

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

January 9, 2017

Immediately following the 6:00 pm meeting of the Sierra County Board of Education

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

Video conferencing will be available at Downieville School, 130 School St., 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. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report

- a. Leave of Absence letter from Michelle Jacobsen for Classroom Specialist and Instructional Aide position (**Under separate cover)
- b. Governor's Budget Update
- c. California Assessment of Student Performance and Progress (CASSPP) Conference

2. Business Report

- a. Account Object Summary-Balance from 07/01/17 to 12/31/17**
- b. Fourth Month Enrollments for the 2017-2018 School Year**

3. Staff Reports (5 minutes)

4. Board Members' Report (5 minutes)

5. 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 December 12, 2017**
2. Approval of Board Report – Checks Dated 12/01/17 through 12/31/17
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 31, 2017. 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

Balances through December						Fiscal Year 2017/18
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,580,899.00	1,618,624.00	919,545.48	625,223.57	73,854.95
1115	Extra Duty Hourly	5,000.00	5,000.00		2,540.00	2,460.00
1120	Certificated Substitutes	23,161.00	28,383.00		19,920.00	8,463.00
1300	Certificated Superv/Admin Sala	220,570.00	221,166.00	111,779.52	109,679.52	293.04-
1310	Teacher In Charge/Head Teacher	16,000.00	16,000.00		1,000.00	15,000.00
1900	Other Certificated Salaries	39,850.00	39,850.00	19,924.80	19,924.80	.40
	Total for Object 1000	1,885,480.00	1,929,023.00	1,051,249.80	778,287.89	99,485.31
2100	Instructional Aides Salaries	165,947.00	203,372.00	120,328.73	74,466.21	8,577.06
2115	Inst. Aide Extra Duty				177.38	177.38-
2120	Instructional Aides Substitute				3,008.14	3,008.14-
2200	Classified Support Salaries	285,754.00	306,146.00	126,173.12	138,403.29	41,569.59
2201	Bus Driver	65,294.00	63,246.00	16,346.47	19,567.67	27,331.86
2205	Per Diem - Same Day Travel		33.00		33.00	.00
2215	Classified Extra Duty				2,150.37	2,150.37-
2220	Classified Support Substitute	5,405.00	21,133.00		25,012.79	3,879.79-
2300	Classified Sup/Admin Salaries	88,827.00	88,981.00	43,333.50	43,918.50	1,729.00
2400	Clerical & Office Salaries	142,336.00	150,325.00	74,272.64	71,797.46	4,254.90
2420	Clerical & Office Sub Salaries				1,051.20	1,051.20-
2900	Other Classified Salaries	22,526.00	8,317.00	4,974.13	3,482.26	139.39-
	Total for Object 2000	776,089.00	841,553.00	385,428.59	383,068.27	73,056.14
3101	State Teachers Retirement Syst	397,392.00	406,836.00	145,467.00	105,990.21	155,378.79
3102	State Teachers Retirement Syst	10,328.00	8,072.00			8,072.00
3201	Public Employees Retirement Sy				85.42	85.42-
3202	Public Employees Retirement Sy	105,737.00	109,505.00	53,742.03	49,897.63	5,865.34
3212	Pers Pickup-Classified Employe	5,785.00				.00
3311	OASDI-Certificated Positions	16,843.00-	1,634.00		534.86	1,099.14
3312	OASDI-Classified Positions	49,896.00	51,892.00	23,159.22	23,078.95	5,653.83
3321	Medicare-Certificated Position	24,300.00	25,219.00	13,352.46	10,455.16	1,411.38
3322	Medicare-Classified Positions	11,918.00	12,155.00	5,416.37	5,408.25	1,330.38
3401	Health & Welfare -Certificated	381,226.00	449,921.00	265,431.42	184,484.54	5.04
3402	Health & Welfare-Classified Po	154,119.00	181,866.00	114,921.84	101,897.83	34,953.67-
3501	State Unemployment Insurance-C	940.00	976.00	525.60	403.54	46.86
3502	State Unemployment Insurance-	420.00	429.00	192.58	233.03	3.39
3601	Workers' Compensation Insuranc	68,598.00	63,426.00	33,434.76	24,922.47	5,068.77
3602	Workers' Compensation Insuranc	31,954.00	28,774.00	12,823.20	12,786.01	3,164.79
3901	Other Benefits, Certificated P	48,000.00	28,239.00		28,238.58	.42

Selection Filtered by User Permissions, (Org = 6, Online/Offline = N, Fiscal Year = 2018, Period = 6, Unposted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Object = 1-7, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 1, Page Break? = N)

ESCAPE ONLINE

Balances through December						Fiscal Year 2017/18
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
3902	Other Benefits, Classified Pos	18,516.00	17,537.00		5,320.00	12,217.00
Total for Object 3000		1,292,286.00	1,386,481.00	668,466.48	553,736.48	164,278.04
4100	Textbooks	63,634.00	63,634.00		8,784.61	54,849.39
4200	Books Other Than Textbooks			104.86	5,087.55	5,192.41-
4300	Class Mat'l and Supplies	32,064.00	46,900.00	3,537.47	18,192.34	25,170.19
4301	Class Consumable Mat'l	5,000.00	5,000.00	795.94	7,487.54	3,283.48-
4302	Class Paper/Toner	9,500.00	9,500.00	1,270.23	7,581.43	648.34
4305	Other Student M&S	19,525.00	23,515.00	6,355.37	5,628.02	11,531.61
4320	Custodial Grounds Supplies	42,495.00	42,495.00	4,682.54	29,419.04	8,393.42
4330	Office Supplies	17,231.00	17,231.00	447.60	8,080.56	8,702.84
4350	Vehicle Maint. M&S	25,900.00	25,900.00	2,449.33	6,419.16	17,031.51
4351	Vehicle FUEL	25,525.00	25,525.00	19,834.82	8,915.18	3,225.00-
4399	M&S Misc -undesignated		40,000.00			40,000.00
4400	Non-Capital Equipment (Up to \$	33,741.00	37,436.00	1,934.83	68,592.07	33,090.90-
Total for Object 4000		274,615.00	337,136.00	41,412.99	174,187.50	121,535.51
5100	Subagreement for Services	176,461.00	176,461.00	79,499.96	79,500.04	17,461.00
5200	Travel & Conferences	58,381.00	69,353.00	6,210.64	18,174.68	44,967.68
5300	Dues & Membership	9,026.00	9,063.00	1,203.80	7,393.80	465.40
5400	Insurance-Fire, liability, etc	55,080.00	55,080.00		58,693.15	3,613.15-
5510	Power	90,183.00	91,652.00	55,821.94	33,652.06	2,178.00
5520	Garbage	12,813.00	12,813.00	5,430.90	1,636.78	5,745.32
5530	Water	64,350.00	64,350.00	29,318.11	19,681.89	15,350.00
5540	Propane	65,000.00	65,000.00	33,212.08	11,265.59	20,522.33
5590	Miscellaneous Utilities	15,500.00	15,500.00	11,687.75	3,312.25	500.00
5600	Rentals, Leases & Repairs	106,450.00	106,558.00	66,784.57	24,674.37	15,099.06
5800	Services & Operating Expense	4,300.00	4,300.00	1,050.00	750.00	2,500.00
5810	Legal Expenses	7,078.00	7,078.00	4,584.00	416.00	2,078.00
5812	Board Election Expense	2,500.00	2,500.00			2,500.00
5840	Audit Expense	17,000.00	17,000.00	4,000.00	13,300.00	300.00-
5860	Solid Waste Tax	12,161.00	12,161.00	2,973.49	8,948.80	238.71
5890	Contracts/Servic	445,552.00	455,325.00	381,544.68	82,042.99	8,262.67-
5899	SCOE Interagency Reimburse			19,743.74	15,734.24	35,477.98-
5900	Communications	3,875.00	3,875.00		2,288.25	1,586.75
5910	Telephone-Monthly Service	17,252.00	17,252.00	5,048.74	2,602.97	9,600.29
5920	T Lines	4,800.00	4,800.00			4,800.00
5990	Other Communications	225.00	225.00		225.22	.22-

Balances through December							Fiscal Year 2017/18
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance	
Fund 01 - General FD (continued)							
	Total for Object 5000	1,167,987.00	1,190,346.00	708,114.40	384,293.08	97,938.52	
6200	Building & Improvements	114,545.00	28,394.00			28,394.00	
6400	Equipment	135,655.00	135,655.00	27,683.63		107,971.37	
6500	Equipment Replacement	109,875.00	38,231.00	32,631.26	14,544.49	8,944.75-	
	Total for Object 6000	360,075.00	202,280.00	60,314.89	14,544.49	127,420.62	
7110	Out-of-State Tuition	104,450.00	104,450.00			104,450.00	
7310	Direct Support/Indirect Costs					.00	
7616	Trans fr Gen Fund to Cafeteria	68,067.00	72,144.00			72,144.00	
7619	Other Interfund Transfers Out	275,000.00	230,000.00		230,000.00	.00	
	Total for Object 7000	447,517.00	406,594.00	.00	230,000.00	176,594.00	
	Total for Fund 01 and Expense accounts	6,204,049.00	6,293,413.00	2,914,987.15	2,518,117.71	860,308.14	
Fund 13 - Cafeteria							
2200	Classified Support Salaries	70,721.00	74,249.00	45,912.15	27,979.34	357.51	
2215	Classified Extra Duty				58.22	58.22-	
2220	Classified Support Substitute				686.30	686.30-	
	Total for Object 2000	70,721.00	74,249.00	45,912.15	28,723.86	387.01-	
3202	Public Employees Retirement Sy	8,372.00	8,914.00	5,323.86	3,582.37	7.77	
3312	OASDI-Classified Positions	4,224.00	4,444.00	2,750.29	1,717.46	23.75-	
3322	Medicare-Classified Positions	987.00	1,039.00	643.19	401.65	5.84-	
3402	Health & Welfare-Classified Po	17,537.00	17,457.00	10,521.96	6,935.50	.46-	
3502	State Unemployment Insurance-	36.00	38.00	22.94	14.34	.72	
3602	Workers' Compensation Insuranc	2,648.00	2,461.00	1,522.84	950.96	12.80-	
	Total for Object 3000	33,804.00	34,353.00	20,785.08	13,602.28	34.36-	
4340	Food Service	9,011.00	9,011.00	3,751.55	1,002.99	4,256.46	
4400	Non-Capital Equipment (Up to \$	5,000.00	5,000.00			5,000.00	
4700	Food	45,758.00	45,758.00	20,478.14	23,385.91	1,893.95	
	Total for Object 4000	59,769.00	59,769.00	24,229.69	24,388.90	11,150.41	
5200	Travel & Conferences	710.00	710.00			710.00	
5600	Rentals, Leases & Repairs	2,800.00	2,800.00		1,805.32	994.68	
5800	Services & Operating Expense	1,256.00	1,256.00	350.00		906.00	
5890	Contracts/Servic	800.00	800.00		264.00	536.00	
5900	Communications	421.00	421.00			421.00	
	Total for Object 5000	5,987.00	5,987.00	350.00	2,069.32	3,567.68	

Balances through December						Fiscal Year 2017/18
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Total for Fund 13 and Expense accounts		170,281.00	174,358.00	91,276.92	68,784.36	14,296.72
Fund 40 - Dist Build						
6200	Building & Improvements	75,000.00	75,000.00		15,294.80	59,705.20
6500	Equipment Replacement	200,000.00	430,000.00	396,997.60	62,431.40	29,429.00-
Total for Fund 40, Expense accounts and Object 6000		275,000.00	505,000.00	396,997.60	77,726.20	30,276.20
Fund 73 - Bechen						
5800	Services & Operating Expense	6,000.00	6,000.00			6,000.00
Total for Fund 73, Expense accounts and Object 5000		6,000.00	6,000.00	.00	.00	6,000.00
Total for Org 006 - Sierra-Plumas Joint Unified School District		6,655,330.00	6,978,771.00	3,403,261.67	2,664,628.27	910,881.06

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
December 12, 2017
Downieville School, 130 School St., Downieville, CA 95936
Teleconferenced to Sierra County Office of Education, 109 Beckwith Rd., Loyalton, CA 96118

A. CALL TO ORDER

President MOORE called the meeting to order at 6:36 pm.

B. ROLL CALL

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

ABSENT: None

C. APPROVAL OF THE AGENDA

DRISCOLL/HALL

5/0

ANNUAL ORGANIZATIONAL MEETING

BOARD ORGANIZATION

1. Election of Officers for 2018
 - a. President – WRIGHT nominated MOORE/HALL seconded.
5/0
 - b. Vice-President – HALL nominated DRISCOLL/MOORE seconded.
5/0
 - c. Clerk – HALL nominated DRYDEN/MOORE seconded.
5/0
2. The President appointed Board Representatives to the Following Committees:
 - a. Nominate and Appoint Two Board Members to Facility Committee
Currently: DRISCOLL/HALL
MOORE appointed DRISCOLL and HALL for 2018.
 - b. Nominate and Appoint Two Board Members to Negotiations Committee
Currently: DRYDEN/WRIGHT
MOORE appointed the current Board Presidents: HALL and MOORE
 - c. Nominate and Appoint Two Board Members to Transportation Committee-West Side
Currently: HALL/WRIGHT
MOORE appointed HALL and WRIGHT for 2018.
 - d. Nominate and Appoint Two Board Members to Transportation Committee-East Side
Currently: DRYDEN/MOORE

MOORE appointed DRYDEN and MOORE for 2018.

3. Approval of Sierra-Plumas Joint Unified School District Governing Board Meeting Calendar, 2018
DRISCOLL/HALL
5/0

A. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report

- a. Sierraville School Update. Dr. Grant met with Mr. Beals and Mr. Roen to discuss assessing the property. It was suggested to create a committee compiled of the District's facilities committee members and Sierra County's fiscal committee. MOORE recommended having more than one assessor estimate the property value
- b. Presentation: Sierra-Plumas Joint Unified School District Dashboard Rollout-Dr. Grant discussed a handout reflecting SPJUSD's data on the new accountability system for the state of California.
- c. Sierra Arts Council grants discussed. The Board gave appreciation for the work of the Council.

2. Business Report

- a. Account Object Summary-Balance from 07/01/17 to 11/30/17
- b. Third Month Enrollments for the 2017-2018 School Year
- c. The Sierra-Plumas Joint Unified School District Office will be closed for Winter Break from December 25, 2017 through January 5, 2018 (returning January 8, 2018).

3. Staff Reports (5 minutes)

Andrea Ceresola, Site Administrator for Loyalton Elementary School

- Christmas program is on the 21st at 6 pm at Loyalton Elementary School
- Basketball

Tom Jones, Site, Site Administrator for Loyalton High School

- Preparing for WASC Self Study
- Multi-Tiered System of Support for Wednesday
- Staff attended Asilomar for a math conference and a STEAM Conference in San Francisco
- Basketball
- Maintenance Team is completing projects and improving existing facility

Dr. Grant commended Mr. Jones on his handling a social media issue.

Downieville School:

- Basketball
- Container will be dropped off tomorrow to house the boiler part.
- Fire Alarm is repaired.

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting
December 12, 2017

4. Board Members' Report (5 minutes)
WRIGHT observed students using the 3 D printer at Downieville School, funded by Sierra Schools Foundation
MOORE observed at Loyalton High School
5. Public Comment opened at 7:02 pm and closed without comment.

B. CONSENT CALENDAR

1. Approval of the minutes of the Regular Board meeting held November 14, 2017
2. Approval of Board Report – Checks Dated 11/1/2017 through 11/30/2017
HALL/DRISCOLL
5/0

C. ACTION ITEMS

1. New Business
 - a. Accept notice of resignation from Elizabeth Elorza, Noon Supervisor, Loyalton High School, effective December 8, 2017
WRIGHT/HALL
5/0
 - b. Authorization to fill Noon Supervisor position, .166 FTE (1 hour daily), Loyalton High School
DRISCOLL/HALL
5/0
 - c. Approval of increasing Amanda Osburn's 2017-2018 teaching assignment for one additional section; cost \$6,712
DRISCOLL/HALL
DRYDEN asked for clarification.
Dr. Grant explained this cost is for a prep period buy back for the full year.
5/0
 - d. Authorization to increase Noon Supervision Classified Salary Schedule to \$11.00 per hour, per California Minimum Wage Law, effective January 1, 2018
DRISCOLL/HALL
5/0
 - e. Approval of purchase of John Deere tractor for use at Loyalton Elementary School, Loyalton High School and County/District office facilities. Cost: \$27,383.63
DRISCOLL/HALL
5/0

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting
December 12, 2017

- f. Adoption of 2017-2018 First Interim Actuals and Criteria & Standards Report as of October 31, 2017
DRISCOLL motioned to approve the above item revised to show that no assumptions are made in the Multi Year Projections.
5/0

Approval of BOARD POLICIES AND ADMINISTRATIVE REGULATIONS as follows:
DRYDEN motioned to approve Item 'g' through and including Item 'o.'
HALL seconded.
5/0

- g. Board Policy 0400, Comprehensive Plans, revision
- h. Board Policy and Administrative Regulation 0460, Local Control and Accountability Plan, revision
- i. Board Policy 0500, Accountability, revision
- j. Board Policy and Administrative Regulation 1113, District and School Web Sites (Choose Option 1 or 2), revision
- k. Board Policy 3513.4, Drug and Alcohol Free Schools, new
- l. Administrative Regulation 3515.6, Criminal Background Checks for Contractors, revision
- m. Board Policy 4140 / 4240 / 4340, Bargaining Units, revision
- n. Approval to Delete Board Policy and Administrative Regulation 0520.2, Title I Program Improvement Schools
- o. Approval to Delete Board Policy 0520.3, Title I Program Improvement Districts

D. ADVANCED PLANNING

- 1. Next Regular Board Meeting will be held on January 9, 2018, at Sierra County Office of Education, 109 Beckwith Rd., Loyalton, CA 96118, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting following the Sierra County Board of Education meeting at 6:00 pm.
- 2. Suggested Agenda items
 - a. _____

E. ADJOURN at 7:23 pm
DRISCOLL/WRIGHT
5/0

Sierra-Plumas Joint Unified School District
Minutes of the School District Governing Board
Regular Meeting
December 12, 2017

Sharon Dryden, Clerk

Dr. Merrill M. Grant, Superintendent

Checks Dated 12/01/2017 through 12/31/2017

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00082059	12/11/2017	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		101.56
00082060	12/11/2017	AMERIGAS	01-5540	PROPANE	5,602.37	
			01-5899	PROPANE	338.52	5,940.89
00082061	12/11/2017	AMS.NET C/O FREMONT BANK	01-5890	TECH SUPPORT	4,600.00	
			01-5899	DATA CENTER UPGRADE W/BACKUP	1,398.17	
			01-6500	DATA CENTER UPGRADE W/BACKUP	4,194.49	10,192.66
00082062	12/11/2017	ADRIENNE ANILA	01-5200	HOTEL/PER DIEM		89.00
00082063	12/11/2017	AT&T	01-5890	PHONE SERVICES	37.49	
			01-5899	PHONE SERVICES	18.90	
			01-5910	PHONE SERVICES	382.97	439.36
00082064	12/11/2017	AVAYA, INC	01-5600	PHONE SYSTEM LOY/DVL		32.72
00082065	12/11/2017	B & C TRUEVALUE HOME CENTER	01-4320	MISC MAINTENANCE SUPPLIES		127.91
00082066	12/11/2017	ROBIN BOLLE	01-5200	FUEL REIMBURSEMENT		30.00
00082067	12/11/2017	BRANDMAN UNIVERSITY ATTN: EXTENDED EDUCATION K-12	01-5200	REGISTRATION		195.00
00082068	12/11/2017	BSN SPORTS	01-4305	Football Equipment		364.81
00082069	12/11/2017	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	3,372.99	
			01-5899	WATER AND SEWER - LOYALTON SITES	209.57	3,582.56
00082070	12/11/2017	CRAIG JOHNSON PLUMBING	01-5600	WATER LINE REPAIR		950.00
00082071	12/11/2017	CURRENT ELECTRIC & ALARM, INC.	01-5600	ALARM MONITORING	363.75	
			01-5899	ALARM MONITORING	131.25	495.00
00082072	12/11/2017	DIGITAL RIVER, INC. ATTN: ACCOUNTS RECEIVABLE	01-4300	ADOBE SUBSCRIPTION		34.99
00082073	12/11/2017	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		61.00
00082074	12/11/2017	LYNN W. FILLO	01-5200	PER DIEM		40.00
00082075	12/11/2017	ADRIENNE GARZA	01-4320	REIMBURSE CASH BOX	2.96	
			01-4330	REIMBURSE CASH BOX	18.57	
			01-4350	REIMBURSE CASH BOX	7.46	
			01-5890	REIMBURSE CASH BOX	30.00	
			13-4700	REIMBURSE CASH BOX	4.58	63.57
00082076	12/11/2017	HUNT & SONS, INC.	01-5590	Heating oil		1,043.98
00082077	12/11/2017	INLAND SUPPLY	01-4320	Cleaning supplies		380.55
00082078	12/11/2017	K 12 MANAGEMENT DBA FUELED	01-5890	ONLINE/ISP COURSES		700.00
00082079	12/11/2017	MARIAN LAVEZZOLA	01-5600	TECH COTTAGE RENTAL		200.00
00082080	12/11/2017	LES SCHWAB TIRE CENTER	01-4350	Tractor Tire	208.83	
				VEHICLE MAINTENANCE	178.90	387.73
00082081	12/11/2017	LES SCHWAB	01-4350	VEHICLE MAINTENANCE		60.00
00082082	12/11/2017	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES	4,897.38	
			01-5899	ELECTRIC - LOYALTON SITES	215.35	5,112.73

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

ESCAPE ONLINE

Downieville Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Downieville Elementary School
Street	130 School St.
City, State, Zip	Downieville, CA 95936-0396
Phone Number	530.289.3473
Principal	Merrill M. Grant, Ed.D.
E-mail Address	mgrant@spjUSD.org
Web Site	downievilleschool.com
CDS Code	46701776050611

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

School Description and Mission Statement (School Year 2017-18)

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

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

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	6
Grade 1	3
Grade 2	3
Grade 3	6
Grade 4	3
Grade 5	2
Total Enrollment	23

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	4.3
Native Hawaiian or Pacific Islander	0
White	82.6
Two or More Races	0
Socioeconomically Disadvantaged	56.5
English Learners	0
Students with Disabilities	13
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	2		
Without Full Credential	1	2		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what is required by the California Content Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading 2nd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 3rd Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 5th Grade - SRA/McGraw-Hill Adopted 2002 Open Court Reading 6th Grade - SRA/McGraw-Hill Adopted 2002	Yes	0
Mathematics	Math 2 - Saxon Adopted 2008 Math 3 - Saxon Adopted 2008 California Mathematics concepts, skills - McGraw/Hill Adopted 2009 Problem solving 4th, 5th and 6th - McGraw/Hill Adopted 2009	Yes	0
Science	Science CA. ED. 2nd Grade - Harcourt Adopted 2000 Science CA. ED. 3rd Grade - Harcourt Adopted 2000 Science CA. ED. 5th Grade - Harcourt Adopted 2000 Earth Science - Holt Adopted 2001	Yes	0
History-Social Science	History: Neighborhoods 2nd Grade - Houghton Mifflin Adopted 2007 History: Communities 3rd Grade - Houghton Mifflin Adopted 2007 History: US History 5th Grade - Houghton Mifflin Adopted 2007	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Ancient Civilizations - Holt Adopted 2006		
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
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)

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	--	18	44	45	48	48
Mathematics (grades 3-8 and 11)	--	18	41	34	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	11	100	18.18
Male	--	--	--	--
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	11	100	18.18
Male	--	--	--	--
Female	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	0.0	1.0	0.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Downieville Elementary is situated in the small rural town of Downieville, California. Although, due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas we still consider the safety of students and staff a priority. The Leadership team of the Sierra-Plumas Joint Unified School District has a Safety Plan in place. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

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

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

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

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

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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	1			18	1			12	1		
6	13	1			5	1						
Other									11	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.16	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.5	N/A
Other	2.90	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	19464.01	3131.78	16332.23	45827.50
District	N/A	N/A	10021.88	\$62,619
Percent Difference: School Site and District	N/A	N/A	63.0	-26.8
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	148.4	-26.5

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

Types of Services Funded (Fiscal Year 2016-17)

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,063	\$41,164
Mid-Range Teacher Salary	\$55,046	\$61,818
Highest Teacher Salary	\$81,716	\$84,567
Average Principal Salary (Elementary)	\$86,543	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$87,121	\$101,955
Superintendent Salary	\$146,418	\$126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

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

Downieville Junior-Senior High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Downieville Junior-Senior High School
Street	130 School St.
City, State, Zip	Downieville, CA 95936
Phone Number	530.289.3473
Principal	Merrill M. Grant, Ed.D.
E-mail Address	mgrant@spjusd.org
Web Site	downievilleschool.org
CDS Code	46701774632303

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

School Description and Mission Statement (School Year 2017-18)

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

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

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

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	5
Grade 8	6
Grade 9	3
Grade 10	2
Grade 11	5
Grade 12	2
Total Enrollment	23

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	4.3
Filipino	0
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	0
White	78.3
Two or More Races	0
Socioeconomically Disadvantaged	52.2
English Learners	0
Students with Disabilities	4.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	2.24		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	1	2		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	1	2	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what is required by the California Content Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Mirrors and Windows- Connecting with Literature- Levels 1-5 and British Tradition (2016) The Norton Reader And Norton Literature- Norton Everyday Use: Rhetoric at Work - Pearson	Yes	0
Mathematics	Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015 Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015 Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015 Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009 Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015 Financial Algebra - Advanced Algebra with Financial Applications - South-Western Cengage Learning, 2014	Yes	0
Science	Life - Holt Adopted 2001 Biology - Glencoe Adopted 2012 Earth Science - Glencoe Adopted 2012 Physical - Holt Adopted 2012	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Physics-Pearson Adopted 2012 Chemistry-Matter & Change-Glencoe/McGraw Hill Adopted 2012		
History-Social Science	World Geography - Glencoe Adopted 2000 American Government - Prentice Hall Adopted 2000 United States History - Holt Adopted 2006 Ancient Civilizations - Holt Rinehart Medieval to Early Modern Times - Holt US History, Independence to 1914 - Holt The Americans - McDougall-Littel	Yes	0
Foreign Language		No	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
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)

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	82	79	44	45	48	48
Mathematics (grades 3-8 and 11)	55	43	41	34	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	14	93.33	78.57
Male	--	--	--	--
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	14	93.33	42.86
Male	--	--	--	--
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	62	72	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Our school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. These courses include but are not limited to wood and metals shop classes, a Financial Algebra course and on line career oriented courses.

Career Technical Education Participation (School Year 2016-17)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	52.17
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	100	0	2.8	88	2.9	11.5	10.7	9.7
Graduation Rate	80	0	100	94.44	4	97.06	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	94.12	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	0	75	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	100	75	63.9
English Learners	0	100	55.44
Students with Disabilities	100	66.67	85.45
Foster Youth	0	0	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	0.0	1.0	0.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Downieville Junior-Senior High School is situated in the small rural town of Downieville, California. Although, due to its small size, Downieville does not have a lot of crime that you would see in much larger suburban areas we still consider the safety of students and staff a priority. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually.

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

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

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

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

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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	11			3	6			4	6		
Mathematics	3	4										
Science	5	2										
Social Science	6	3			6	3			6	4		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.17	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	1.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	23560.23	583.30	22976.93	58475.78
District	N/A	N/A	10021.88	\$62,619
Percent Difference: School Site and District	N/A	N/A	129.3	-6.6
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	249.5	-6.3

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

Types of Services Funded (Fiscal Year 2016-17)

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,063	\$41,164
Mid-Range Teacher Salary	\$55,046	\$61,818
Highest Teacher Salary	\$81,716	\$84,567
Average Principal Salary (Elementary)	\$86,543	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$87,121	\$101,955
Superintendent Salary	\$146,418	\$126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	8.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Efforts are made to identify and attend relevant workshops and conferences addressing learning in the 21st century. We also have teacher planning and improvements half day sessions 9 times throughout the school year.

Loyalton Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Loyalton Elementary School
Street	111 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.4482
Principal	Andrea N. White
E-mail Address	awhite@spjUSD.org
Web Site	www.sierracountyofficeofeducation.org
CDS Code	46701776050629

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

School Description and Mission Statement (School Year 2017-18)

Loyalton Elementary School is a small school with a big heart. Teachers and staff work hard to keep the small school atmosphere while providing academics and other programs comparable to larger schools. Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem, and realize their potential in a safe, secure environment. Loyalton Elementary received a API score of 864 for 2012-2014. A field test was performed per the State of California for 2013-14.

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

Soccer, baseball, volleyball and basketball are offered as extracurricular sports. Little League baseball occurs in the spring and AYSO soccer in the fall. Volleyball is a fall sport, and basketball is a winter sport. Basketball players take part in a four day basketball tournament at our site that is hosted by our sports club.

Back to School night happens shortly after school starts. Every year the students and staff work hard on a holiday show which is presented just before the Winter Break. In the spring, the Science Fair, Art Show, Taco Feed and Open House all occur on the same big night!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	17
Grade 1	23
Grade 2	27
Grade 3	27
Grade 4	26
Grade 5	26
Grade 6	27
Total Enrollment	173

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0
White	79.8
Two or More Races	0.6
Socioeconomically Disadvantaged	39.9
English Learners	5.2
Students with Disabilities	12.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	8	9	23
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 12-19-17

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what is required by the California Content Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders- McGraw Hill Adopted 2016 6th- Mirrors & Windows- EMC Adopted 2016	Yes	0
Mathematics	K-5 My Math-McGraw Hill- Adopted 2016 6th Course 1 Common Core- Prentice Hall Adopted 2016	Yes	0
Science	Harcourt Science K-6 - Harcourt Adopted 2000	Yes	0
History-Social Science	History-Social Science Grades K-6 - Houghton Mifflin Adopted 2007	Yes	0
Health	Nutrition Nuggets- Food and Fitness for a Healthy Child	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	heating system has problems with fresh air/pneumatic valves are the major problem
Interior: Interior Surfaces			X	wallpaper throughout the school has rips and tears, carpet in multi purpose room needs to be replaced. Ceiling has many water spots, and tears, or doesn't match one another

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	play ground patches need to be resealed, two windows have holes, front entrance needs repairs on side walk

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2017				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	40	44	45	48	48
Mathematics (grades 3-8 and 11)	42	36	41	34	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	104	97.2	40.38
Male	49	47	95.92	27.66
Female	58	57	98.28	50.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100	38.46
White	86	84	97.67	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.92	21.28
English Learners	--	--	--	--
Students with Disabilities	15	15	100	0

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	105	98.13	36.19
Male	49	47	95.92	21.28
Female	58	58	100	48.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100	30.77
White	86	84	97.67	38.1
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	18.75
English Learners	--	--	--	--
Students with Disabilities	15	15	100	0

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	72	82	62	72	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.5	4.5	77.3

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is an integral part of the program at Loyalton Elementary School. Parent participation is encouraged on the following district level committees: LCAP Advisory Committee and the School Attendance Review Board. At the site level, parents participate in the School Site Council, the Grizzly Cubs Parents' Club, our local parent organization and our Sports Club which runs our sport's program (grades 3rd-6th).

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

The contact person, if you would like information regarding parent involvement at Loyalton Elementary School, is Andrea N. White, Principal, at 530 993-4482 ext. *11.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	0.0	1.0	0.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

At Loyalton Elementary School our belief in student safety is supported by providing campus supervision before, during and immediately after school as students board the buses. Students begin arriving at the school site between 7:45 a.m. and 8 a.m. daily. There are three morning supervisors are on campus at 7:45 a.m. each day. Students have the choice to go outside(weather permitting) or they stay inside and have breakfast, once finished with breakfast students go outside. One supervisor stays with breakfast students and the two other supervisors go outside with students. Three supervisors are on duty outside from 8:05 a.m. to 8:20 a.m. when school begins.

Also, a thorough inspection on playground equipment every summer and at Winter Break by the school maintenance supervisor helps to reduce playground injuries. During the school year, periodic inspection is done by playground supervisors and the principal. In addition, we insist that visitors to the campus are required to sign in at the office for a visitor pass.

The Leadership team of the Sierra-Plumas Joint Unified School District and the School Site Council review the School Safety Plan annually. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually. The Plan is discussed with faculty and staff at inservice days before school starts.

Safety drills are done throughout the month of September and includes a week-long safety training for all staff and students. These drills continue to be practiced monthly. The Safety Plan includes contingencies for fire, earthquake, stranger/intruder, pandemic flu or other illness.

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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		1		22		1		13	3		
1	23		1		27		1					
2	24		1		22		1		20	1		
3	26		1		24		1		18	2		
4	26		1		23		1		26		1	
5	20	1			28		1		26		1	
6	32		1		22		1		27		1	
Other					6	1						

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.12	N/A
Library Media Teacher (Librarian)	0.38	N/A
Library Media Services Staff (Paraprofessional)	0.35	N/A
Psychologist	0.37	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.12	N/A
Resource Specialist	0.5	N/A
Other	7.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8090.20	1295.30	6794.90	65450.55
District	N/A	N/A	\$10021.88	\$62,619
Percent Difference: School Site and District	N/A	N/A	-32.2	4.5
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	3.4	4.9

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

Types of Services Funded (Fiscal Year 2016-17)

Loyalton Elementary for our 2017-2018 school year, provides a full time credentialed Title 1 teacher in the afternoons for grades 1st-6th.

We also provide after school homework tutoring two days a week by our credentialed teachers. We have two tutoring classes one for grades 1st-3rd and the other one is for grades 4th-6th.

This year we are offering planning room for grades 4th-6th to receive extra help/time on classwork, homework, and AR reading points.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,063	\$41,164
Mid-Range Teacher Salary	\$55,046	\$61,818
Highest Teacher Salary	\$81,716	\$84,567
Average Principal Salary (Elementary)	\$86,543	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$87,121	\$101,955
Superintendent Salary	\$146,418	\$126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

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

This year our school district has early release Wednesdays for staff to receive professional development from 1:45 to 3:15 every Wednesday. This year we have provided at our site hands on training for Wonders Curriculum, Moby Max, and time with the occupational therapist focusing on writing, core strength, hand strength, and hand-eye coordination.

Our site has also focused on MTSS, Priority Standards, and Standards Analysis.

Loyalton High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Loyalton High School
Street	700 Fourth Street
City, State, Zip	Loyalton, CA 96118-0037
Phone Number	530.993.4454
Principal	Thomas Jones
E-mail Address	tjones@spjUSD.org
Web Site	loyaltonhighschool.com
CDS Code	46701774634259

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

School Description and Mission Statement (School Year 2017-18)

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

The Loyalton High School Mission Statement: We are committed to high expectations and achievement for all students. We encourage students to become knowledgeable, critical thinkers; effective communicators; and healthy individuals who exercise self-discipline and productive, positive citizenship.

The Loyalton High School Athletic Mission Statement: Loyalton High School athletics promote success in academics while emphasizing the positive aspects of health and fitness, commitment, teamwork, competition, and good sportsmanship for the overall good of the students, school, and community.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	23
Grade 8	35
Grade 9	30
Grade 10	23
Grade 11	22
Grade 12	22
Total Enrollment	155

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0
White	79.4
Two or More Races	1.3
Socioeconomically Disadvantaged	29
English Learners	3.9
Students with Disabilities	9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	10	12	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	3	3	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	3	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what is required by the California Content Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016</p> <p>Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016</p> <p>AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003</p> <p>AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003</p> <p>AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003</p> <p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p>	<p>Yes</p>	<p>0</p>
<p>Mathematics</p>	<p>Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015</p> <p>Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015</p> <p>Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015</p> <p>Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009</p> <p>Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015</p>	<p>Yes</p>	<p>0</p>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Grade 7 - Life Science, Glencoe McGraw Hill, 2012 Adopted 2013</p> <p>Grade 8 - Physical Science, Glencoe McGraw Hill, 2012 Adopted 2013</p> <p>Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013</p> <p>Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013</p> <p>Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013</p> <p>AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013</p> <p>Physics - Physics - Pearson, 2014 Adopted 2013</p>	Yes	0
History-Social Science	<p>Social Studies 7 - Medieval to Early Modern Times, Holt, Rinehart, & Winston, 2006 Adopted 2007</p> <p>Social Studies 8 - United States History, Independence to 1914, Holt, Rinehart, & Winston, 2006 Adopted 2007</p> <p>World History - Modern World History Patterns of Interaction - McDougal Littell 2009 Adopted 2009</p> <p>US History - The Americans, McDougall-Littell, 2000 Adopted 2001</p> <p>Government - Magruder's American Government - Prentice Hall Adopted 2013</p> <p>AP Government - American Government, 13th Edition, Wadsworth Cengage Learning, 2013 Adopted 2013</p> <p>Economics - Principles in Action - Prentice Hall 2007 Adopted 2009</p> <p>AP US History - The American Pageant - Volumes I and II - Houghton Mifflin 2006 Adopted 2006</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	AP Government - The Lanahan Readings in the American Polity: 5th Edition, 2011 Adopted 2013		
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. Adopted 2011	Yes	N/A
Visual and Performing Arts	Color: A Workshop Approach - McGraw Hill, 2005 (classroom set only) Adopted 2008 Living with Art - McGraw Hill, 2008 (classroom set only) Adopted 2008	Yes	0
Science Laboratory Equipment (grades 9-12)	A grant provided for the purchase of updated lab equipment in 2011. In addition, a chemical sweep in 2010 made it necessary for an entirely new purchase of chemicals for science labs in 2011. Science equipment for outdoor science labs was donated by Learning Landscapes in 2014.	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 buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
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		Bleachers in the gym are showing considerable wear and damage to the closing mechanisms and there is damage to some of the planks. Repair plans include recalibrating the hardware to allow for correct operation and replacement of suspect planks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Interior surfaces will need repainting on an as needed basis. Paint plan established with maintenance.
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	The external windows in the school are older single pane unites with poor sealing ability and poor latching systems. Football field sprinkler system needs extensive repair to valves and sprinkler heads. Plans are in place to begin seeking quotes for window repair. Main shut off valve has been installed to allow for individual zones to be shut off for repair.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	25	50	44	45	48	48
Mathematics (grades 3-8 and 11)	25	32	41	34	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	80	97.56	50
Male	48	48	100	43.75
Female	34	32	94.12	59.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	12	92.31	33.33
White	62	61	98.39	52.46
Socioeconomically Disadvantaged	33	31	93.94	51.61
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	82	100	31.71
Male	48	48	100	33.33
Female	34	34	100	29.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100	23.08
White	62	62	100	37.1
Socioeconomically Disadvantaged	33	33	100	27.27
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	61	70	62	72	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

- Thought the CTE Programs at LHS, students are able attend numerous activities that link education with career exploration and guidance. Through the activities associated with FFA competitions, meetings, and field days students interact with industry leaders and are able to visit many colleges. Students are provided with opportunities to explore the careers achievable after high school. The course advisor links course curriculum to current occupational realities, thus providing links to the current agricultural career landscape. Students are able to take advantage of multiple career assessments opportunities such as the ASVAB CEP program and I-CEV, (Online career and instructional courses) wherein students have the ability to obtain industry based certifications in the chosen course of study.
- Loylton High School provides a coherent pathway for students to obtain agricultural completer status through it's diverse Ag. program courses. The following courses are University of California A-G aligned, and lead to completer status and CTE certifications: Agriscience 1 and 2; Ag. Biology; Floriculture; Additional courses that are offered that lead to CTE certification and completer status are: Ag. Mechanics; Ag. Leadership; and Ag. Business; Animal Science; and Horticulture. The courses are offered by a highly qualified and credentialed advisor who ensures the Ag. program is operated by FFA and State Standards. The local CTE Agriculture plan is developed collaboratively with leadership and a local advisory panel comprised of industry experts. Every student has a Supervised Agricultural Work Experience whether in entrepreneurship or work placement. These projects are geared to the student's interests and promote the soft skills (work ethic, integrity, dependability). Additionally these projects are aligned to content standards within their stated goals. Additionally, Loylton High School's Ag. department students are able to tie in classroom learning with an on site "learning landscape area" which is located on school district property. The Ag. program assists in the management of the area as they study its animal and plant populations.
- Program effectiveness and curricular alignment to industry need are evaluated annually as a requirement for CTEIG and Perkins funding. The LHS Ag. Department meets quarterly with a local industry sector panel to stay current on industry trends and curricular alignment.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	43
% of pupils completing a CTE program and earning a high school diploma	14
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	63.23
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	95.45

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25	4.2	58.3
9	3.3	23.3	66.7

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents are valuable contributors to the Loyalton High School learning community. Our staff encourages and welcomes parental involvement. Parents are invited to participate in annual four-year planning evening sessions where the academic progress of their child(ren) is discussed one-on-one with staff members. Three parents are selected each year to serve on the Loyalton High School Site Council. Loyalton Booster Club and Loyalton Sports Club (middle school parents) membership is mostly comprised of parents who provide financial and physical support to school programs. Additionally parents serve on Agricultural and Wood Shop advisory panels. Parents are welcome to visit classrooms and are encouraged to participate in school activities. Parents are sought to serve on WASC Committees during accreditation visit years. Parents often serve as field trip chaperones and drivers to extra- and co-curricular activities. The school calendar or events and activities can be found at the school's website: loyaltonhighschool.com. Weekly automated phone calls are sent out each Sunday night, advertising the weeks upcoming events. The daily bulletin is available online through PowerSchool: powerschool.spjUSD.org/public. Parents who do not have their current login information for Powerschool may contact the school office at (530) 993-4454.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	100	4.2	2.8	88	2.9	11.5	10.7	9.7
Graduation Rate	100	0	95.83	94.44	4	97.06	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	91.67	94.12	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	75	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	95	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	0	75	63.9
English Learners	100	100	55.44
Students with Disabilities	44.44	66.67	85.45
Foster Youth	0	0	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	1.8	0.0	0.0	1.0	0.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Loyalton High School staff and students enjoy a safe place to work and learn. Staff members remain vigilant during school breaks and before and after school each day. All visitors are asked to check in at the school office, and regular school volunteers are screened through the district screening process. The district School Safety Plan was revised and implemented in the fall of 2008 and reviewed annually since. 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.

School suspensions are extremely low and a positive school culture is supported. Loyalton High school uses restorative justice programs such as Peace Mediators to foster positive peer interaction and student leadership. This school year, Loyalton High School will be unveiling its PBIS program to continue its positive school culture.

The Leadership team of the Sierra-Plumas Joint Unified School District and the School Site Council have 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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	8	39			7	30			9	28	1	
Mathematics	8	20			11	14			10	20		
Science	7	13	1		10	10	1	1	10	11		
Social Science	7	17	2		6	27		1	5	28		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.12	105
Counselor (Social/Behavioral or Career Development)	.12	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.38	N/A
Psychologist	.37	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	.12	N/A
Resource Specialist	0	N/A
Other	1.7	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11597.78	567.87	11029.91	61224.53
District	N/A	N/A	10021.88	\$62,619
Percent Difference: School Site and District	N/A	N/A	10.1	-2.2
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	67.8	-1.9

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

Types of Services Funded (Fiscal Year 2016-17)

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: Noon Lunch Supervisor, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, GATE, FFA, athletics, and advanced placement and on-line classes. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards are installed in classrooms and students were issued ChromeBooks on a 1 to 1 ratio. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum. A Curriculum Coordinator position was created in part to train teachers in ways to integrate technology to enhance instruction. Classroom furniture updates are currently underway.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,063	\$41,164
Mid-Range Teacher Salary	\$55,046	\$61,818
Highest Teacher Salary	\$81,716	\$84,567
Average Principal Salary (Elementary)	\$86,543	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$87,121	\$101,955
Superintendent Salary	\$146,418	\$126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	9.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

For the 2017-18 school year, SPJUSD has incorporated early release Wednesdays, which will focus on professional development and MTSS activities. During the past few years, we have spent time at Professional Learning Communities (PLCs) and faculty meetings on school-wide literacy systems such as note taking strategies, writing across the curriculum, academic vocabulary development, and reading. During this school year, our PLCs centered on the Common Core State Standards and teaching techniques that support the new standards. A district focus for this year has been the analysis of core standards and the creation of essential standards. In addition, the district has promoted the use of technology by purchasing smart boards, computers, and other technology for classrooms and offering multiple in-service programs on their use and the development of classroom activities to support new standards. During a recent 1:1 initiative, all students of Loyalton High School were provided with Google Chrome Books. Much professional development time this year has been designated toward the integration of this technology into the classrooms. The PLCs continue to encourage teacher collaboration for the improvement of subject area teaching, classroom management, and student learning and the development of systems to allow for continual improvement. Teacher meetings are held weekly every Tuesday afternoon. More and more we are including teaching strategies, plans for intervention, and school planning into these meetings. Student data is the beginning point of all planning each school year. In addition to test scores, the staff looks at grades and attendance data to plan for the success of each student in meeting individual goals. This data drives the direction the school takes in professional development, support services, and school goals for each year. School funds have been available for staff to attend a variety of subject specific or general professional development programs during the school year and summers. There is a provision in the certificated contract to pay stipends to teachers for attending in-service programs during holidays or school vacations. Release time is provided for programs offered during the school year. Administration makes every effort to encourage and support professional development.

Sierra County Office of Education

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Sierra County Office of Education
Street	109 Beckwith Street
City, State, Zip	Loyalton, CA 96118
Phone Number	530-993-1660
Principal	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org
Web Site	sierracountyofficeofeducation.org
CDS Code	46104620119289

District Contact Information	
District Name	Sierra County Office of Education
Phone Number	530-993-1660
Superintendent	Dr. Merrill M. Grant
E-mail Address	mgrant@spjUSD.org
Web Site	www.sierracountyofficeofeducation.org

School Description and Mission Statement (School Year 2017-18)

Our mission is to provide a primary education with a goal of all children achieving literacy. We provide children with the tools to encourage their total development, enhance their self-esteem and realize their potential in a safe, secure environment.

Sierra County Office of Education Special Education serves Sierra-Plumas Joint Unified School District students. Please see individual Sierra-Plumas school sites' School Accountability Report Card for more detail.

Sierra County Office of Education students include students who attend school in the State of Nevada and are reported as out-of-state students. Therefore, no data is reflected for those students in this report.

Sierra County student population is fewer than 10, therefore no data is reflected for those students in this report. Students attending Sierra-Plumas Joint Unified School District are listed under the enrollment of their respective schools.

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	2.4		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
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	Roof bellows in high winds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Sierra County Office of Education welcomes parental involvement. This process is altered each year in accordance with student attendance, parent schedules and district school parent involvement activities. Parents are most involved with their children at their individual sites.

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions							3.8	3.7	3.6
Expulsions							0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Sierra County Office of Education is situated in a small rural town. Staff members remain vigilant during school breaks and before and after school each day. Being very small and intimate, the staff is very familiar with all of the parents, guardians and other family members of the children. The school building is situated securely between Loylton Elementary School and the District Office Complex. All visitors are asked to check in at the school office, and regular school volunteers are screened. Our Safety Plan is based on the National Emergency Management System and is reviewed by the Board of Education annually. The plan covers emergency action procedures and general crisis management for potential situations in the classroom, outside the building and while on school buses. The School Safety Plan is reviewed annually by the administrators and the Board of Education. The school runs practice safety drills (fire, earthquake, intruder) several times a year on a surprise basis to monitor the effectiveness of each drill. This includes a week-long safety training for all staff and students.

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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	.5	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Types of Services Funded (Fiscal Year 2016-17)

Sierra County Office of Education Special Education serves Sierra-Plumas Joint Unified School District students. Please see Sierra-Plumas individual school site's School Accountability Report Card for more detail.

Professional Development (Most Recent Three Years)

In conjunction with Sierra-Plumas Joint Unified School District, a Professional Learning Community (PLC) was implemented and meets approximately 10 afternoons throughout the school year. The primary focus is the utilization of technology in order to increase student achievement.

Sierra Pass Continuation School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530-993-1660 x*847
Principal	Thomas Jones
E-mail Address	tjones@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 (School Year 2017-18)

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	1
Grade 12	1
Total Enrollment	2

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	100
Two or More Races	0
Socioeconomically Disadvantaged	50
English Learners	0
Students with Disabilities	100
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	0	1		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	1	1		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	1	1	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: November 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7 & 8: Windows and Mirrors Levels Levels 1&2 , EMC Publishing LLC, 2016, Adopted 2016 Grades 9-12: Windows and Mirrors Levels 3&4, American, and British Literature, EMC Publishing LLC, 2016, Adopted 2016 AP English Lit: Norton Introduction to Literature - W.W. Norton & Company, 2002 Adopted 2003 AP English Lang: The Norton Reader: An Anthology of Nonfiction Prose, W.W. Norton & Company, 2000 Adopted 2003 AP English Lang: Everything's an Argument, Bedford/St. Martin's, 2001 Adopted 2003 Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003 Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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		
Mathematics	Grade 7 - Mathematics, Course 2 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015 Algebra 1 - Algebra 1 Common Core - Pearson, 2015 Adopted 2015 Geometry - Geometry Common Core - Pearson, 2015 Adopted 2015 Algebra 2 - Algebra II Common Core - Pearson, 2015 Adopted 2015 Trigonometry/Advanced Math Topics - PreCalculus - Houghton Mifflin Company, 2004 Adopted 2009 Calculus - Calculus Common Core - Pearson, 2015 Adopted 2015 Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009 Basic Math Skills, American Guidance Services, Inc. (AGS), 2003 Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003 Pre Algebra, American Guidance Services, Inc. (AGS), 2004 Algebra, American Guidance Services, Inc. (AGS), 2004 Algebra 2, American Guidance Services, Inc. (AGS), 2004 Geometry, American Guidance Services, Inc. (AGS), 2005 Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003	Yes	0
Science	Grade 7 - Life Science, Glencoe McGraw Hill, 2012 Adopted 2013 Grade 8 - Physical Science, Glencoe McGraw Hill, 2012 Adopted 2013 Biology - Biology, Glencoe McGraw-Hill, 2012 Adopted 2013 Earth Science - Geology, The Environment, and the Universe, McGraw-Hill Companies, 2013 Adopted 2013	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Chemistry - Chemistry - Glencoe McGraw Hill, 2013 Adopted 2013 AP Chemistry - Chemistry, AP Edition, 8th Edition, Brooks/Cole Cengage Learning, 2012 Adopted 2013 Physics - Physics - Pearson, 2012 Adopted 2013 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		
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
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units Adopted 2011 Discover Health, American Guidance Services, Inc. (AGS), 2000, Not Adopted	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

To determine the condition of our facilities, our district performs an annual inspection using the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Sierra Pass school consists of one portable building and relocatable restroom. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our building as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
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)

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	--	--	44	45	48	48
Mathematics (grades 3-8 and 11)	--	--	41	34	36	37

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		--		72		56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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. Workability provides on-the-job training for those students with an IEP.

Career Technical Education Participation (School Year 2016-17)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	25	50	0	2.8	88	2.9	11.5	10.7	9.7
Graduation Rate	75	16.67	100	94.44	4	97.06	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	94.12	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	0	75	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	66.67	75	63.9
English Learners	0	100	55.44
Students with Disabilities	100	66.67	85.45
Foster Youth	0	0	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	*	9.1	*	0.0	1.0	0.0	3.8	3.7	3.6
Expulsions	*	0.0	*	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	8			2	3			2	3		
Mathematics	1	3			1	3			2	3		
Science	1	3			1	2			1	1		
Social Science	1	6			4	2			3	2		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12862.94	142.29	12720.65	51,146
District	N/A	N/A	10021.88	\$62,619
Percent Difference: School Site and District	N/A	N/A	26.9	-18.3
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	93.5	-18.0

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,063	\$41,164
Mid-Range Teacher Salary	\$55,046	\$61,818
Highest Teacher Salary	\$81,716	\$84,567
Average Principal Salary (Elementary)	\$86,543	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$87,121	\$101,955
Superintendent Salary	\$146,418	\$126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

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

**Sierra County Office of Education
Sierra-Plumas Joint Unified School District**

Goals and Areas of Emphasis for 2017/2018 School Year

District, School, and Staff Culture

- In year five, continue to establish a professional, supportive environment for all staff and the Board of Education with superintendent that permeates all interaction in order to deliver an outstanding education for all Sierra County students. Motto for the year = “Quality versus quantity”.

Management of Operations and Fiscal Services

- Live within budgetary means with balance of fiscal integrity, program enhancement, and professional development. Stabilize overall budget and monitor possible flattening out of revenue statewide.
- Provide quality mentorship and guidance to new business manager.
- Continue to improve internal and external site communication.
- Maintain momentum on Prop 39 contract and completion of projects to pursue at various sites in the District—Downieville boiler is priority.
- Coordinate the transition of a retirement at Loyalton High School in the area of plant maintenance and deferred maintenance projects.
- Work with the Board to identify, recruit, and mentor the new Administrative Assistant for a December retirement of current employee.

Personal:

1. Engage more communication with support personnel—new adm. asst.
2. Work through negotiations/contract modification in positive manner
3. Ensure Board that Leadership in many areas, incorporating many situational styles, is being conducted day-to-day throughout the year.

Educational Program

- Explore multiple opportunities for our schools to invite parents and other supporters of our students to partner in embellishing the student experience. Enhance the School Site Councils to directly contribute to the LCAP, local site improvement, and other mandated documents.
- Interface with the Sierra Schools Foundation/Boosters as they continue to grow with new leadership to support new programs and opportunities for students throughout the County.
- Monitor the relevance and become intimately involved in the Early Release Wednesday professional development sessions.

- Implement the overall professional development plan to address and prepare for testing, statewide standards, new textbooks/curriculum, and the teaching methodologies needed to reach our students with these new components.
- Research and monitor the viability and vision of the high school master schedules at both high schools for desired breadth and 21st Century learning opportunities.
- Continue to deepen relationships with other County agencies and be an active participant in County affairs both informal and formal.
- Provide more public relations materials directly to local media.
- Explore opportunities to promote District to attract increased enrollment.

Personal:

1. Elected president of Loyalton Rotary 2018-19.
2. Submit monthly "Supt's Column" to local media (Sept-June)
3. Ensure employees feel supported by superintendent