	27	20	6	included in site #
February	6	169	51	92	28	20	8	included in site #
March	7	172	52	92	27	20	10	included in site #
April	8							
May	9							
June	10							

2014-15 P-1 S-PJUSD SDC Washoe NPS
 359.26 0 11.30 0.80

2013-2014 S-PJUSD SDC Washoe
 P-1 ADA 351.97 0 13.23
 P-2 ADA 351.05 0 13.34
 Annual ADA 353.91 0 13.37

Enrollment difference from June 6, 2014, to
March 20, 2015: -9

Long Term ISP:
LES 6
LHS 6

ENROLLMENT BY SCHOOL MONTH 2014-2015

TOTAL

382

364

372

375

377

382

383

374

368

373

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
March 10, 2015
Downieville School, Downieville, California

A. CALL TO ORDER

President Mike Moore called the meeting to order at 6:57 pm.

B. ROLL CALL

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

ABSENT: None

VACANT: None

C. APPROVAL OF THE AGENDA
DRISCOLL/HALL
5/0

D. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
 - a. Technology Update – Each student will have a chrome book or iPad available to them
 - b. Facilities/Maintenance
 - Weekly task calendar created for maintenance people
 - Track complete
 - Planning to get a dry kiln bay at Sierra Pacific Industries for storage.
 - c. Alternative Education – Dr. Grant recommends not to make any significant changes in the actual school days presently but to discuss how we want it to serve kids in 2015-16
 - d. WASC Committee Participation – Dr. Grant will participate in the WASC for Sheldon High School
 - e. Marla Stock, Loyalton High School Site Administrator, submitted her letter of intent to retire
2. Business Report
 - a. Board Report-Expenditures by Object 7/1/14 to 2/28/15
 - b. Sixth Month Enrollments for the 2014-2015 School Year
 - c. Home-To-School Transportation Expenditure Report
 - d. Letter of Positive Certification of Financial Solvency from California Department of Education
3. Staff Reports (5 minutes)

Marla Stock, Loyalton High School Site Administrator, Andrea White, Loyalton Elementary School Lead Teacher and Merrill Grant, Superintendent gave updates on activities at their sites.

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

4. SPTA Report (5 minutes) - none
5. Board Members' Report (5 minutes)
MOORE: Attended the Loyalton City Council meeting regarding State of Jefferson.
MOORE asked the board to consider an informative resolution against seceding from the State of California.
6. 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 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 February 10 , 2015**
2. Approval of the bill warrants for the month of February 2015**
3. Accept with regret, letter of resignation from Stephen Tassone, grade 7-12 teacher at Downieville School, effective June 30, 2015(under separate cover)*
4. Authorization to fill 1.0 F.T.E., grades 7-12 Science and Mathematics certificated position at Downieville School, effective 2015-2016 school year
DRISCOLL/WRIGHT
5/0

F. ACTION ITEMS

1. Unfinished Business and General Orders

- 1415-0119 Second Reading and Approval of the 2015-16 School Calendar (Draft 4)
WRIGHT/HALL
5/0
- 1415-0120 Approval of CRM Group, Revised Contract for Professional Services
DRISCOLL/HALL
5/0

2. New Business

- 1415-0121 The Public Hearing of the Sierra-Plumas Classified Employees' Associations' 2014-2015 Completion of Bargaining (Presentation given at SCOE meeting-no request for additional reading) opened at 7:32 and closed without comment.
- 1415-0122 Approval of Completion of Bargaining, Sierra-Plumas Classified Employees' Association for 2014-2015 school year
DRYDEN/DRISCOLL
5/0
- 1415-0123 2015-16 Employer Response to Sierra-Plumas Certificated Employees Proposal (Presentation given at SCOE meeting-no request for additional reading)

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

- 1415-0124 2015-16 Employer Response to Classified Employees Initial Proposal (Presentation given at SCOE meeting-no request for additional reading)
- 1415-0125 2015-16 Employer Response to Confidential Employees Initial Proposal (Presentation given at SCOE meeting-no request for additional reading)
- 1415-0126 2015-16 Employer Response to Classified Management Employees Initial Proposal (Presentation given at SCOE meeting-no request for additional reading)
- 1415-0127 2015-16 Employer Response to Administration Initial Proposal (Presentation given at SCOE meeting-no request for additional reading)
- 1415-0128 Authorization to fill new Instructional Aide position, Loyalton Elementary School, .33 F.T.E. (10 hours weekly), funded by LCFF Supplement Funds
DRISCOLL/DRYDEN
5/0
- 1415-0129 Approval of Superintendent Evaluation Instrument (Completion due on April 1)
DRISCOLL/WRIGHT
5/0
- 1415-0130 Discussion and Possible Direction for Athletic Program
GRANT asked the board to consider budgeting for this program (see handout) for the year 2015-16.
- 1415-0131 Authorization for Superintendent to go out to bid to install a propane fueling station. This item was discussed. No motion made; it will be presented in more detail at the April meeting.
- 1415-0132 Authorization for Superintendent to enter into an agreement with Ray Morgan Company
DRYDEN/WRIGHT
5/0
- 1415-0133 Adopt 2014-2015 Second Interim Actuals as of January 31, 2015
DRYDEN/HALL
5/0
- BOARD POLICIES AND ADMINISTRATIVE REGULATIONS
DRISCOLL motioned to approve Items 1415-134 through 1415-142. WRIGHT seconded.
5/0
- 1415-0134 Approval of Administrative Regulation 4112.4, 4212.4, 4312.4, Health Examination, revision
- 1415-0135 Approval of Administrative Regulation (revised) and Exhibit (new) 4112.5, 4212.5, 4312.5, Criminal Record Check
- 1415-0136 Approval to DELETE Administrative Regulation and Exhibit 4112.62, 4212.62, 4312.62, Maintenance of Criminal Offender Records

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

- 1415-0137 Approval to DELETE Administrative Regulation 4117.4, Dismissal
- 1415-0138 Approval of Board Policy and Administrative Regulation 4118, Dismissal/
Suspension/Disciplinary Action, revision
- 1415-0139 Approval of Board Policy and Administrative Regulation 5125, Student Records,
revision
- 1415-0140 Approval of Administrative Regulation 5141, Health Care and Emergencies
- 1415-0141 Approval of Administrative Regulation 5141.21, Administering Medication and
Monitoring Health Conditions, revision
- DRYDEN motioned to table Items 1415-142 and 143 for further clarification. HALL
seconded.
- 1415-0142 Approval of Board Policy and Administrative Regulation 5141.4, Child Abuse
Prevention and Reporting, revision
- 1415-0143 Approval of Board Policy and Administrative Regulation 5144.1, Suspension and
Expulsion/Due Process, revision

G. ADVANCED PLANNING

1. The next Regular Board Meeting will be held on April 14, 2015, Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, California, immediately following the 6:00 pm meeting of the Sierra County Board of Education.
2. Suggested Agenda items:
 - a. Superintendent evaluation
 - b. BP and AR 5141.4
 - c. Propane Bid
 - d. Athletics Discussion
 - e. Resolution in opposition of the State of Jefferson

H. ADJOURNMENT

DRISCOLL/ALLEN
5/0

ADJOURNED at 7:55 pm.

Allen Wright, Clerk

Dr. Merrill M. Grant, Superintendent

Checks Dated 03/01/2015 through 03/31/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00079955	03/09/2015	A & A HEATING, INC.	01-5890		15,938.00
00079956	03/09/2015	ALPINE FIRE SERVICE, INC.	01-5600		177.24
00079957	03/09/2015	AT&T	01-5890	30.90	
			01-5899	15.97	
			01-5910	282.85	329.72
00079958	03/09/2015	CALIFORNIA ASSOC. FFA ANGIE MILES, FINANCIAL SERVICE	01-4300		25.50
00079959	03/09/2015	CIF STATE OFFICE	01-5200		420.00
00079960	03/09/2015	CITY OF LOYALTON	01-5530	3,372.99	
			01-5899	209.57	3,582.56
00079961	03/09/2015	FERRELLGAS	01-5540		1,341.31
00079962	03/09/2015	CHARLES FILLMAN	01-5890		20.00
00079963	03/09/2015	GOLD COUNTRY DISTRIBUTORS	13-4700		67.19
00079964	03/09/2015	GOPHER SPORTS NW 5634	01-4300		45.15
00079965	03/09/2015	MERRILL GRANT	01-5200		450.80
00079966	03/09/2015	SHARON HASTINGS	01-5200		100.00
00079967	03/09/2015	HUNT & SONS, INC.	01-5590		384.74
00079968	03/09/2015	IXL LEARNING	01-4300		349.00
00079969	03/09/2015	JOSTENS	01-4300		53.13
00079970	03/09/2015	K 12 MANAGEMENT INC.	01-5890		2,570.00
00079971	03/09/2015	KATHLEEN A. O'HARA KELLY	01-4300		65.17
00079972	03/09/2015	MARIAN LAVEZZOLA	01-5600		200.00
00079973	03/09/2015	LIBERTY UTILITIES	01-5510	5,804.38	
			01-5899	254.34	6,058.72
00079974	03/09/2015	LOYALTON HIGH SCHOOL	01-9510		465.00
00079975	03/09/2015	MADDEN PLUMBING & HEATING, INC.	01-5600		606.00
00079976	03/09/2015	MEGAN A. MESCHERY	01-5200		78.00
00079977	03/09/2015	MODEL DAIRY, LLC	13-4700		402.90
00079978	03/09/2015	MIKE MOORE	76-9576		571.60
00079979	03/09/2015	NORTHERN CA SUPERINTENDENTS	01-5200		125.00
00079980	03/09/2015	OFFICE DEPOT, INC	01-4300		923.08
00079981	03/09/2015	PACIFIC GAS & ELECTRIC COMPANY	01-5510		23.04
00079982	03/09/2015	PLUMAS UNIFIED SCHOOL DISTRICT	01-5600	2,463.51	
			01-5890	19,341.25	21,804.76
00079983	03/09/2015	PROMEVO, LLC	01-6400		36,126.10
00079984	03/09/2015	QUILL CORPORATION	01-4300		445.05
00079985	03/09/2015	ROTARY CLUB OF LOYALTON	01-5200	177.00	
			01-5300	30.00	207.00
00079986	03/09/2015	SAN DIEGO COUNTY OFFICE OF ED	01-5200		400.00
00079987	03/09/2015	SIERRA COUNTY HEALTH DEPARTMENT	01-5510		289.50
00079988	03/09/2015	SIERRA COUNTY TREASURER	01-5860		3,658.21
00079989	03/09/2015	SIERRA VALLEY HOME CENTER	01-4300		657.06
00079990	03/09/2015	SIERRA-PLUMAS JOINT UNIFIED CAFETERIA ACCOUNT	13-4300		61.56
00079991	03/09/2015	SIERRA-PLUMAS JOINT UNIFIED B-WARRANTS	01-5890		75.00

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.

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Page 1 of 3

Checks Dated 03/01/2015 through 03/31/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00079992	03/09/2015	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	15,145.96	
			01-5890	2,499.98	17,645.94
00079993	03/09/2015	STAPLES CONTRACT & COMM.	01-4300	1,401.71	
			01-5899	160.93	1,562.64
00079994	03/09/2015	CDE, CASHIER'S OFFICE	13-4700		119.60
00079995	03/09/2015	TCI	01-4300		911.75
00079996	03/09/2015	TIMBERLINE AUTO PARTS & EQUIPMENT	01-4300		166.19
00079997	03/09/2015	TRI COUNTY SCHOOLS INS. GR.	01-3901	1,219.88	
			01-3902	1,153.38	
			01-9535	13,725.74	
			76-9576	63,626.36	79,725.36
00079998	03/09/2015	U.S. BANK	01-4100	439.26	
			01-4300	2,863.14	
			01-4400	2,775.64	
			01-5200	221.13	
			01-5890	1,196.05	
			01-5899	1,642.00	
			01-9210	4.28	
			Unpaid Sales Tax	120.03	3,710.25
00079999	03/09/2015	US FOODSERVICE, INC.	13-4300	130.56	
			13-4700	1,120.68	1,251.24
00080000	03/09/2015	VOYAGER FLEET SYSTEMS INC.	01-4300	2,169.28	
			01-5200	497.14	2,666.42
00080001	03/09/2015	ALLEN WRIGHT	01-5200		21.56
00080002	03/31/2015	AIRGAS, USA, LLC	01-5600		181.52
00080003	03/31/2015	ASBESTOS SCIENCE TECHNOLOGIES	01-5890		1,200.00
00080004	03/31/2015	AT&T	01-5890	30.87	
			01-5910	297.07	327.94
00080005	03/31/2015	AVAYA, INC	01-5600		53.16
00080006	03/31/2015	B & C TRUEVALUE HOME CENTER	01-4300		189.19
00080007	03/31/2015	KATIE CAMPBELL	01-5200		51.45
00080008	03/31/2015	CENTRAL SANITARY SUPPLY	01-4300	329.09	
			01-5899	96.26	425.35
00080009	03/31/2015	CURRENT ELECTRIC & ALARM, INC.	01-5890	3,861.20	
			40-6200	400.00	4,261.20
00080010	03/31/2015	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530		155.20
00080011	03/31/2015	FERRELLGAS	01-5540		1,181.42
00080012	03/31/2015	GOLD COUNTRY DISTRIBUTORS	13-4700		182.86
00080013	03/31/2015	HUNT & SONS, INC.	01-5590		484.01
00080014	03/31/2015	INLAND SUPPLY	01-4300		137.00
00080015	03/31/2015	JJ KELLER ASSOCIATES, INC.	01-4300		331.57
00080016	03/31/2015	K 12 MANAGEMENT INC.	01-5890		175.00
00080017	03/31/2015	MODEL DAIRY, LLC	13-4700		425.33
00080018	03/31/2015	MOUNTAIN MESSENGER	01-5890		20.00
00080019	03/31/2015	NORTHEASTERN JOINT POWERS AUTHORITY	76-9571		30,735.00

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Page 2 of 3

Checks Dated 03/01/2015 through 03/31/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
00080020	03/31/2015	OFFICE DEPOT, INC	01-4300		19.70
00080021	03/31/2015	PACIFIC GAS & ELECTRIC COMPANY	01-5510		1,674.24
00080022	03/31/2015	PLUMAS SANITATION	01-5890		4,000.00
00080023	03/31/2015	RAY MORGAN COMPANY	01-5600	2,332.96	
			01-5899	44.93	
			01-6400	8,815.00	11,192.89
00080024	03/31/2015	SCHOOL OUTFITTERS	01-4300		289.81
00080025	03/31/2015	SCHOOL PATHWAYS LLC	01-5800		150.00
00080026	03/31/2015	SEQUOIA FLORAL INTERNATIONAL	01-4300		240.97
00080027	03/31/2015	SIERRA BOOSTER	01-5890		61.88
00080028	03/31/2015	SIERRA COUNTY HEALTH DEPARTMENT	13-5200		151.00
00080029	03/31/2015	INTERMOUNTAIN DISPOSAL, INC.	01-5520	571.00	
			01-5899	9.00	580.00
00080030	03/31/2015	SIERRA HARDWARE	01-4300		146.95
00080031	03/31/2015	SPORTSMEN'S DEN	01-4300		128.96
00080032	03/31/2015	STAPLES CONTRACT & COMM.	01-4300		71.47
00080033	03/31/2015	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890		111.00
00080034	03/31/2015	HANNAH TOMATIS	01-4300		88.27
00080035	03/31/2015	US FOODSERVICE, INC.	13-4300	118.83	
			13-4700	1,956.35	2,075.18
00080036	03/31/2015	VERIZON WIRELESS	01-5910		114.54
Total Number of Checks				82	268,492.10

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	71	168,302.25
13	Cafeteria Fund	9	4,736.86
40	Special Reserve for Capital Ou	1	400.00
76	Warrant/Pass Though (payroll)	3	94,932.96
Total Number of Checks		82	268,372.07
Less Unpaid Sales Tax Liability			120.03
Net (Check Amount)			268,492.10

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.

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Page 3 of 3

**Sierra Pass Continuation School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15**

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530 993-1660 ext. *847
Principal	Marlene Mongolo
E-mail Address	mmongolo@spjUSD.org
Web Site	sierracountyofficeofeducation.org
CDS Code	46701774630034

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

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded Secondary	
Total Enrollment	

Student Enrollment by Group (School Year 2013-14)

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

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	1	1	1	25
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003 Adopted 2003 Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009 Basic Math Skills, American Guidance Services, Inc. (AGS), 2003, Not Adopted Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003, Not Adopted Pre Algebra, American Guidance Services, Inc. (AGS), 2004, Not Adopted Algebra, American Guidance Services, Inc. (AGS), 2004, Not Adopted Algebra 2, American Guidance Services, Inc. (AGS), 2004, Not Adopted Geometry, American Guidance Services, Inc. (AGS), 2005, Not Adopted Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003, Not Adopted	Yes	0
Science	Biology - Glencoe/McGraw-Hill, 2012 Adopted 2013 Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013 Earth Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted Biology, American Guidance Services, Inc. (AGS), 2004, Not Adopted Physical Science, American Guidance Services, Inc. (AGS), 2004, Not Adopted	Yes	0
History-Social Science	World History - Modern World History Patterns of Interaction - McDougal Littell 2009 Adopted 2009 US History - The Americans, McDougall-Littell, 2000 Adopted 2001 Government - Magruder's American Government - Prentice Hall Adopted 2013 Economics - Principles in Action - Prentice Hall 2007 Adopted 2009 World History, American Guidance Services, Inc. (AGS), 2001, Not Adopted World Geography, American Guidance Services, Inc. (AGS), 2001, Not Adopted US History, American Guidance Services, Inc. (AGS), 2005, Not Adopted History of Our Nation, 1865 to Present, American Guidance Services, Inc. (AGS), 2005, Not Adopted US Government, American Guidance Services, Inc. (AGS), 2005, Not Adopted Economics, American Guidance Services, Inc. (AGS), 2005, Not Adopted	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units Adopted 2011 Discover Health, American Guidance Services, Inc. (AGS), 2000, Not Adopted	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

To determine the condition of our facilities, our district performs an annual inspection using the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)									

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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									
Mathematics									
History-Social Science									

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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			
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.

Career Technical Education Programs (School Year 2013-14)

Being a continuation school, Sierra Pass has limited time that the students attend class. They are required to spend 15 hours a week at school. This leaves little time to take classes related to career technical education. Our teacher does spend time with them on assisting students with resume writing, filling our applications, and doing career research. We are also limited on facilities that can provide CTE classes. Sierra Pass students do participate in a horticulture class as an elective.

Career Technical Education Participation (School Year 2013-14)

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

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts									
Mathematics									

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

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 or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2013-14)

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged and welcome to visit their child's classroom at any time during the school day. Meetings with parents happen as soon as a student appears to be falling behind their scheduled course of study for graduation. Students and parents are encouraged to participate in annual 4-year planning sessions that are held each spring before the start of the next school year. These sessions are an opportunity to review their students' progress toward graduation and determine their next year's classes. At the beginning of each school year, the parents and students are provided with their log-in information for PowerSchool access. This gives them the opportunity to monitor completion and grades of assignments for each class.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate									

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students			
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			

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.00	0	1.1	3.2	3.2	5.7	5.1	4.4
Expulsions	0	0	0	0	0	0	.1	.1	.1

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

School Safety Plan (Most Recent Year)

Sierra Pass Continuation High School staff and students enjoy a safe place to work and learn. Staff members remain vigilant during school breaks and before and after school each day. All visitors are asked to check in at the district office, and regular school volunteers are screened through the district screening process. The district School Safety Plan was revised and implemented in the fall of 2008 and reviewed annually since. Monthly safety drills are performed; students are well aware of safety procedures during safety drills. District personnel are assigned to review health records and report to the staff the special health needs of students. The Leadership team of the Sierra-Plumas Joint Unified School District has completed an update of our district/schools Safety Plan. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.16	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	3,445	674	2771	46,733
District	---	---	\$11,764	\$53,060
Percent Difference: School Site and District	---	---	-76.4	-11.9
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-40.9	-19.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement Courses (School Year 2013-14)

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

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT DOWNIEVILLE SCHOOLS

46-70177-6050611
46-70177-4632303
CDS Codes

Date of this revision: March 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Dr. Merrill M. Grant
Position:	Site Administrator/Principal
Telephone Number:	530-289-3473
Address:	P.O. Drawer B Downieville, CA 95936
E-mail address:	mgrant@spjUSD.org

Sierra-Plumas Joint Unified School District

This school plan was adopted by the school site council on March 30, 2015.

The District Governing Board approved this revision of the School Plan on April 14, 2015.

Single Plan for Student Achievement Executive Summary

Schools: Downieville Elementary School and Downieville Jr/Sr High School

Number of Students: Downieville Elementary School:28

Downieville Jr/Sr High School:.....20

Number of Teachers:4.5

1. School-wide Focus Areas (3 Maximum)

- English Language Arts
- Mathematics Proficiency

School Profile Highlights

- LEXIA—ixl—1:1 computer/student ratio
- Small class sizes
- Low student to teacher ratio
- Articulation from grade to grade: K-12
- Persistent, dedicated staff
- Classroom Aides
- On-going monitoring by teachers and site administrator
- Four Year Planning
- Arts in School Program
- Site Council
- Environmental studies a priority

Barriers

- Small size
- Difficulty to attract and hire highly qualified teachers due to location
- Limited offering of sections
- Lack of funding to provide additional academic courses and other extra curricular activities
- Combined grade levels
- Lack of professional development opportunities that are nearby and address California teaching standards, curriculum and locally specific problems
- Lack of funding vocational education opportunities
- Socio-economic disadvantage
- After school activities/sports for bus riders

Actions

- Instructional aides have been hired to assist in elementary combination classes
- Expanding: Data Gathering
- Professional Learning Communities
- Independent study programs
- Uniform offerings aligned district wide that meet A-G requirements
- District wide PSAT testing-incorporated into four year plan
- Support for new teachers
- Transitional counseling/4-year planning

- **Overview of data analysis**

- There are no statistically significant subgroups in school based upon the small numbers of students.
- Downieville Elementary School had a decrease of API points in 2013 from 860 to 840.
- Downieville High School had an increase in API points from 731 to 787 in 2013.

- **Goals based on data analysis**

- Identify bottom 40% of students for intervention (RTI)
- Using benchmark assessments will allow us to diagnose learning strengths and weaknesses
- Continue to work with our students to maintain a high rate of success on the CAHSEE.
- Improve the success rate of all students below proficient on all mandated tests.

- **Professional development plan**

- We will continue to address the development of standards based benchmark assessments to drive our instruction to better prepare our students.
- We have joined a consortium of professional development with Placer County.

- **School leadership: Focus on student learning**

The site administrator, also known as "principal" (hereinafter referred to as "site administrator"), is an instructional leader, and monitors progress by:

- Using the "walk through" method of monitoring teaching and learning.
- Meeting with grade levels and content areas on a regular basis to set goals based upon instructional data.
- Allocating resources based on data and need.

A teacher-in-charge and a lead-teacher are employed to meet site needs in the absence of the site administrator.

**Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement**

**Downieville Schools
School Demographics for 2013-2014**

School Enrollment (CBEDS)	50
Percent Economically Disadvantaged (STAR)	50
Percent English Learners (STAR)	4

Ethnicity (Percent)

Hispanic	11
Asian	4
White	77
Unspecified	8

**Downieville Schools
Academic Performance Index (API) Growth**

	2012 Base API Actual	Growth Target For 12-13	2013 Growth API Actual	2012-2013 Growth Actual	Goal Met
Elementary	860	A	840	-20	Yes
JR/SR High	745	5	783	38	Yes
Subgroups	N/A	N/A	N/A	N/A	N/A

- ***School scored at or above the statewide performance target of 800. No growth is needed.**

Single Plan for Student Achievement

School Profiles

Downieville Schools are located in Western Sierra County and serve the communities of Downieville, Sierra City, Goodyears Bar, Pike and Alleghany. This is a very large geographic area. Therefore, many of our students ride the bus daily. This school is one of five in the Sierra-Plumas Joint Unified School District.

Special programs include ISP (Independent Study Program) to assist students in credit recovery as well as making up out of sync classes. Tutoring is also provided with assistance from several teachers before and after school and at lunch with prior arrangements and the use of CSF tutors.

The schools serve 51 students kindergarten through twelfth grade. The ethnic make up is as follows: 2% Asian, 5% Latino/Hispanic, 88% Caucasian.

Downieville Elementary staff includes: 1 part-time administrator (shared with DHS), a .50 school secretary, 2 full time regular education teachers, .2 special education teacher, 1 special education aide, 2 part time classroom instructional aides, 1 part time librarian, 1 part time speech therapist, .5 cook, .5 custodian/ maintenance person. The two elementary classes are combined and contain kindergarten-3rd grade and 4th-6th grade.

Downieville Jr/Sr High staff includes: 1 part time administrator (shared with DES), .50 school secretary (shared with DES), 2 full time regular teachers and 2 part time teachers, and a .50 custodial/maintenance person. The entire classified staff is shared with the elementary school.

An aggressive attendance-monitoring program has been established district-wide and on-site. Our school secretary monitors attendance daily. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The School Attendance Review Board is comprised of school officials, government agencies and law enforcement. They are poised to step in to situations where school attendance has become a problem.

The Response To Intervention (RTI) team membership is flexible and depends upon the needs of the student, but usually includes the student, parent(s)/guardian, teacher(s), site administrator, & Special Education teacher if needed. At the RTI meetings, a student's strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At these meetings an action plan is developed to meet stated needs, with a follow-up date to discuss the success of the action plan, and to generate further suggestions for intervention if needed. For students still not being successful even with classroom modifications, the RTI plan can recommend special education testing when necessary and appropriate. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

The School Site Council (SSC), a group of parents and staff that meet quarterly, is charged with implementing the Single Plan for Student Achievement. The SSC monitors the Single Plan, which ensures that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and to ensure that the school program is responsive to the individual needs of each student. The Single Plan for Student Achievement also ensures that the needs of English Language Learners are met. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the state and District content and performance standards for all students. Downieville School's faculty meets and participates in staff development opportunities to stay current with District adopted data analysis programs.

1. Alignment of curriculum, instruction and materials to content and performance standards:

The district has adopted the state approved curriculum in reading/language arts, math, social studies, and science and teachers use those materials to assure that students receive instruction in the content areas based on California's content standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level teacher analysis of student performance on continuous monitoring and benchmark assessments. All students, K-12, are expected to master the grade level standards in order to be promoted to the next grade.

Currently in language arts we are using the state adopted textbooks, Open Court Reading, at the elementary level. These texts/programs are comprehensive and are utilized by all student groups including special education students and English language learners. In mathematics, we are currently using Saxon Math in grades K through three. All student groups use Saxon math materials. Houghton Mifflin Social Studies and Harcourt Brace Science are used in grades three through six and California Math 4th through 6th.

For 7th grade curriculum we are using Glencoe McGraw Hill Mathematics, Holt Life Science, Prentice Hall Literature for our Language Arts program, and Holt/California Social Studies. For our 8th grade program we are using Algebra – Glencoe McGraw Hill texts book, Holt Physical Science, Prentice Hall Literature for Language Arts, and Holt/California for Social Studies.

These materials were approved by the State Board of Education because they were aligned with content standards and frameworks; organized in a sequential way from grade level to grade level; contain assessment designed to measure what students know and what they can do; provide universal access for all students; and provide instructional planning and support for teachers.

All students, 9-12, are expected to master the course standards in order to earn appropriate credits and to meet all graduation requirements. In all core curricular areas Downieville Junior/Senior High School is using state adopted and or district approved textbooks. The texts are standards based and aligned with the Sierra-Plumas Joint Unified School District adopted curriculum. In the spring of 2005 math and science textbooks were adopted and purchased for the 2005-2006 school year. To be in compliance with the newly negotiated Williams Act,

science lab equipment was prioritized by the science teachers for purchase for the 2005-2006 school year. This included some of the lab equipment, which came from the closed Pliocene Ridge School. The district's Social Studies Committee has been working on the adoption of new texts district wide. We have finalized this process and delivered the new books to all classrooms. This adoption included standards-based textbooks for grades K-12.

All textbooks used in the Honors Program or the Advanced Placement courses are those approved through College Board, and are in accordance with the UC/CSU policies and regulations. A staff member from Downieville High School trained in Advanced Placement strategies allowing her to be better prepared to instruct these students. Downieville Junior/Senior High School currently offers only two AP and Honors courses: AP English Literature and Composition and AP English Language and Composition, both of which are approved accredited courses.

2. Availability of standards-based instructional materials appropriate to all student groups:

The goal of our instructional program is to insure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards. Standards based instructional materials (textbooks and their supplements) are purchased for every student at every grade level in the core content areas.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards based materials to assist each student in meeting his or her educational goals. In addition, each child at Downieville School is mainstreamed into the general education setting for at least part of each day as their IEP permits. For all of their classes, they have access to the mainstream teachers due to NCLB "Highly Qualified Teacher" requirements. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. All teachers on site have received either their BCLAD, CLAD, or SDAIE training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for English Language Learners to master the curriculum. Students in need of intensive language instruction have access to a part time bilingual aide to assist them in problem areas.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated yearly. The district utilizes a number of staff development days each year to provide staff development opportunities in the following areas:

- Professional Learning Communities (PLC) to align and develop assessments.
- Technology training: Smart boards and Chromebooks
- Strategies and techniques for teaching diverse student populations

- Training in the content areas
- Classroom Management
- Standards based Instruction
- K-12 Health Integration into the curriculum

4. Services provided by the regular program to enable underperforming students to meet standards:

All teachers implement the standards-based instructional materials described above. The district-adopted materials address the needs of diverse learners, including underperforming students. At Downieville Elementary School, all students participate in a leveled reading program. Students are assessed at the beginning of the year and placed in reading groups based on the results. Each class is structured to meet the needs of the students in those particular reading levels. Students are reassessed throughout the year, and as their reading proficiency improves they are able to move to the appropriate group. Students are exposed to expository text as well as literature.

RTI meetings are held to collaboratively find ways to help under performing students meet the state standards. The team includes the classroom teachers, a special education teacher, parents, and the site administrator. As a result of these meetings, students are often referred for testing for special education services, counseling, and tutoring. A plan is developed to assist the regular education teacher meet the need of under-performing students in the classroom.

5. Services provided by categorical funds to enable underperforming students to meet standards:

Categorical and discretionary funds are used to support instructional aide time in the classroom. Both of our elementary classrooms are combination classes. One is K-3 and the other is 4-6. In order to enable the teacher to work effectively with each grade level and the diverse needs of students at that grade level, several aides are necessary. A third aide is provided to the special education classes. Therefore, Title I, Title II and EIA-EIALL and unrestricted funds are spent on personnel who work directly with under-performing students. Much of the funding for instructional materials and supplies comes from FLEX funds. These materials assist teachers in preparing activities to give support to students needing extra assistance with course standards.

- Staff development opportunities for teachers and support staff-in Reading/Language Arts (Language!), Math and Science support the best practices in instruction.
- Supplemental Materials are provided to students to assist in their learning, including books, calculators, and other instructional materials.

6. Use of state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to inform instructors and to address individual student gaps in academic performance. Each year, the site administrator analyzes state assessment results with teachers and they discuss what actions are needed for student achievement. These actions are reviewed in staff meetings as well as individual teacher meetings with administration. Site

categorical resources target supplemental interventions to improve student performance. Teachers use state and local assessments to determine at-risk status of students, develop interventions, and determine promotion and retention. The site administrator monitors effective implementation of standards-based programs and progress of students through observation, meetings, and data basing student progress. The students who score in the bottom 30% are specifically identified for intervention.

The Sierra Plumas Joint Unified School District also maintains a promotion and retention policy.

Each year, our students participate in the CST testing as required by the state. The data generated by the testing is disaggregated and made available to the teachers. Teachers are able to see areas of student strength and weakness and modify instruction to address those needs. CST was suspended in 2014 and the new CAASPP testing program will provide the student achievement data to assess program effectiveness.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All students are distributed into classrooms to achieve a balance of high, medium, and low abilities. Through the use of CST scores, local assessment and informal and formal testing in the classroom, teachers evaluate the data and plan lessons to challenge those students with average to high abilities and remediate those who are struggling. Differentiated instruction will allow students to progress at their individual pace and ability. Although the test scores at DES and DHS are consistently high, there are some students in every grade level that struggle to meet the standards.

8. Family, school, district and community resources available to assist these students:

The First 5 program of Sierra County offers assistance to parents and their families in the transition of children into the school system.

All teachers offer a quiet classroom where students may complete homework and get assistance outside of regular class time if necessary.

9. School, district and community barriers to improvements in student achievement:

Downieville Schools serves a population of students and their families from an area that is socio-economically depressed. Sixty-five percent of our students receive free and reduced lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of parental involvement, lack of health care and mental health care services, absenteeism, child abuse and neglect, family instability and violence.

10. Limitations of the current program to enable underperforming students to meet standards:

- Rural isolation leads to a lack of community resources.
- Limited ability to facilitate parental involvement in their students' academic endeavors.
- Lack of funding to provide transportation for students participating in after school programs such as additional tutoring.
- More vocational education opportunities could improve student motivation.
- Lack of funding to hire necessary staff to open the campus and resources on Saturdays and evenings.
- Staff professional development training in California standards-based instruction, curriculum and locally specific problems requires travel, considering our remote location. This is not only expensive but often treacherous during winter months.

Single Plan for Student Achievement

School Culture

Increase opportunities to learn

To increase student attendance as measured by a decrease in the number of absences and discipline referrals.

Planned Improvements in Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon analysis of verifiable state data, including the Academic Performance Index, California Standardized Test and the English Language Development test. The school site council analyzed available data on the academic performance of all students, including English Learners, economically disadvantaged students, and students with exceptional needs. The council also obtained and considered input from the school community. Based on these analyses, the council has established the following performance improvement goals, actions, and expenditures.

Goal: ENGLISH LANGUAGE ARTS and MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 5 percent as measured on the 2012 California Standards Test (CST) in English Language Arts and mathematics. To maintain an API score at or above 800.

Student Group

School wide

Performance Gains – English Language Arts

ELA Target = 67.6%

School wide at or above proficient 68.4%

Socioeconomically Disadvantaged 63.6%

The Elementary School wide percentage scoring proficient or higher will increase from 68.4% (May 2013) to 70.0% (May 2014—CST not administered).

Performance Gains – Math

Math Target = 68.5%
School wide at or above proficient 57.9%
Socioeconomically Disadvantaged 54.5%

The Elementary School wide percentage scoring proficient or higher will increase from 57.9% (May 2013) to 68.5% (May 2014).

Means of Evaluating

Annual state assessments
Report card data

Description of Specific Actions to Improve Educational Practice

Downieville Elementary School

School wide: Instructional assistants will help with the intervention process provided by the teachers.

Means of Achievement: Increased educational opportunity for low-performing students.

Task: To assist in the daily reading language arts and mathematics intervention instruction focusing on low-performing students. Provide students (Grades K-5) in need of small group or one-to-one support in reading/language arts intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Personnel assigned: Classified aides, high school students (TA)

Start Dates: 08/26/14

End Dates: 06/05/15

Funding Source	Related Expenditure	Estimated Costs
Title 1	Classified Salary	\$ 7,000
Small Rural Schools Achievement Program (REAP)	Instructional Materials	\$ 1,400

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide professional development opportunities to teachers in the areas of reading/language arts and opportunities to collaborate around student assessment and instructions.

Measures: On-going

People Assigned: Merrill Grant, Site Administrator

Start Dates: 08/26/14

End Dates: 06/05/15

Funding Source	Related Expenditures	Estimated Costs
Title II	Teacher Quality	\$ 1,500

GOAL: ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

To increase the proficiency levels of all English Learner students by one level as measured on the 2010 CELDT

Student Group

English Learner(s)

Performance Gains

All English Learner(s) will gain one proficiency level annually.

Means of Evaluating

CELDT

Description of Specific Actions to Improve Educational Practice

Means of Achievement: Increased educational opportunity

Task: Provide supplemental instruction to EL student(s)

Measures: CELDT, CST ELA, ongoing classroom monitoring

People assigned: Classified Staff

Start Dates: 08/26/14

End Dates: 06/05/15

Funding Source	Related Expenditures	Estimated Costs
Educational Impact Aide Small Rural Schools	Classified Salary	\$ 1,700
Achievement Program (REAP)	Response to Intervention Stipend	\$ 600

Categorical Funding Allocated to this School/District

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

STATE PROGRAMS

Economic Impact Aid/English Learner Program **Amount: \$1,700**

Purpose: Develop fluency in English and academic proficiency of English learners

Purpose: Improve school response to educational, personal, and career needs of all students

Purpose: To increase academic achievement by improving teacher and site administrator quality.

Purpose: To increase academic achievement by providing smaller group instruction opportunities for students who are experiencing difficulties in core subjects.

FEDERAL PROGRAMS

Elementary and Secondary Education Act:

Purpose: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.

Title 1:	Amount: \$ 7,000
Title II: Teacher Quality	Amount: \$ 1,500
REAP	Amount: \$ 6,000

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Site administrator	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Merrill Grant	X				
Augustine Corcoran				X	
Alicia Schofield		X			
Cynthia Schofield			X		
Steve Folsom				X	
Amber Sainsbury				X	
Darcy White				X	
Numbers of members of each category	1	1	1	4	0

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the site administrator, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. All members must be selected by their peer group.

**Single Plan for Student Achievement
Schoolwide Action Plan
Downieville Schools**

English Language Arts and Mathematics

Area: *To continue to develop strategies to provide additional academic support in the areas of literacy and mathematics.*

Growth: *Downieville High School will increase the number of students scoring proficient or above on the CST English Language Arts and subject mathematics tests by five percent as compared to the 2012 CST scores.*

Rationale: *To provide students with stronger literacy and mathematics skills to meet their present and future academic, vocational, and personal needs.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators*

Means of Achievement:

1. Purchasing Accelerated Reader, Accelerated Math, and Star Reading to assist students with foundational mathematics skills to enable them to successfully access the core curriculum.
2. Providing EIA/ELL aide to assist students in gaining foundation skills needed to successfully complete core classes and to pass the CAHSEE by offering tutoring in class and during lunch.
3. Motivating students to increase time spent in reading by providing materials for reading circles in the Flex Period and purchasing the Accelerated Reader program for Downieville High School.
4. Maintaining a vocational program that provides students with opportunities to apply and enhance the core academic skills in hands-on vocational settings.

Funding Source: Economic Impact Aid/English Language Learner funding and

Categorical Funding: Title VI, Small Rural Schools Achievement Program

Estimated Cost: \$4,700

Implementers: Administration, Staff, Technology Coordinator, District Testing Coordinator

Means to Assess: Comparison of CST scores in mathematics and ELA from 2012 to 2013, school schedule, classroom checks, and annual review of action plan at faculty meetings (CSTs not administered in 2014).

Professional Development

Area: *To offer training to the faculty and staff at Downieville High School to foster professionalism and collaboration, to further develop the craft of teaching, and to enhance the love of learning and teaching that originally lead them to careers in education.*

Growth: *Downieville High School will meet their API growth for fiscal year 2013/14 and meet expected goals in all areas of the AYP.*

Rationale: *To provide students with the academic and vocational skills needed to become productive, successful workers and community members.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Providing professional development opportunities to staff in the areas of assessment and course design.
2. Providing funding for teachers who are planning to teach or are teaching Advanced Placement courses to attend AP Institute workshops.
3. Scheduling minimum days to allow all teachers to participate in district Professional Learning Communities activities.
4. Offering professional development to all staff in the use of Smart Board technology and Chromebooks.

Funding Source: Title II

Categorical Allocation Teacher Quality

Estimated Cost: \$1,500

Implementers: Administration, Staff

Means to Assess: API/AYP review and annual review of action plan at faculty meetings

Core Intervention Enrollments

Area: *To continue to ensure that placement in Core Intervention and Math Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.*

Growth: *Downieville High School seniors will all pass the CAHSEE prior to graduation, and Downieville High School will achieve its API/AYP goals in 2013/14 school year.*

Rationale: *To ensure academic progress for all students toward meeting their individual academic goals and the school's overall academic goals.*

ESLR Link: *Knowledgeable, Critical Thinkers, and Effective Communicators; Effective Communicators*

Means of Achievement:

1. Evaluating student report cards at the end of each semester.
2. Annual review of CST results to accurately place students who score Below Basic or Far Below Basic in ELA or mathematics.
3. Using intervention materials and software programs - such as provided with Language! - to accurately assess student placement in Core Intervention classes.
4. Mandating enrollment in intervention for students in Grades 11 and 12 who have not passed one or both sections of the CAHSEE.

Funding Source: Small Rural School Achievement Program (REAP)
Educational Impact Aid/English Language Learner (EIA/ELL)

Estimated Cost: \$3,000

Implementers: Administration, Staff, RTI Coordinator, Resource Specialist

Means to Assess: Annual review of CST scores, ongoing review of CAHSEE scores, and annual review of action plan at faculty meetings

School Culture

Area: *To create an environment conducive to student learning where students learn to value education and feel safe, welcome, and comfortable.*

Growth: *Truancy rate will drop by three percent and the percentage of students involved in extra- co-curricular activities will increase by three percent as compared to the 2013-14 school year.*

Rationale: *When a school focuses on learning and maintains a safe, welcoming, comfortable environment students will attend and actively participate.*

ESLR Link: *Healthy Individuals*

Means of Achievement:

1. Working closely with Sierra County Office of Education in accessing the services of the School Psychologist to work with student groups or individuals as recommended by RTI/SSTs or SARB.
2. Keeping the school facilities and grounds in good repair and clean to promote student pride, health, and safety.
3. Continued communication with parents, students, and stakeholders to improve involvement in our school and commitment to our school's goals. Funds will be used for stationery and postage.
4. Cooperation with district office, project manager, and maintenance staff in obtaining funding for facility improvements including those indicated on our Facilities Inspection Tool and recommended by School Site Council.
5. Supporting student clubs in meeting their stated goals as they relate to leadership development, community service, and academic enhancement.
6. Maintaining an interscholastic athletic program that promotes athletic development, sportsmanship, student academic achievement, and healthy lifestyles.
7. Providing a period in the schedule for a teacher to serve as Academic Adviser to assist students with setting academic and career goals, funding post-high school education and/or training, and applying to colleges and universities.

Funding Source: Sierra County Office of Education and Carl Perkins Vocational Education Funds

Most cost is included in County funded Psychologist/Risk Counselor, and Maintenance and Custodial salaries.

Implementers: Administration, Staff, Students, Parents, Community

Means to Assess: Annual review of action plan at faculty meetings

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II.

Vocational Education Carl D. Perkins Funds **Amount: \$ 500**

These funds will be used to purchase instructional materials, supplies, and equipment for the vocational woodshop, computer applications.

Title II, NCLB, Part A, Teacher Quality **Amount: \$1,500**

Title II funds are used to provide professional development on technology in order to increase student access to technology in core curriculum and to assist non-NCLB teachers to obtain appropriate credentials.

Economic Impact Aid/English Learner Program **Amount: \$5,200**

These funds will be used to provide instructional aide salaries and to purchase instructional materials to help English Learners at Downieville High School successfully access the core curriculum.

Small Rural Schools Achievement Program (REAP) **Amount: \$2,000**

These funds are to support instruction and academic programs for students in rural communities. We traditionally use the funding for instructional software material

Programs Included in this Plan

<i>State and Local Programs</i>		<i>Allocation</i>
✓	Economic Impact Aid/English Learner Program <i>Purpose:</i> Develop fluency in English and academic proficiency of English Learners.	\$5,200
Total amount of state categorical and flex funds allocated to this school		\$5,200

<i>Federal Programs under No Child Left Behind (NCLB)</i>		<i>Allocation</i>
✓	Vocational Education Carl D. Perkins Funds <i>Purpose:</i> Students receive vocational and technology skills that support academic standards.	\$ 500
✓	Title II, Part A: NCLB, Teacher Quality <i>Purpose:</i> Support professional development and the use of technology.	\$1,500
✓	Small Rural Schools Achievement Program (REAP) <i>Purpose:</i> Allow rural schools to provide academic opportunities for students.	\$2,000
Total amount of federal categorical funds allocated to this school		\$4,000

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**)
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (List)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on March 30, 2015.

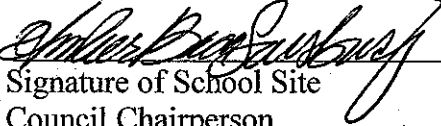
Attested:

Dr. Merrill M. Grant
Typed name of School Site Administrator


Signature of School Site Administrator

3/30/15
Date

Amber Sainsbury
Typed name of School Site
Council Chairperson


Signature of School Site
Council Chairperson

3/30/15
Date

The Single Plan for Student Achievement

LOYALTON ELEMENTARY SCHOOL

46-70177-6050629

— — — — —
CDS Code

Date of this revision: April 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the SBX3 4 Flexibility, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Dr. Merrill M. Grant

Position: Site Administrator/Principal

Telephone Number: 530-993-4482

Address: P.O. Box 127, 111 Beckwith, Loyalton, CA, 96118

E-mail Address: mgrant@spjusd.org

Sierra Plumas Joint Unified School District

This school plan was adopted by the school site council at a public meeting on March 31, 2015.

The District Governing Board approved this revision of the School Plan on April 14, 2015.

Single Plan for Student Achievement 2014-2015 Executive Summary

School: Loyalton Elementary School

Number of Students: 172

Number of Teachers: 7 classrooms

1. School-wide focus areas

- English/Language Arts
- Mathematics Proficiency

2. School profile highlights

- Data Analysis Program
- Widespread use of Accelerated Reader Comprehension Assessment
- Title 1 support
- Classroom Aides
- Parent Club that is growing in membership and available funds
- Parent Club paid field trips
- Growing community involvement
- Sierra Schools Foundation

Barriers

- Lack of community resources due to rural isolation
- Limited ability to facilitate parental involvement in their students' academic endeavors
- Lack of funding for transportation for students participating in after-school programs
- Limited ability to procure necessary staff to open the campus on Saturdays and evenings
- Lack of Resources to meet the needs of growing English Learner population.
- Difficulty keeping pace with technology needs
- Lack of professional development opportunities that are nearby that address California teaching standards, curriculum and locally specific problems

Action

- Instructional aides have been hired to assist in all classes

- Use funding and Professional Development Block Grant dollars to provide meaningful professional development opportunities
- Gradually increase the budget for EL programs to meet the needs of a growing EL population.
- We are exploring the possibility of before school tutoring/homework help sessions
- Other barriers are socio-economically based and cannot be resolved by the site

3. Overview of data analysis

- Loylton Elementary School met AYP goals for all subgroups for 2012-2013.
- Loylton Elementary School met our API growth target. Our API grew from 837 to 866 (no API given for 2014 due to suspension of the State's accountability program).

4. Goals based on data analysis

- Based on gains students have made as documented in STAR assessment data, in both ELA and Math, we will continue the interventions listed above
- Continued opportunities to increase funding for technology

5. Professional Development

- Professional development will be continued by focusing on the instructional use of standards based benchmark assessments
- We have joined a consortium for professional development with Nevada and Placer counties.

6. School Leadership

Focus on Student Learning

The site administrator, also known as "principal" (hereinafter referred to as "site administrator"), is an instructional leader, and monitors progress by:

- Meeting with grade levels in content areas on a regular basis to set goals based on instructional data through the PLC
- Allocating resources based on data and need
- Formally evaluating teachers

A Lead Teacher and a Teacher-in-Charge are employed to meet site needs in the absence of the site administrator.

Sierra-Plumas Joint Unified School District
Single Plan for Student Achievement
Loyalton Elementary School
School Demographics for 2013-2014

School Enrollment (CBEDS)	172
Percent Economically Disadvantaged (STAR)	26
Percent English Learners (STAR)	5
Percent Ethnicity of School Enrollment	
African American	.6
American Indian	0
Asian	0
Hispanic	13
Pacific Islander	0
White	80.7
Two Or More Races	1.9
Other	3.8

Loyalton Elementary School
Academic Performance Index (API) Growth

	2012 Base API Actual	Growth Target for 2013	2013 Growth API Actual	2012 Growth Actual	Goal Met
School-wide	814	A	866	29	Yes

Single Plan for Student Achievement School Profile

Loyalton Elementary School is located near the communities of Loyalton, Sierraville, Calpine, Chilcoot, and Vinton. This school is one of five in the Sierra-Plumas Joint Unified School District. Loyalton Elementary School first opened in 1967.

The school serves 172 students in kindergarten through sixth grade. The ethnic make up is as follows: 0% African American; 0% Native American, 0% Pacific Islander, 17% Latino/Hispanic, 75% Caucasian.

Loyalton Elementary staff includes: 1 part time administrator, 1 school secretary, 7 full time regular education teachers, 1 part time special education teacher, 1 contracted, part time speech therapist, 1 part time preschool teacher, 1 part time classroom specialist, 1 part time library aide, 6 part time instructional aides, 1 full time cook, 3 part time kitchen staff, 6 noon/recess supervisors, 1 part time custodian, & 1 maintenance person/bus driver.

All classrooms are self-contained.

The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the State and District content and performance standards for all students. Regular grade level meetings are held to analyze current instructional data plan for improvement.

An aggressive attendance monitoring program has been established district-wide and on-site. Our school secretary monitors attendance daily. The office staff helps families by providing information about available resources, as well as addressing student attendance issues with parents and students. The School Attendance Review Board, comprised of school officials, Sierra County Health employees and law enforcement, is poised to step in to situations where school attendance has become a problem.

The Response to Intervention (RTI) membership is flexible and depends upon the needs of the student, but usually includes the parent, teacher, Site administrator, & Special Education teacher. At RTI meetings, a student's strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At this point the RTI model is initiated. An action plan is developed to meet stated needs, with a follow-up date to discuss the success of the action plan, and to generate further suggestions for intervention if needed. Student response to intervention is carefully monitored. A student is only referred for Special Education testing when the student is not responding adequately to any/all of the interventions suggested by the RTI. When testing is completed, an IEP (Individualized Education Program) meeting is held to determine a student's eligibility and placement.

The School Site Council (SSC), a group of parents and staff that meet quarterly, is charged with implementing the Single Plan for Student Achievement. The SSC

monitors the Single Plan, which ensures that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and to ensure that the school program is responsive to the individual needs of each student. The Single Plan for Student Achievement also ensures that the needs of ELL (English Language Learners), educationally disadvantaged, Special Education students are addressed along with the training needs of the staff. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

1. Alignment of curriculum, instruction and materials to content and performance standards:

The district has adopted the state approved curriculum in reading/language arts, math, social studies, and science and teachers use those materials to assure that students receive instruction in the content areas based on California's performance standards. Instruction is informed, modified, and differentiated by teachers through the process of grade level teacher analysis of student performance. All students K-6 are expected to master the grade level standards in order to be promoted to the next grade. Loyalton Elementary is reviewing a developed report card to provide parents with a comprehensive tool to track student progress for the 2014-2015 school year.

Currently in language arts, we are using state adopted textbooks: Open Court Reading and Great Source Language Arts/Writing program. These texts are comprehensive and are utilized by all student groups including special education students and English language learners. In mathematics, we are currently using Saxon Math in grades K through 3; Glencoe McGraw-Hill in grades 4-6th. Houghton Mifflin Social Studies and Harcourt Brace Science are used in grades K through five. Holt Earth Science is used in 6th grade.

These materials were approved by the State Board of Education because they were aligned with content standards and frameworks, organized in a sequential way from grade level to grade level, contain assessment designed to measure what students know and what they can do, provide universal access for all students and provide instructional planning and support for teachers.

2. Availability of standards-based instructional materials appropriate to all student groups:

The goal of our instructional program is to ensure access to standards based curriculum and instruction so that all students can meet or exceed the standards. All students have equal access and opportunity to master grade level standards. Standards based instructional materials are purchased for every student at every grade level in the core content areas.

All programs in use have extensive accommodations for meeting the instructional needs of special student populations including English learners, at-risk students, special education students and gifted students.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards based materials to assist each student in meeting his or her educational goals. In addition, each child at Loylton Elementary is mainstreamed into the general education setting for at least part of each day. With the support of special education personnel, special education students are given the opportunity to access and master grade level standards.

English language learners are also incorporated into the mainstreamed classroom. All teachers on site have received either their BCLAD, CLAD, or SDAIE training to receive their certification. Teachers use standards based materials and SDAIE instructional strategies in order for these students to master the curriculum. Students in need of intensive language instruction have access to a part time bilingual aide to assist them in problem areas.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Student achievement and staff needs are evaluated yearly. The district utilizes a number of staff development days each year to provide staff development opportunities in the following areas:

- Alignment and development of a benchmark that better assesses student progress on the Common Core state standards.
- Technology training (Smartboards and Chromebooks).
- Strategies and techniques for teaching diverse student populations
- Training in the content areas
- Classroom Management
- Arts Integration into the curriculum/Learning Landscapes/Gardening

4. Services provided by the regular program to enable underperforming students to meet standards:

All teachers implement the standards-based instructional materials described above. The district-adopted materials address the needs of diverse learners, including underperforming students. During initial instruction, teachers use the explicit instructional strategies and techniques built into the programs to address the needs of these students. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use the Open Court Intervention Guide and student materials to address the needs of students performing below grade level. Teachers are using the Open Court English Language Development Guide and student materials that support English learners' acquisition of English as a second language as well.

RTI meetings are held once a month to collaboratively find ways to help under performing students meet the state standards. The team includes the classroom teachers, a special education teacher, parents, and the Site administrator or designee. As a result of these meetings, students can be referred for testing for special education services, counseling, and/or tutoring. A plan is developed to assist the regular education teacher meet the need of under-performing students in the classroom.

5. Services provided by categorical funds to enable underperforming students to meet standards:

In order to enable the teacher to work effectively with each grade level and the diverse needs of students at that grade level, the staff feels that an aide is necessary. Instructional assistants work directly with low achieving and underperforming students in the classroom under the direct supervision of credentialed teachers. To comply with NCLB, several of our instructional aides have returned to college to complete a course of higher education on their own time. Title 1 funds are spent on personnel who work directly with underperforming students.

Staff Development opportunities for teachers and support staff in Reading/Language Arts, Math and Science are provided to support the best practices in instruction. Funding is allocated to provide adequate technology training, learning, support and materials to provide all students access. Funding is allocated to provide students with supplementary materials and tools for learning, including books, calculators, parent communications, and handouts that support learning.

6. Use of state and local assessments to modify instruction and improve student achievement:

Both state and local assessments are used to drive instruction and to address individual student gaps in academic performance. Each year, site administrators analyze state assessment results with teachers and include the analysis and action to be taken in their annual report to the Board of Education on student achievement. Site categorical resources target supplemental interventions to improve student performance. Teachers use state and local assessments to determine at-risk status of students, develop interventions and determine promotion and retention. The district is also in the process of creating benchmarks exams in the core areas to be administered three times a year. Teachers also administer end-of-unit reading and math assessments to all students with diagnostic/prescriptive assessments for at-risk and potentially at-risk students.

Teachers meet by grade level with the site administrator to discuss results, share best practices, modify instruction, and determine interventions to implement for specific students. Site administrators monitor effective implementation of standards-based programs and progress of students through observation, meeting and data-basing student progress.

7. Number and percentage of teachers in academic areas experiencing low student performance:

Every teacher (100%) works with children who are underperforming. During a portion of the reading/language arts period, time is dedicated to grouping students by performance level to provide targeted instruction in skill areas at all performance levels. Through the use of CST scores, local assessment and informal and formal testing in the classroom, teachers evaluate the data and plan lessons to challenge those students with average to high abilities and remediate those who are struggling.

8. Family, school, district and community resources available to assist these students:

The Family Resource Center offers classes in parenting to assist parents in how to best meet the needs of family members running on very busy schedules.

First Five California has funded a part time transition aide to assist preschool children in the making the move from preschool to the school system.

Sierra County's Mental Health Department offers support for children (teachers and parents as well) whose behaviors impact their academic performance.

Students in the upper grades who are struggling may get help from the site Title 1 instructional aide during lunch hour.

9. School, district and community barriers to improvements in student achievement:

Many people who move to Loyalton come here from out of state. This causes some difficulty because of the inconsistencies in reading and math programs to which those students have been exposed.

Loyalton Elementary School serves a population of students and their families from an area that is socio-economically depressed. At times, over 60% of our students receive free and reduced lunches. As a result, our school faces the typical barriers associated with high poverty rates: lack of parental involvement, lack of health care and mental health care services, absenteeism, child abuse and neglect, family instability and violence.

Transportation is another barrier to student achievement. Approximately two-thirds of our students ride the bus to and from school. We have tried before and after school intervention programs but attendance is poor because of the transportation issue.

10. Limitations of the current program to enable underperforming students to meet standards:

- Rural isolation results in lack of community resources
- Limited ability to facilitate parental involvement deemphasizes students' academic endeavors
- Students are restricted from participating in after school programs due to lack of funding to provide transportation
- Preliminary vocational education opportunities needed to motivate students not on college prep track
- Lack of funding to hire necessary staff to open the campus and resources on Saturdays and evenings.
- Sufficient funding and staff are required to fully meet the needs of EL students
- Professional development opportunities that address California standards, curriculum and other specific problems are not located locally

Single Plan for Student Achievement

Planned Improvement in Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon analysis of verifiable state data, including the Academic Performance Index and the English Language Development test, including local measures of student achievement. The school site council analyzes available data on the academic performance of all students, including English Learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtains and considers input from the school community. Based on these analyses, the council has established the following performance improvement goals.

Goal: ENGLISH/LANGUAGE ARTS

Goal Statement

To increase the school wide percentage of students scoring "proficient" or "advanced" by 5 percent as measured on the 2013 California Standards Test in English/Language Arts.

Student Group

School wide

Performance Gains

The school wide percentage scoring "proficient" or higher will increase from 55% (May 2013) to 65% (May 2014)

Means of Evaluating

Annual state assessments

Report card data

Other local assessments

**Goal: ENGLISH/LANGUAGE ARTS
English Language Learners (ELL)**

Goal Statement

To increase the percentage of English Language Learners scoring "proficient" or advanced by 5 percent as measured on the 2013 California Standards Test in English/language arts.

Student Group

English Learners

Performance Gains

The percentage of EL students scoring "proficient" or higher will increase from 56% (May 2013) to 65% (May 2014).

Means of Evaluating

Annual state assessments (CST—suspended 2014)

Report card data

Other local assessments (STAR reading, Edusoft Benchmark assessments)

Description of Specific Actions to Improve Educational Practice

School Wide Instructional Assistants

Means of Achievement: Increased educational opportunity

Tasks: Provide students (Grades K-6) in need of small group or one to one support in reading/language arts intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Number of People assigned: Eight

Start Date: 8/26/14

End Date: 6/5/15

Funding Source Costs	Related Expenditure	Estimated
Title 1	Classified Hourly Personnel	\$6,500

Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: Provide professional development opportunities to teachers in the areas of reading/language arts and opportunities to collaborate around student assessment and instructions.

Measures: CST, Benchmark exams,

People Assigned: Site administrator

Start Date: 8/26/14

End Date: 6/5/15

Funding Source	Related Expenditures	Estimated Costs
Title II	Registration Fees and Stipends	\$ 3,000.00

GOAL: ENGLISH LANGUAGE DEVELOPMENT

Goal Statement

To increase the proficiency levels of all English Learner students by one level as measured on the 2013 CELDT

Student Group

English Learners

Performance Gains

All English Learners will gain one proficiency level annually.

Means of Evaluating

CELDT

Description of Specific Actions to Improve Educational Practice

Means of Achievement: Increased educational opportunity

Task: Provide supplemental instruction to EL students

Measures: CELDT, CST ELA, ongoing classroom monitoring

People assigned: EIA/ELL instructional aide, all classroom instructional staff/aides

Start Date: 8/26/14

End Date: 6/5/15

Funding Source	Related Expenditures	Estimated Costs
EIA-ELL	Classified Personnel	\$ 1,400.00

GOAL: MATHEMATICS

Goal Statement

To increase the percentage of students scoring proficient or advanced by 5 percent as measured on the 2013 CST in mathematics

Student Group

School-wide
Socio-economically disadvantaged
English Learner

Performance Gains

The percentage of students scoring proficient or higher (school-wide) will increase from 56% (May 2014) to 60% (May 2015)

Description of Specific Actions to Improve Educational Practice

School wide instructional assistants

Means of Achievement: Increased educational opportunity

Tasks: Provide students (Grades K-6) in need of small group or one-to-one support in mathematics intervention under the direction of the classroom teacher.

Measures: Daily schedules, ongoing classroom monitoring

Start Date: 8/26/14

End Date: 6/5/15

Funding Source	Related Expenditure	Estimated Costs
Title 1		\$ 4,700

GOAL: FINE ARTS, SOCIAL STUDIES, & SCIENCE

Goal Statement: To increase student awareness of differences in cultures, music and ecosystems of the world.

Means of Achievement: Increased educational opportunity via interdisciplinary approach in the classroom

Tasks: Provide students with experience in various genres of art instruction, introduction to musical instruments, choral programs

Measures: Informal teacher assessment

People assigned: Staff, artists in residence, Music teacher

Start Date: 8/26/14

End Date: 6/5/15

Funding Source	Related Expenditure	Estimated Costs
Sierra Schools Foundation	Music Program	\$ 5,000.00

GOAL: SCHOOL CULTURE

Goal Statement: To increase student attendance as measured by a decrease in the number of absences and discipline referrals.

Means of Achievement: Increased educational opportunities.

Tasks: Provide students with experiences that increase their love of learning, joy of discovery and sense of wonder with the world around them.

Measures: informal assessments by staff

People assigned: staff

Start Date: 8/26/14

End Date: 6/5/15

Funding Source	Related Expenditure	Estimated Costs
TITLE I	Instructional supplies, equipment Technology, Media, repairs/upgrade existing equipment.	\$ 17,000
TITLE VI REAP	RTI Stipend Classroom Materials & Supplies	2,700

Categorical Funding Allocated to this School

The following state, federal and other categorical funds were allocated to this school:

STATE PROGRAMS

Economic Impact Aid, English Learner **Amount: \$14,000**

Purpose: To increase academic achievement by providing specific instructional

services to students from families who may be economically impacted or English Language Learners and to develop fluency in English and academic proficiency of English learners.

FEDERAL PROGRAMS

Elementary and Secondary Education Act:

(3010) Title 1: School-wide Program **Amount: \$30,000**

Purpose: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.

Title II: Teacher Quality **Amount: \$3,000**

Purpose: To increase academic achievement by improving teacher and site administrator quality.

Title VI:

SMALL RURAL SCHOOL ACHIEVEMENT PROGRAM (REAP) **Amount: \$2,700**

Purpose: To increase student exposure to the world around them via distance learning.

OTHER:

SIERRA SCHOOLS FOUNDATION **Amount: \$5,000**

Purpose: To increase arts in the classroom.

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the site administrator, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Names of Members	Site administrator	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Merrill Grant	X				
Juli Lane		X			
Hayden Stahl				X	
Sheri Roen				X	
Kerstin Harrison				X	
Lennie Garcia			X		
Randi Durney				X	
Annie White		X			
Numbers of members of each category	1	2	1	4	

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*) _____

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on March 31, 2015.

Attested:

Merrill M. Grant
Typed name of Site Administrator

Merrill M. Grant
Signature of Site Administrator

3/31/15
Date

Sheri Roen
Typed name of
School Site Council Chairperson

Sheri Roen
Signature of
School Site Council Chairperson

3/31/15
Date

2015-2016 EXTRA DUTY ASSIGNMENTS

Position	Stipend	Personnel	Personnel	Personnel	Personnel
<i>*Subject to 2014-15 negotiations</i>		<i>Downieville</i>	<i>LHS</i>	<i>LMS 7th/8th</i>	<i>LES K-6th</i>
<u>Coaching Assignments</u>					
Athletic Director - Loyalton High/\$2,500 per season x3/\$7,500 cap	7,500 cap				
<i>*Athletic Director - Downieville/\$500 per team or \$2,000 cap</i>	2000 cap				
Athletic Director - Loyalton Elem. 6,7,8	1000				
Varsity Football, LHS	2000				
Assistant Varsity Football, LHS	1500				
Varsity Basketball - Boys	2000				
J.V. Basketball - Boys, LHS	2000				
Varsity Basketball - Girls	2000				
J.V Basketball - Girls, LHS	2000				
7th Grade Basketball - Boys	500				
8th Grade Basketball - Boys	500				
7th Grade Basketball - Girls	500				
8th Grade Basketball - Girls	500				
7th/8th Gr COED Basketball, DVL	1500				
Boys Baseball	2000				
Girls Softball	2000				
Varsity Volleyball - Girls	2000				
Track	2000				
Tennis	1500				
<i>*Cheerleading Advisor-Season</i>	2000				
<i>*Cheerleading Advisor-Season</i>	2000				
Cross Country Coach	500				
Physical Fitness Coordinator District-wide	500				

Sierra County/Sierra-Plumas Joint USD

Administrative Regulation

Transportation Fees

AR 3250

Business and Noninstructional Operations

Fee Schedule and Collection

Transportation fees charged by the district shall not exceed the statewide average nonsubsidized cost of providing such transportation to a student on a publicly owned or operated transit system, as determined by the Superintendent of Public Instruction. (Education Code 39807.5)

The total amount received by the district from the state and parent/guardian fees shall not exceed the actual operating cost of home-to-school transportation during the fiscal year. If excess fees are collected due to errors in estimated costs, fees shall be reduced in succeeding years. (Education Code 39809.5)

The Board of Education shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

Bus passes and tickets shall be sold at all district schools and at the district office. No money shall be collected on school buses.

Exemption from Fees

Eligibility for free transportation based on indigency shall be based on the income eligibility scales used for the free and reduced-price lunch program and/or proof of receipt of Temporary Assistance to Needy Families (TANF).
(cf. 3553 - Free and Reduced Price Meals)

At the beginning of the school year and whenever a new student is enrolled, parents/guardians shall receive information about free transportation eligibility standards, application procedures and appeal procedures.
(cf. 5145.6 - Parental Notifications)

All applications and records related to eligibility for free transportation shall be confidential and used only for purposes directly connected with the free transportation program.
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

Students receiving free transportation shall not be identified by the use of special bus passes, tickets, lines, seats or any other means. They shall in no way be treated differently from other students, nor shall their names be published, posted or announced in any manner or used for any purpose other than the transportation program.

Regulation SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
approved: April 10, 2007 Sierraville, California

Student Placement Agreement

This agreement ("Agreement") is between the Trustees of the California State University on behalf of California State University, Chico ("University") and SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT ("Organization"). In consideration of the mutual promises set forth below, the University and Organization ("Parties") agree as follows:

I. Organization's Responsibilities

- A. Identify the student's supervisor. The supervisor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks, verify service hours and give feedback.
- B. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Organization's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; patient confidentiality and HIPAA privacy and security (if applicable); and information detailing where students check in and how they log their time.
- C. Provide student with a written description of the student's tasks and responsibilities.
- D. Provide appropriate training, equipment, materials and work area for students prior to students performing assigned tasks or working with the Organization's clients.
- E. Inform student of the need for a background check, fingerprinting and/or a tuberculosis test (if applicable); obtain the student's fingerprints, background check and/or tuberculosis test (if applicable); and maintain the confidentiality of any results as required by federal and state law.
- F. Evaluate the student if requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.
- G. Notify the University as soon as is reasonably possible of any injury or illness to a student participating in a learning activity at the Organization.

II. University's Responsibilities

- A. The University will advise the student(s) of their responsibility to:
 1. Participate in all training required by the Organization.
 2. Exhibit professional, ethical and appropriate behavior when at the Organization.
 3. Complete all assigned tasks and responsibilities in a timely and efficient manner.
 4. Abide by the Organization's rules and standards of conduct.
 5. Maintain the confidentiality of the Organization's proprietary information, records and information concerning its clients.
- B. Create a Learning Plan guiding faculty, student and site supervisor expectations of activities, performance of duties including hours of work required, evaluation of the student and expected learning outcomes.
- C. The University will advise student that neither the University nor the Organization assumes any financial responsibility in the event he/she is injured or becomes ill as a result of his/her participation in a learning activity at the Organization.
- D. Provide the student with general and professional liability insurance in the amount of \$1,000,000 per occurrence, \$2,000,000 general aggregate. This insurance only applies if both parties have signed this Agreement.

III. General Provisions

- A. This Agreement will become effective as of the date last written below and continue for a period of 5 years unless terminated by either party after giving the other party 30 days written notice of the intent to terminate. If the Organization terminates this Agreement, it will permit any student working at the Organization at the time of termination to complete his/her work. At the 5-year termination date, the agreement can be renewed once it has been reviewed, updated as applicable and executed by the appropriate parties.
- B. The Organization and the University agree to indemnify, defend and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of

their respective officers, employees, agents or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.

- C. Each party agrees to maintain general liability coverage of at least \$1,000,000 per occurrence, \$2,000,000 aggregate and to provide evidence of coverage upon request. Insurance must be placed with insurers with a current A.M. Best rating of at least A: VII. The Organization becomes an additional insured to the University student general and professional liability insurance (SAFECLIP/SPLIP) policies upon full execution of this Agreement.
- D. The Organization and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.
- E. The Organization may dismiss a student if the student violates its standards, mission or goals. The Organization will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.
- F. Students participating in a learning activity at the Organization are not officers, employees, agents or volunteers of the University. Students participating in a learning activity at the Organization are not officers, employees, agents or volunteers of the Organization, unless they are paid by the Organization in which case the Student(s) become employees of the Organization.
- G. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission, or constitutes an endorsement of any commercial product or service by the University.
- H. This Agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment.
- I. Any notices required by this Agreement will be deemed to have been duly given if communicated to the following individuals:

UNIVERSITY:

Name: Sara Rumiano
Title: Director, Procurement &
Contract Services
Address: 400 West First St.
City, State, Zip: Chico, CA 95929-0244
Telephone Number: (530) 898-5134
E-mail Address: srumiano@csuchico.edu

ORGANIZATION:

Name: Merrill Grant
Title: Superintendent
Address: 109 Beckwith Rd.
City, State, Zip: Loyalton, CA 96118
Telephone Number: (530) 993-1660 x837
E-mail Address: mgrant@spjUSD.org

IN WITNESS WHEREOF, this Agreement has been executed by the parties as of the date last written below.

CALIFORNIA STATE UNIVERSITY,

SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT,

By: _____ Date: 4/14/2015

Authorized Signature

Merrill M. Grant, Ed.D, Superintendent

Printed Name & Title



PROPOSAL FOR

Sierra-Plumas Joint Unified Schools

Rose Asquith

March 4, 2015

Canon IR6255

- 55 images per minute
- External Finisher
- 2/3 hole punch
- PCL Printing
- Heavy Duty Platform for larger monthly quantities
- Surge Protector

SPUSD Pricing- \$9,206.00

Maintenance at \$.006 per image

Reduction off of Shasta USD Piggyback Contract

Regional President Mike Wysong is lead on this particular pricing

INCLUDES

- Delivery
- Installation
- Training
- Networking

Canon

 **imageRUNNER**
ADVANCE

6275 / 6265 / 6255

**Office
Solutions**

multifunction printer

high speed, high volume

black-and-white copy/print

color scan



Simply advanced.



imageRUNNER
ADVANCE
6275 / 6265 / 6255

Designed for

**High-volume offices
that demand exceptional
productivity**

Standard Features

- Copy/Print/Send/Store
- Black-and-White Copy/Print
- Color Scan and Send
- Print up to 75 ppm (Letter)
- Up to 1200 x 1200 dpi
- Up to 11-3/4" x 19-1/4"
- 7,700-sheet maximum capacity
- Scan up to 200/100 ipm single-pass duplex
- Flexible in-line finishing options
- Scan directly to Microsoft® PowerPoint®
and Searchable PDF formats
- Hard Disk Drive Lock and Erase, IPsec



Simply advanced.

The imageRUNNER ADVANCE 6200 Series transforms workflow from a sequence of individual processes to an integrated flow of shared information. A center for digital communications, this Series will propel your business to new levels of performance and productivity. From every point of view, these models are simply advanced.



People-Centric

An exceptionally intuitive, simple-to-use interface puts access to all functions right at your fingertips, whether at the device or at your desktop.



Productive

Amazing speed, nonstop operation, and automated features let you accomplish so much more in so little time.



Mobile

Even on the go, you're in control. Print from a laptop, tablet, or smartphone to an imageRUNNER ADVANCE system.



Cloud-Enabled

A touch of a button on the user interface lets you access, scan to, or print directly from, certain cloud applications.



Connected

Advanced technology and expansive enterprise applications work seamlessly with your device to deliver exceptional results.



Security

Multilayered solutions safeguard confidential information and, with certain options, support security compliance.



Simple to use. Truly personalized.

The industry leader for Ease of Use just got even better.* The Canon imageRUNNER ADVANCE 6200 Series boasts a highly customizable interface that offers individuals and workgroups a genuinely personalized, efficient way to work.

A smart, intuitive interface

The imageRUNNER ADVANCE 6200 Series is designed with you in mind. With an impressive range of customizable, simple-to-use, streamlined features, these models let users work smarter and faster. With a large, full-color, high-resolution 8.4" TFT screen, users can easily view all information,



Two menus

Press the Main Menu key to gain instant access to business-ready functions. Use the Quick Menu to power productivity by combining and accessing routine tasks at the touch of a button.



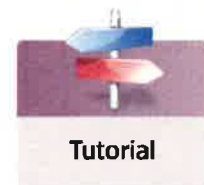
Custom features

Organize the on-screen buttons to fit the way you work by determining their number, size, and layout. Even display your own logo or special graphic as a screen background.



Web-ready

View Web pages directly from the device control panel. Just enter a URL to browse pages. Easily output online PDFs.



Tutorial

Handy tutorials

Quickly access simple, step-by-step instructions right on the user interface.

Designed for ease

Thoughtful details, such as a light under the Automatic Document Feeder to alert you that your originals remain and an optional USB keyboard, allow you to work more comfortably. Toner bottles can be replaced with minimal effort, and paper drawers spring open at the touch of a button.



ADF Light



USB Keyboard



Easy Toner Access



One-button Paper Access



Engineered for adaptability

These intelligent systems help you achieve your goals now and in the future. With the ability to smoothly integrate hardware and software solutions, the imageRUNNER ADVANCE 6200 Series lets you personalize applications to meet your organization's changing needs. And it's highly flexible, so you can easily add to, or update, your system with the quick deployment of settings across your enterprise.



Walk-up convenience

Easily scan to, or print from, a USB thumb drive. Browse folders and rename files. Even expand connectivity options to include memory media such as an SD card or CompactFlash card.



A consistent experience

No matter which imageRUNNER ADVANCE device you use, you'll enjoy a consistent, simple-to-use experience. All models in the Series use the same interface and print driver.



Seamless integration. Smart productivity.

Imaging and enterprise applications smoothly converge. Cloud printing and mobility solutions offer the freedom to work anywhere. Multistep tasks become a single step. Speed and accuracy increase with the Series' streamlined, efficient workflow.



On the go

In an increasingly mobile world, people need the ability to work remotely while maintaining their productivity. Now Canon delivers advanced solutions that keep work flowing effortlessly from wherever you are.



Mobile devices

Print and scan from your laptop, iPad® tablet, and iPhone® or BlackBerry® smartphone. Just log-in at an imageRUNNER ADVANCE device to retrieve your job.



Cloud portal

Gain quick access to certain cloud-based applications right from your Canon imageRUNNER ADVANCE device. Simply log-in to access or send documents directly from the cloud.



Advanced Anywhere Print

This serverless solution lets you print to a connected imageRUNNER ADVANCE system, then conveniently and securely log-in at any supported device on the network to view and retrieve your print job.

Extensive Print Solutions

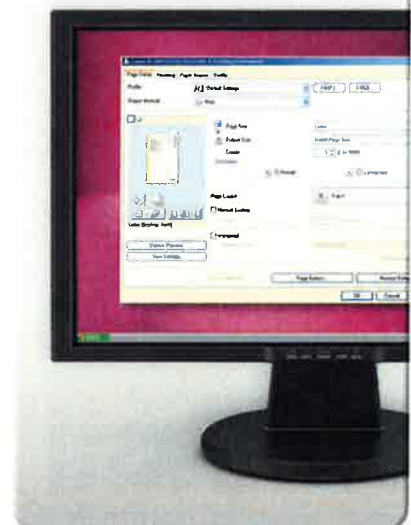
Print Options

Canon's proprietary UFR II print technology is standard with these models. Options including Adobe® PostScript® 3™ and PCL 5e/6 are also supported. Enhance print productivity for multi-user environments with Canon's imagePASS-U2 print controller.

Control

Canon's Driver Configuration Tool allows you to set specific defaults and custom profiles.

You can control costs with features, such as default duplex printing, as well as enhance security by forcing secure print.



Easy collaboration



Scan and store documents

Designed to streamline workflow, these models let you readily save, store, and access scanned documents from multiple locations. Store in built-in spaces, such as Mail Box and Advanced Box, or external spaces, such as memory media or another networked location.



Distribute documents

Distribute scanned documents to multiple destinations, such as e-mail and fax addresses and network folders, all in a single step. Now you can scan and convert both black-and-white and color documents directly into Microsoft PowerPoint or a Searchable PDF format. Universal Send supports an expanded range of file formats, including High Compression PDF/XPS, Adobe PDF Reader Extensions, and Encrypted PDF.



Fax documents

These models support up to four fax lines and have the ability to share the fax function of another networked imageRUNNER ADVANCE model. The Job Forwarding feature routes incoming faxes to other systems, users, or destinations, including Canon LBP desktop models for total fleet integration.



Single-step operation

Transform time-consuming, multistep tasks into a simple, single-step operation. Use Workflow Composer to create all-in-one buttons that can be registered in the Quick Menu. Scan and distribute documents with the touch of one button.



Right from your PC

Enjoy even greater control and convenience right from your PC. Use the new imageRUNNER ADVANCE Quick Printing Tool to print, fax, preview, and convert files to PDFs, as well as monitor the status of your system—all without even opening an application. imageRUNNER ADVANCE Desktop lets you manage and prepare documents, combine multiple formats, preview files, and select the finishing functions.

Integrate imaging with enterprise applications

Canon's new middleware technology effortlessly links enterprise applications, such as Oracle® and SAP®, with Customer Relationship Management (CRM) systems like Salesforce.com® and your selected information management system. You can also combine your document-intensive workflow and processes with these applications. The streamlined workflow automates complex business processes and offers easy access to information, saving both time and money.





Robust Security. Centralized management.

In today's networked world, you need greater control over your resources and data. The imageRUNNER ADVANCE 6200 Series delivers just that, with the ability to configure a system, safeguard information, and track resources, all right at your fingertips.



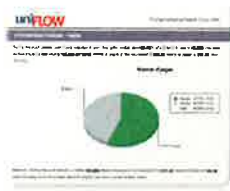
Powerful command

Canon's advanced device management tools keep you in charge at every step, right from your desktop and even through the cloud. Now you can easily install and replace devices in your network, and migrate settings and data from old devices to new ones. The intuitive Remote User Interface lets you monitor a single device, while imageWARE Enterprise Management Console lets you track the activity of an entire fleet. Even receive automated notifications when supplies are low or service is needed.



Safeguard data

From installation to retirement, this Series offers multilayered solutions that safeguard your confidential information and help support security compliance. HDD Erase, a standard feature, removes latent images from hard drives after each task. A security chip with tamper-resistant hardware helps protect passwords and encryption keys. IPsec provides security for data as it traverses the network. Options such as HDD Data Encryption and HDD Lock help protect information even after hard-drive removal.



Maximize resources

The imageRUNNER ADVANCE systems offer advanced tools to help you track, manage, and influence user behavior. With solutions such as uniFLOW, it's easy to analyze output, encourage double-sided printing, and allocate costs by department, project, or client. You can also route jobs to the most cost-effective device.



Secure authentication

With the need to keep data secure, large corporate offices will appreciate the imageRUNNER ADVANCE Series' server-less print environment. Users can print from anywhere within the network to any supported device via log-in authentication. This helps prevent printed documents from being left unattended.

Security Features

Document Security

- Document Scan Lock and Tracking
- Adobe LiveCycle® Rights Management ES2.5 integration
- Encrypted Secure Print
- Watermark/Secure Watermark
- Copy Set Numbering
- Encrypted PDF
- Digital Signature PDF
- Fax Forwarding
- Fax Destination Confirmation

Mail Server Security

- POP Authentication before SMTP
- SMTP Authentication

Network Security

- IP/MAC Address Filtering
 - Port Filtering
- SSL Encryption
- Network Application On/Off
- USB Port: On/Off
- Destination Restriction
- IPsec
- IEEE 802.1x (Wire/Wireless)

Device Security

- IEEE 2600.1 Certification*

Data Security

- HDD Lock
- Trusted Platform Module
- HDD Data Erase and Initialize
- HDD Data Erase Scheduler
- HDD Encryption
- Advanced Box Security
- Mail Box Password Protection
- Job Log Conceal
- Removable Hard Disk Drive

Logging/Auditing Security

- imageWARE Secure Audit Manager Express

Authentication

- Department ID/Control Card Systems
- Device Level Log-in (SSO-H)
- Access Management System (AMS)
- Function Level Log-in via AMS
- Authorized Send
- Common Access Card (AA-CAC)
- Universal Login Manager

Note: Some features may be optional.



Outstanding quality. Reliable performance.

The imageRUNNER ADVANCE 6200 Series keeps your business moving at peak efficiency with true multitasking power, the ability to customize workflow solutions, and the reliable output of professional-quality documents.



Professional quality

Designed for high-volume environments, the imageRUNNER ADVANCE 6200 Series lets you conveniently and cost-effectively produce professional-quality reports, newsletters, and contracts in house with remarkable ease. Canon's state-of-the-art imaging technology and toner allow you to consistently generate striking images in rich black-and-white tones and 1200 dpi. And with flexible finishing options, everyone in your organization can make a great impression.



Powerful performance

Accomplish multiple tasks concurrently with the exceptional speed your work demands. Canon's Advanced imageCHIP system architecture makes this possible with two dedicated processors that work together to process enormous volumes of data simultaneously.

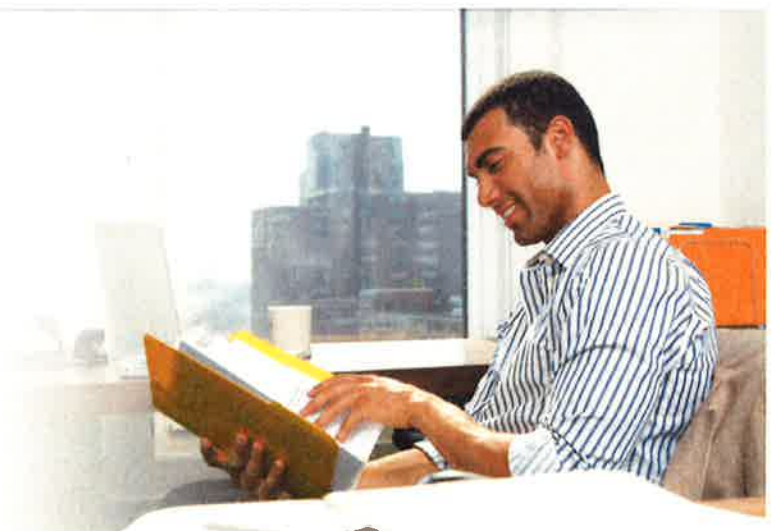


Lots of uptime

Canon builds in signature reliability. The new advanced feeder with improved tray raise-up speed allows jobs to move rapidly through the system. Status notifications help keep supplies replenished, and automatic job re-routing maximizes efficiency. And with access to the latest technology and upgrades, you can power through your tasks.

Targeted, integrated solutions

With productivity paramount, the imageRUNNER ADVANCE 6200 Series offers the ability to personalize the way your company gathers, organizes, and disseminates information. Canon's innovative MEAP® platform lets you develop custom solutions to meet specific workflow needs. And new levels of connector and link support enhance communication with existing systems as well as those you may acquire in the future.





Strong commitment. Eco-conscious solutions.

The imageRUNNER ADVANCE 6200 Series incorporates innovative, eco-conscious solutions that keep your business operating efficiently while helping to reduce your environmental footprint.



A responsible way to work

Canon knows that the world and the workplace need a greener workflow, and the imageRUNNER ADVANCE 6200 Series, rated EPEAT® Silver, delivers just that. Now you can seamlessly share and distribute digital documents and preview files to make changes prior to printing, helping to reduce the use of paper and toner. Print drivers are defaulted to duplex documents, encouraging two-sided printing to reduce waste. And with Secure Print, documents are sent to a device but not printed until a password is entered, contributing to a reduction in paper waste.



Eco-conscious design

Canon is making a difference through creative ecological thinking. These models employ certain components fabricated with recycled plastic from retired products. Canon's innovative green technologies also include bio-based plastic, a plant-derived compound that replaces certain petroleum-based plastic parts.

A clear strategy

Greater energy efficiency

From the inside out, the imageRUNNER ADVANCE 6200 Series is designed for high energy efficiency and stellar performance. The combination of fusing technologies and pO toner helps lower overall energy consumption by minimizing power requirements and reducing energy use during warm-up and standby modes. With advanced technologies present in each model, the Series also meets ENERGY STAR® standards.



Reducing pollution

All Canon suppliers are required to meet Canon's stringent Green Procurement policy and environmental terms. This helps the company exceed the toughest global standards set by the EU RoHS Directive, which restrict the use of certain hazardous substances.



Reduction of CO₂ emissions

Through its Life Cycle Assessment (LCA) System, Canon has lowered CO₂ emissions by focusing on each stage of the product life cycle, including manufacturing, energy use, and logistics. These products are designed to be the smallest and lightest in their class, with less packaging to help make transportation more efficient.



Customized for your work environment

Finishing Options



A Booklet Finisher-P1

- 3-tray, 4,000-sheet capacity
- Corner and double stapling up to 50 sheets
- Booklet-making up to 16 sheets

B Document Insertion/Folding Unit-H1*

- Insert preprinted sheets
- Up to 11" x 17"
- 1-tray, 100-sheet capacity
- Z-fold, C-fold

Staple Finisher-P1



- 3-tray, 4,000-sheet capacity
- Corner and double stapling up to 50 sheets

C External 2/3-Hole Puncher-A1*

- 2- and 3-hole punching

Document Insertion Unit-L1*



- Insert preprinted sheets
- Up to 11" x 17"
- 1-tray, 100-sheet capacity



Paper Feeding Options

D Paper Deck Unit-A1

- 3,500-sheet capacity
- 14 lb. Bond to 80 lb. Cover
- Supports letter-sized paper
- Plain, Heavy



Paper Deck Unit-D1

- 3,500-sheet capacity
- 14 lb. Bond to 80 lb. Cover
- Supports up to 11" x 17"
- Plain, Heavy

Usability Options



Upright Control Panel-E1

- 10.4" TFT high-resolution touch-screen
- Tilt-and-swivel capability
- Customizable UI screen

USB Keyboard

- External keyboard
- Connects via USB interface
- Use with Utility Tray-A1 or with Universal Keyboard Stand-A1

Printer Options**

PCL Printer Kit-AV1

PS Printer Kit-AV1

Direct Print Kit (for PDF/XPS)-H1

imagePASS-U2



- Intel® Pentium® Processor E5300 2.6GHz
- 2GB RAM
- 250GB Hard Disk
- Adobe PS 3/PCL 5e/6

Security Options

Universal Send Security Feature Set-D1

Universal Send Digital User Signature Kit-C1

Encrypted Secure Print-D1

Secure Watermark-B1

Document Scan Lock Kit-B1

HDD Data Erase Scheduler

HDD Data Encryption and Mirroring Kit-C5

Removable HDD Kit-AG1

Accessibility Options

Remote Operator's Software Kit-B1

Voice Guidance Kit-F2

Voice Operation Kit-C2

Braille Label Kit-F1

ADF Access Handle-A1



* Requires Staple Finisher-P1 or Booklet Finisher-P1.
 ** UFR II standard.

Note: For additional options and specifications, please refer to the back page.

Main Unit

Operation Panel

Standard: 8.4" SVGA Full-Color TFT Screen
 Maximum: 10.4" SVGA Full-Color TFT Upright Screen

Memory

Standard: 1.5GB RAM
 Maximum: 2GB RAM

Hard Disk Drive

Standard: 160GB
 Maximum: 1TB

Network Interface Connection

Standard: 10Base-T/100Base-TX/1000Base-T
 Optional: Wireless LAN (IEEE 802.1x via third-party adapter)

Other Interface

Standard: USB 2.0 (Host) x2, USB 2.0 (Device)
 Optional: Device Port [USB 2.0 (Host) x2], Serial Interface, Copy Control Interface

Copy/Print Speed (Letter)

6275: Up to 75 ppm
6265: Up to 65 ppm
6255: Up to 55 ppm

First-Copy-Out Time (Letter)

6275: 3.1 Seconds or Less
6265/6255: 3.3 Seconds or Less

Paper Sources (20 lb. Bond)

Standard: Dual 1,500-sheet Paper Drawers, Dual 550-sheet Paper Cassettes, 100-sheet Stack Bypass
 Maximum: 7,700 Sheets (with Paper Deck Unit Option)

Output Paper Capacity (20 lb. Bond)

Standard: 250 Sheets (with Copy Tray)
 Maximum: 4,000 Sheets (with Staple Finisher or Booklet Finisher)

Output Paper Sizes

Cassette: 11" x 17", Legal, Letter, Letter-R, Executive, Statement-R, Custom Size (5-1/2" x 7-1/8" to 11-3/4" x 19-1/4")
 Bypass: 11" x 17", Legal, Letter, Letter-R, Executive, Statement-R, Custom Size (4" x 5-7/8" to 11-3/4" x 19-1/4")
 Paper Deck: Letter

Acceptable Paper Weights

Paper Decks/Cassettes: 14 lb. Bond to 80 lb. Cover (52 to 220g/m²)
 Bypass: 14 lb. Bond to 140 lb. Index (52 to 256g/m²)

Warm-up Time

From Power On: 30 Seconds or Less
 From Sleep Mode: 30 Seconds or Less
 Quick Startup Mode: 7 Seconds*

Power Requirements/Plug: 120-127V AC, 60Hz, 16A/NEMA 5-20P

Dimensions (H x W x D)

48" x 25-3/8" x 30-3/8" (1220mm x 645mm x 770mm)**

Installation Space (W x D)

53-5/8" x 30-3/8" (1362mm x 770mm)**

Weight

Approx. 516 lb. (274kg)**

Toner (Estimated Yield @ 6% Coverage)

Black: 56,000 Images

Document Feeder

Scan Method: Single-Pass Duplexing Automatic Document Feeder

Acceptable Originals

Paper Sizes: 11" x 17", Legal, Letter, Letter-R, Statement, Statement-R

Scan Speed (BW/Color; Letter)

Simplex: Up to 120/85 ipm (300 dpi)
 Up to 120/51 ipm (600 dpi)*
 Duplex: Up to 200/100 ipm (300 dpi)
 Up to 120/51 ipm (600 dpi)*

Paper Capacity (20 lb. Bond): 300 Sheets

Print Specifications

Engine Resolution: 1200 x 1200 dpi

PDL Support

Standard: UFR II
 Optional: PCL 5e/6, Adobe PostScript 3

Print Driver Supported OS

UFR II, PCL 5e/6, Adobe PS 3: Windows® (XP/Windows Vista¹/7/8), Windows Server (2003/2008/2008 R2/SBS 2011/2012), Windows Terminal Servers, Microsoft Clustering Server, Citrix, Macintosh® (OS X 10.5.8 or later, UFR II and PS 3 only), VMware, SAP (PS and PCL Only)

Direct Print Support

Standard: TIFF, JPEG
 Optional: PDF, EPS¹, XPS^{1†}

Universal Send Specifications

Sending Method

E-mail, I-Fax, File Server (FTP, SMB, WebDAV), Mail Box, Super G3 Fax (Optional)

Communication Protocol

File: FTP (TCP/IP), SMB (TCP/IP), WebDAV
 E-mail/I-Fax: SMTP, POP3, I-Fax (Simple, Full)

File Format

Standard: TIFF (BW), JPEG, PDF, PDF (Compact), PDF (Searchable), PDF (Apply Policy), PDF (Optimize for Web), PDF/XPS (OCR), PDF/A-1b, XPS, XPS (Compact), OOXML (.pptx)
 Optional: PDF (Trace & Smooth), PDF (Encrypted), PDF/XPS (Digital Signature), PDF (Reader Extensions)

Fax Specifications

Maximum Number of Connection Lines: 4

Modem Speed

Super G3: 33.6 Kbps
 G3: 14.4 Kbps

Compression Method: MH, MR, MMR, JBIG

Sending/Recording Size: Statement-R to 11" x 17"

Store Specifications

Mail Box (Number supported)

100 User Inboxes, 1 Memory RX Inbox, 50 Confidential Fax Inboxes

Advanced Box

Available: Approx. 15GB (Standard HDD),
 Disk Space: Approx. 629GB (1TB HDD)
 Communication Protocol: SMB or WebDAV
 Supported Client PC: Windows (Windows 2000/XP/7/Windows Vista)

Memory Media

Standard: USB Memory
 Optional: SD, SDHC, CompactFlash, Memory Stick, Microdrive

Security Specifications

Standard

Department ID Management, Single Sign On-H, Access Management System (Device and Function Level Log-in), Secure Print, Trusted Platform Module, User Access Control of Advanced Box, Mail Box Password Protection, IPv6, Restricting Features (Restricting the Send Function, Restricting New Addresses on Address Book), SSL Encrypted Communication, SNMPv1/v3, MAC/IP Address Port Filtering, SMTP Authentication, POP Authentication before SMTP, HDD Initialize (Up to 9x), HDD Erase (Up to 3x), HDD Lock, IPsec, Adobe LiveCycle Rights Management ES2.5 Integration

* If "Quick Startup Settings for Main Power" is set to "ON," it takes 7 seconds until the key operation on the Touch-panel Display is available after turning on the main power.

** Without Upright Control Panel.

*** Including toner bottle and Duplex Color Image Reader Unit.

* Standard color scan support is up to 300 dpi. Up to 600 dpi scanning requires Additional Memory Type D (512MB).

† EPS can be printed directly only from Remote User Interface.

†† XPS cannot be printed directly from Web Access Software.

NOTE: Some accessories require additional equipment or may be prerequisites for other options. Some accessories cannot be installed simultaneously. Check with your Canon Authorized Dealer for details.

For detailed specifications and a comprehensive list of optional accessories, see the imageRUNNER ADVANCE 6200 Series Product Specifications document.



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