

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

January 12, 2021

The District meeting will open at approximately 6:05pm to interview candidates and appoint a Trustee for Area 4. The newly appointed Trustee will take the Oath of Office and be seated immediately on the Governing Board for SPJUSD and SCOE.

The remainder of the District meeting will follow the regular meeting of the Sierra County Board of Education.

In accordance with the Governor's Executive Order pertaining to the convening of public meetings in response to the COVID-19 pandemic, the Governing Board of the Sierra-Plumas Joint Unified School District will hold meetings via Zoom Videoconferencing.

Zoom link: <https://us02web.zoom.us/j/88584532607>

Phone dial-in: 669-900-9128

Webinar ID: 885 8453 2607

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 County Office of Education, Room 3, 109 Beckwith Road, 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. BOARD ORGANIZATION

1. Candidate interviews for Board Trustee Area 4 vacancy
 - a. Nicole Stannard**
 - b. Benjamin Hitchcock**
2. Appointment to fill vacancy
3. The Superintendent shall give the Oath of Office to the newly appointed Trustee

E. RECESS TO THE SIERRA COUNTY BOARD OF EDUCATION MEETING

F. RECONVENE

G. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
 - a. Budget meetings
 - b. Board trainings
 - c. Science curriculum adoption update
2. Business Report
 - a. Account Object Summary-Balance from 07/01/2020 to 12/31/2020**
 - b. Fourth Month Enrollments for the 2020-2021 School Year**
3. Staff Reports (5 minutes)
4. SPTA Report (5 minutes)
5. Board Member Reports (5 minutes)
6. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Three (3) minutes may be allotted to each speaker and a maximum of twenty (20) minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)

H. CONSENT CALENDAR

1. Approval of minutes for the Regular Board Meeting held December 14, 2020**
2. Approval of Board Report-Checks Dated 12/01/2020 through 12/31/2020**
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending December 31, 2020. 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.*
 - a. No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra-Plumas Joint Unified School District during the quarter ending December 31, 2020.
4. Approval of Pesticide Use Reporting for 2020 (DO, LES, LHS, DES, DHS)**
5. Approval of the Integrated Pest Management Plan for 2020**

I. ACTION ITEMS

1. New Business
 - a. Approval of School Accountability Report Cards for 2019-2020:
 1. Downieville Elementary School**
 2. Loyalton Elementary School**
 3. Downieville Jr/Sr High School**
 4. Loyalton High School**
 5. Sierra Pass Continuation School**

BOARD POLICIES, ADMINISTRATIVE REGULATIONS, EXHIBITS, BOARD BYLAWS

- b. 4119.25~4219.25~4319.25—Political Activities of Employees
 1. Board Policy, *revisions*^^
 2. Administrative Regulation, *revisions*^^
- c. 4140~4240~4340—Bargaining Units
 1. Board Policy, *revisions*^^
- d. 5113.1—Chronic Absence and Truancy
 1. Board Policy, *revisions*^^
 2. Administrative Regulation, *revisions*^^
- e. 5113.11—Attendance Supervision
 1. Administrative Regulation, *NEW*^^
- f. 6170.1—Transitional Kindergarten
 1. Board Policy, *revisions*^^
- g. 9012—Board Member Electronic Communications
 1. Board Bylaw, *revisions*^^
- h. 9320—Meetings and Notices
 1. Board Bylaw, *revisions*^^

J. ADVANCED PLANNING

1. Next Regular Board Meetings will be held on February 09, 2021 beginning with Closed Session as needed at 5:00pm and the Regular Board Meetings at 6:00pm via Zoom videoconferencing.
2. Suggested Agenda Items

K. ADJOURN

** enclosed

* handout

^^ County agenda backup



James Berardi, Superintendent

December 16, 2020

To Whom It May Concern within the Sierra-Plumas Joint Unified School District,

I have been living in the Sierra Brooks community of Loyalton for the past 11 years where my husband and I have built our home and our family. We have two young sons that are getting started within our school system. Previously, and most recently, I have worked for the Nevada Dairy Council where my emphasis has been on the education and promotion of nutrition and a healthy lifestyle for elementary aged children through senior living. I have also worked within the Renown Hospital System, nutrition department, where procedures and protocols are well established and the execution of each step within them is necessary for the success of the hospital as a whole. These positions are directed by government guidelines. Because of this experience overseeing and adhering to such specific rules, I have been able to navigate issues that arise in the Sierra-Plumas Joint Unified School District with understanding and objectivity.

I am licensed as a Registered Dietetic Technician through the Academy of Nutrition and Dietetics and I have served 3 years as Nominating Committee Chair on the Nevada Dietetics Association Board. This experience has given me insight on the importance and responsibility of holding an elective position. It has also given me a clear understanding that commitment and priority is required when holding such a position.

Serving on this board for the past year has been an intense learning curve for me. I have dedicated much of my time to understanding:

- 1) the rules and regulations that go into adopting policy
- 2) the importance of seeking out all aspects of an issue (to hear how it affects students/parents/staff)
- 3) how vital it is to communicate with fellow members to obtain a 'full-scope' view of subjects at hand and to utilize their experience for the furtherment of the district
- 4) inclusion of the whole district (community, staff, board) is necessary to protect, educate and develop our students

My long-term goal, the reason I would like to continue as Trustee 4 on this board, is to be able to support our community and to further the health/prosperity of our youth. I have realized that each entity of our small county needs to be made strong and be promoted in order to thrive. It absolutely takes the involvement of everyone within it to make this happen. Serving on this board has been an important experience in understanding the complexities of the education system that my family is now involved in and is part of my contribution to our community.

Please consider to continue my position as Board Trustee Area 4 of the Sierra Plumas Joint Unified School District and Sierra County Board of Education as I will always advocate for

our children's health, wellbeing, and furtherment in an education system that continues to advance at an increasingly fast pace.

Nicole Stannard, DTR

Trustee Area 4

PO Box 634

15 Wrangler Drive

Loyalton, Ca. 96118

(H) [REDACTED]

(C) [REDACTED]

[REDACTED]@yahoo.com

RECEIVED

DEC 16 2020

**SCOE
SPJUSD**

Dear Board Members

I give my full support behind Nicole Stannard and hope she is re-elected by the Board members. If she is re-elected she can continue the excellent job she has demonstrated to the school district, students and parents.

As a member of the community and a parent of a child in the SPJUSD I have found her willingness to actively participate along side parents with school issues, such as the lunch situation for the 7th and 8th graders at the high school, to be an asset to the Board. Not only does she have a personal stake with our public school but she demonstrates a most sincere approach to all school issues brought to her attention by parents. Nicole truly tries to make improvements that benefit all the students in the district. She is valued and much appreciated.

Sincerely

Samantha Ingle

Sierra County Board of Education
Jan. 02, 2021

To the SCBE,

My name is Ben Hitchcock. I am writing this letter to inform you of my interest in serving as a board member. I understand there is an interview process to be performed. I would greatly appreciate the opportunity to serve my community in some way.


I reside at 55 Mustang Trail, in the Sierra Brooks subdivision of Loyalton. I work for a local company involved in fuels reduction in our forests, along with fighting fire during the warmer months.

I previously resided in Montana, specifically the Town of Sheridan, where I worked as a public works employee. I was also the Fire Chief of the Sheridan Fire Department. In addition to my duties for the Town, I sat on the Town Council. During my time with the Town, I aided in getting funding and implementing a multi-million dollar water project to enhance the Towns residential water supply and distribution system.

I currently still hold a seat on the Board of Directors for The Sheridan Firefighters Association. This association that I co-founded serves to aid the fire department in getting funds for much needed equipment, housing, and gear. Currently we are in the process of generating approximately \$3,000,000.00 to build a new station for The Sheridan Fire Department. As President of the Sheridan Firefighters Association, it is my job to oversee all grant applications, donations, permitting, and planning of this building.

I would very much like to serve on the Board of Education to help ensure that the children of Sierra and eastern Plumas counties receive the education and experiences they deserve during their time in school. My wife and I moved to Loyalton 8 months ago, and I would like to help my community in some way. Helping the children of Sierra and Plumas counties is an endeavor that is important to me.

Thank you for your consideration,
Sincerely,



Ben Hitchcock

RECEIVED

JAN 06 2021

SOOE
SPJUSD

[REDACTED] P.O. Box 67 Loyalton, CA 96118

Balances through December						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,923,762.00	1,964,479.00	1,059,959.52	733,435.84	171,083.64
1105	Per Diem - Same Day Travel	100.00	100.00			100.00
1115	Extra Duty Hourly	20,000.00	20,650.00		850.00	19,800.00
1120	Certificated Substitutes	70,210.00	89,656.00		10,020.00	79,636.00
1300	Certificated Superv/Admin Sala	240,224.00	323,224.00	120,111.78	120,111.78	83,000.44
1310	Teacher In Charge/Head Teacher	14,000.00	14,000.00		2,428.90	11,571.10
	Total for Object 1000	2,268,296.00	2,412,109.00	1,180,071.30	866,846.52	365,191.18
2100	Instructional Aides Salaries	74,744.00	206,173.00	130,734.90	77,710.49	2,272.39-
2115	Inst. Aide Extra Duty	1,700.00	1,933.00		771.50	1,161.50
2120	Instructional Aides Substitute	17,500.00	26,185.00		1,540.37	24,644.63
2200	Classified Support Salaries	354,957.00	388,730.00	140,841.23	148,998.47	98,890.30
2201	Bus Driver	70,350.00	81,517.00	23,222.28	15,178.85	43,115.87
2215	Classified Extra Duty	10,000.00	10,247.00		3,803.60	6,443.40
2220	Classified Support Substitute	35,000.00	36,934.00		10,082.47	26,851.53
2300	Classified Sup/Admin Salaries	96,935.00	97,216.00	48,014.13	48,422.52	779.35
2400	Clerical & Office Salaries	150,462.00	151,214.00	80,799.87	64,492.45	5,921.68
2420	Clerical & Office Sub Salaries	5,000.00	5,524.00		856.10	4,667.90
2900	Other Classified Salaries	3,963.00	3,740.00	2,394.00	1,456.00	110.00-
2915	Other Classified Extra Duty		508.00		32.50	475.50
2920	Other Classified Substitutes S		500.00			500.00
	Total for Object 2000	820,611.00	1,010,421.00	426,006.41	373,345.32	211,069.27
3101	State Teachers Retirement Syst	562,924.00	587,228.00	185,924.82	135,343.73	265,959.45
3102	State Teachers Retirement Syst	8,476.00	8,525.00		48.79	8,476.21
3201	Public Employees Retirement Sy	1,000.00	1,050.00		74.52	975.48
3202	Public Employees Retirement Sy	194,136.00	227,329.00	77,364.67	68,538.47	81,425.86
3311	OASDI-Certificated Positions	1,890.00	1,962.00		234.37	1,727.63
3312	OASDI-Classified Positions	49,100.00	60,614.00	25,395.69	22,154.60	13,063.71
3321	Medicare-Certificated Position	30,219.00	32,305.00	15,476.46	11,448.66	5,379.88
3322	Medicare-Classified Positions	11,500.00	14,201.00	5,948.05	5,204.24	3,048.71
3401	Health & Welfare -Certificated	504,590.00	556,840.00	276,067.55	186,139.94	94,632.51
3402	Health & Welfare-Classified Po	184,600.00	207,989.00	100,294.60	99,283.92	8,410.48
3501	State Unemployment Insurance-C	1,137.00	1,208.00	590.28	432.94	184.78
3502	State Unemployment Insurance-	408.00	500.00	212.82	186.31	100.87
3601	Workers' Compensation Insuranc	70,008.00	78,657.00	38,073.90	28,056.93	12,526.17
3602	Workers' Compensation Insuranc	25,423.00	33,078.00	13,855.15	12,099.55	7,123.30
3901	Other Benefits, Certificated P	17,536.00	17,536.00		14,827.50	2,708.50

Balances through December						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
Total for Object 3000		1,662,947.00	1,829,022.00	739,203.99	584,074.47	505,743.54
4100	Textbooks	142,102.00	181,222.00		6,861.20	174,360.80
4200	Books Other Than Textbooks	750.00	750.00			750.00
4300	Class Mat'l and Supplies	56,170.00	83,653.00	2,188.22	24,650.41	56,814.37
4301	Class Consumable Mat'l	11,525.00	11,525.00		514.46	11,010.54
4302	Class Paper/Toner	12,000.00	12,000.00	170.44	5,331.82	6,497.74
4305	Other Student M&S	27,190.00	39,680.00	7,363.80	10,045.00	22,271.20
4320	Custodial Grounds Supplies	29,550.00	86,653.00	10,882.99	48,324.84	27,445.17
4330	Office Supplies	15,500.00	21,015.00	676.22	4,835.42	15,503.36
4350	Vehicle Maint. M&S	44,376.00	44,375.00	3,785.66	1,084.19	39,505.15
4351	Vehicle FUEL	29,025.00	29,025.00	21,672.39	5,591.27	1,761.34
4400	Non-Capital Equipment (Up to \$	89,883.00	105,318.00	2,309.17	11,979.70	91,029.13
Total for Object 4000		458,071.00	615,216.00	49,048.89	119,218.31	446,948.80
5100	Subagreement for Services	199,912.00	199,912.00	160,000.00		39,912.00
5200	Travel & Conferences	41,684.00	42,299.00	3,622.92	2,778.20	35,897.88
5300	Dues & Membership	10,380.00	10,380.00	2,004.31	8,334.94	40.75
5400	Insurance-Fire, liability, etc	75,080.00	108,080.00		100,452.40	7,627.60
5510	Power	88,500.00	93,500.00	54,611.59	34,352.03	4,536.38
5520	Garbage	4,450.00	4,450.00	1,870.44	2,498.76	80.80
5530	Water	54,350.00	58,250.00	32,440.33	22,559.67	3,250.00
5540	Propane	59,125.00	75,500.00	49,007.40	10,117.60	16,375.00
5590	Miscellaneous Utilities	15,000.00	15,000.00	13,247.18	1,752.82	.00
5600	Rentals, Leases & Repairs	80,850.00	80,850.00	9,099.10	22,027.67	49,723.23
5800	Services & Operating Expense	4,000.00	5,000.00		900.00	5,900.00
5810	Legal Expenses	20,000.00	20,000.00	3,965.00	1,117.50	14,917.50
5812	Board Election Expense	2,500.00	2,500.00		346.60	2,153.40
5840	Audit Expense	13,785.00	13,785.00	13,785.00		.00
5860	Solid Waste Tax	14,000.00	14,000.00		9,111.94	4,888.06
5890	Contracts/Service	577,576.00	659,929.00	299,856.79	224,779.62	135,292.59
5899	SCOE Interagency Reimburse			5,897.88	2,163.96	8,061.84
5900	Communications	3,000.00	3,000.00	6,000.00	1,800.00	4,800.00
5910	Telephone-Monthly Service	11,000.00	11,000.00	6,270.29	4,297.21	432.50
5990	Other Communications	500.00	500.00			500.00
Total for Object 5000		1,275,692.00	1,417,935.00	661,678.23	447,590.92	308,665.85
6170	Land Improvement	31,500.00	46,300.00	16,794.30	29,475.00	30.70

Balances through December						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
6200	Building & Improvements	10,500.00	10,500.00			10,500.00
6400	Equipment	105,057.00	105,129.00			105,129.00
6500	Equipment Replacement	71,000.00	71,000.00			71,000.00
6501	Vehicle Replacement	35,000.00	35,000.00			35,000.00
	Total for Object 6000	253,057.00	267,929.00	16,794.30	29,475.00	221,659.70
7110	Out-of-State Tuition	104,450.00	104,450.00	104,450.00		.00
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	100,704.00	100,704.00			100,704.00
	Total for Object 7000	205,154.00	205,154.00	104,450.00	.00	100,704.00
	Total for Fund 01 and Expense accounts	6,943,828.00	7,757,786.00	3,177,253.12	2,420,550.54	2,159,982.34
Fund 13 - Cafeteria						
2200	Classified Support Salaries	80,599.00	80,599.00	49,222.96	24,628.53	6,747.51
2215	Classified Extra Duty	1,500.00	1,500.00		337.55	1,162.45
2220	Classified Support Substitute	3,000.00	3,000.00			3,000.00
	Total for Object 2000	85,099.00	85,099.00	49,222.96	24,966.08	10,909.96
3202	Public Employees Retirement Sy	19,233.00	15,302.00	9,100.43	5,013.27	1,188.30
3312	OASDI-Classified Positions	5,050.00	5,049.00	2,955.67	1,504.17	589.16
3322	Medicare-Classified Positions	1,181.00	1,181.00	691.16	351.75	138.09
3402	Health & Welfare-Classified Po	24,788.00	24,833.00	10,521.76	4,789.14	9,522.10
3502	State Unemployment Insurance-	42.00	42.00	24.59	12.47	4.94
3602	Workers' Compensation Insuranc	2,611.00	2,614.00	1,610.14	824.47	179.39
	Total for Object 3000	52,905.00	49,021.00	24,903.75	12,495.27	11,621.98
4340	Food Service	10,500.00	10,500.00	3,859.86	1,781.54	4,858.60
4400	Non-Capital Equipment (Up to \$	5,000.00	5,000.00			5,000.00
4700	Food	55,000.00	55,000.00	34,430.33	16,659.65	3,910.02
	Total for Object 4000	70,500.00	70,500.00	38,290.19	18,441.19	13,768.62
5200	Travel & Conferences	1,000.00	1,000.00			1,000.00
5600	Rentals, Leases & Repairs	5,000.00	5,000.00		3,895.91	1,104.09
5800	Services & Operating Expense	750.00	750.00	391.20		358.80
5890	Contracts/Servic	500.00	500.00		406.00	94.00
5900	Communications	450.00	334.00			334.00
	Total for Object 5000	7,700.00	7,584.00	391.20	4,301.91	2,890.89
	Total for Fund 13 and Expense accounts	216,204.00	212,204.00	112,808.10	60,204.45	39,191.45

Balances through December						Fiscal Year 2020/21
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 40 - Dist Build						
6200	Building & Improvements		119,117.00			119,117.00
Total for Fund 40, Expense accounts and Object 6000		.00	119,117.00	.00	.00	119,117.00
Fund 73 - Bechen						
5800	Services & Operating Expense	15,000.00	15,000.00			15,000.00
Total for Fund 73, Expense accounts and Object 5000		15,000.00	15,000.00	.00	.00	15,000.00
Fund 78 - Gottardi Fund						
5800	Services & Operating Expense		8,017.00			8,017.00
Total for Fund 78, Expense accounts and Object 5000		.00	8,017.00	.00	.00	8,017.00
Total for Org 006 - Sierra-Plumas Joint Unified School District		7,175,032.00	8,112,124.00	3,290,061.22	2,480,754.99	2,341,307.79

ENROLLMENT BY SCHOOL MONTH - 2020-2021

As of 01/06/21

		Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Jr High	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2019-2020		33	201	7	60	22	111	1	included in site #	435
1st Day 2020-2021	9/8/2020	22	181	13	51	16	109	1	included in site #	393

	Month									
September	1	21	186	13	52	16	106	4	included in site #	398
09/08/20-10/02/20										
October	2	21	189	13	52	16	108	4	included in site #	403
10/05/20-10/30/20										
November	3	21	192	12	53	17	108	4	included in site #	407
11/02/20-11/25/20										
December	4	21	195	11	55	16	110	4	included in site #	412
11/30/20-01/08/21										
January	5								included in site #	0
01/11/21-02/05/21										
February	6								included in site #	0
02/09/21-03/05/21										
March	7								included in site #	0
03/08/21-04/01/21										
April	8								included in site #	0
04/12/21-04/30-21										
May	9								included in site #	0
05/03/21-05/27/21										
June	10								included in site #	0
06/01/21-06/18/21										

2019-2020	SPJUSD	SCOE	Washoe
P1 ADA	410.52	5.54	18.74
P2 ADA	409.30	5.07	15.36
Annual	409.30	5.07	15.36

Long-Term ISP	
DES	2
LES	14
DHS	1
LHS	10

2018-2019	SPJUSD	SCOE	Washoe
P1 ADA	394.66	0.88	14.37
P2 ADA	396.41	2.15	12.27
Annual	396.43	3.46	12.53

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF THE
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
December 14, 2020

In accordance with the Governor's Executive Order pertaining to the convening of public meetings in response to the COVID-19 pandemic, the Governing Board of the Sierra-Plumas Joint Unified School District held these meetings via Zoom Videoconferencing for the public.

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

A. CALL TO ORDER

President MIKE MOORE called the meeting to order at 6:03pm.

B. ROLL CALL

PRESENT: Mike Moore, President
Allen Wright, ~~Clerk~~Vice President
Christina Potter, Clerk
Patty Hall, Member

ABSENT: None

VACANT: Trustee Area 4

C. APPROVAL OF AGENDA

WRIGHT/HALL

4/0

D. OATH OF OFFICE

The Superintendent shall give the Oath of Office to the following Trustees:

1. Patty Hall, Trustee Area 1 (Downieville/Pike/Alleghany), Appointment *in Lieu of Election*
2. Christina Potter, Trustee Area 3 (Calpine/Plumas County), Appointment *in Lieu of Election*

E. RECESS TO THE SIERRA COUNTY BOARD OF EDUCATION MEETING at 6:08pm

F. RECONVENE at 7:09pm

G. ANNUAL ORGANIZATIONAL MEETING—BOARD ORGANIZATION

1. Election of Officers for 2021

The Secretary of the Board/County Superintendent will call for the election of a President. After the election is completed, the Secretary will turn the meeting over to the newly elected President. The President will then call for the election of the Vice President and the Clerk of the Board.

a. President

WRIGHT motioned to nominate Mike Moore for President. Second by HALL
4/0

b. Vice President

HALL motioned to nominate Allen Wright for Vice President. Second by POTTER.
4/0

c. Clerk of the Board

HALL motioned to nominate Christina Potter for Clerk of the Board. Second by WRIGHT.
4/0

2. The President will appoint Board Representatives to the following committees:

a. Nominate and Appoint two Board members to Facilities Committee

Currently: WRIGHT/STANNARD
Appointed: WRIGHT/MOORE

- b. Nominate and Appoint two Board members to Negotiations Committee
Currently: HALL/MOORE (Alternates: GANT/STANNARD)
Appointed: HALL/MOORE (Alternates: WRIGHT/POTTER)
 - c. Nominate and Appoint two Board members to Transportation Committee-
West Side
Currently: HALL/WRIGHT
Appointed: HALL/WRIGHT
 - d. Nominate and Appoint two Board members to Transportation Committee-
East Side
Currently: GANT/MOORE
Appointed: POTTER/MOORE
 - e. Nominate and Appoint two Board members to Technology Committee
Currently: WRIGHT/STANNARD
Appointed: HALL/WRIGHT
3. Approval of the Sierra-Plumas Joint Unified School District Governing Board Meeting
Calendar for 2021
HALL/WRIGHT
4/0

H. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
 - a. Update on Sierraville School Site – 7/11 committee
BERARDI: Preliminary discussions still taking place. The committee has not yet been formed.
 - b. Update on Instructional Materials and Textbooks – Science
BERARDI: Getting curriculum set up for viewing to gather feedback from staff and members of the public as per requirements before adoption of new curriculum takes place.
 - c. Update on Downieville Drama Room wall repair
BERARDI: We are not receiving insurance coverage for the water damage. We have identified the issue that caused the water damage and are working to remedy the issue. Thankfully we do not have mold to deal with on top of the damage.
 - d. Update on bus charging stations
BERARDI/GRIESERT: Construction and installation is in process. Expecting completion very soon.
 - e. Pandemic impacts on education
BERARDI: My Administrative Team and I have established a weekly meeting with the Health Department aside from the regular daily phone calls taking place as needed at each school site to remain informed of what will impact the schools and students. This will allow for proactive action at our school sites following each written site plan for different scenarios.
 - f. Fund 40 use for Downieville capital project
BERARDI: No longer need these funds to go towards vehicles due to donations from Sierra County. We are now looking at getting a generator for Downieville Schools due to numerous power outages experienced annually.
2. Business Report
 - a. Account Object Summary-Balance from 07/01/2020 to 11/30/2020
 - b. Third Month Enrollments for the 2020-2021 School Year
 - c. The Sierra-Plumas Joint Unified School District Office will be closed to the public for winter break from December 21, 2020 through January 1, 2021 (returning January 4)

3. Staff Reports

LHS—JONES: *Welcome Christina! Weekly meetings with the Health Department have been great for streamlining the communication regarding COVID. Receiving K-12 Workforce Alliance Grant Award of \$36,000 over 3 years for our new CTE program for Mechanical Engineering with Jason Rosecrans. FFA State Officer visit last week to work with our Chapter. Cali awarded the Superior Region Teacher of Excellence. Guest speaker from Cyber Safety Consulting working with students for two days regarding positive digital citizenship, recognizing online dangers and self-protection. Site Council met last week to finalize Single Plan. Interim WASC report will be submitted this week in preparation for the next visit in February.*

LES—CERESOLA: *Welcome Christina! Students and teachers did a great job when we had to go to Distance Learning for two weeks. The extra prep time granted to the teachers before the school year started was a big help for when we had to implement that plan. New school shirts received courtesy of TUPE funds. 1st Trimester is complete and we did all Parent-Teacher conferences via Zoom and phone. There are some trade-offs, but they went well considering the current environment with COVID. No assembly this year, but still giving out 1st Trimester awards. More students coming back to the school again going into the 2nd trimester. Sadly we also can't hold the annual Christmas program, but each classroom is coming up with their own alternatives in place of that tradition. Canned food drive competition took place prior to Thanksgiving which resulted in 434 canned goods to be donated.*

DVL—BERARDI: *Prep time before the school year was certainly helpful in implementing periods of Distance Learning for all sites. Downieville only has 3 elementary classes on campus right now. It's quiet, but necessary to have the high school side closed to in-person learning. Also missing the traditional programs this year, trying to come up with alternatives.*

4. SPTA Report

PRESIDENT—PETTERSON: *Welcome Christina! Thank you to Nicole for your service on the Board! Wishing everyone a happy and healthy holiday season!*

5. Board Members' Report

WRIGHT: *I want to congratulate and recognize all students for the effort it takes to come to school and get through each day in the current environment. Thank you to all staff from Classified to Teachers and Administrators! It takes a lot of effort to make all of this work to educate the students. Appreciate the fundraisers still taking place.*

HALL: *Ditto on WRIGHT's comments on students and staff, add whole community. Drama room wall is disturbing, but it will get fixed. Following progress on the conversion of unutilized space into an Arts Wing at Downieville Schools. I have an old antique microscope that I may donate to the school.*

POTTER: *Very grateful as a parent in this community that the schools are open, so thank you everyone's efforts to make that happen.*

MOORE: *HALL and I are part of the Juvenile Justice Commission, currently helping with recommendation for next Chief Probation Officer.*

6. Public Comment

None

I. CONSENT CALENDAR

1. Approval of minutes for the Regular Board Meeting held November 10, 2020
2. Approval of Board Report-Checks Dated 11/01/2020 through 11/30/2020

HALL/WRIGHT

4/0

J. ACTION ITEMS

1. New Business

- a. Adoption of Resolution No. 20-016D, Intent to withdraw from Schools Excess Liability Fund JPA
HALL/POTTER
ROLL CALL VOTE:
MOORE – AYE
WRIGHT – AYE
POTTER - AYE
HALL – AYE
4/0
- b. Adoption of 2020-2021 First Interim Actuals and Criteria & Standards Report as of October 31, 2020
HALL/WRIGHT
4/0
- c. Approval of proposed increase on Classified Salary Schedules per California Minimum Wage Law, Effective January 1, 2021
HALL/POTTER
4/0
- d. Approval of Assignment of Siobhan Markee, Teacher, Downieville Schools, 1.0 FTE
HALL/WRIGHT
4/0
- e. Authorization to fill .26 FTE Math/Elective Teacher, Downieville Schools
HALL/WRIGHT
4/0
- f. Approval of Assignment of Patrick Wilson, Math/Elective Teacher, Downieville Schools, .26 FTE
HALL/POTTER
4/0
- g. Approval of Prep Buy-Out for Academic Advising for Rebekah Perez
HALL/POTTER
4/0
- h. Approval of Loyalton Bus Driver Bonus
HALL/WRIGHT
4/0
- i. Approval of the Provisional Appointment for Trustee Area #4 to take place at the January 12, 2021 Regular Board Meeting
WRIGHT/HALL
4/0

BOARD POLCIES, ADMINISTRATIVE REGULATIONS, EXHIBITS, BOARD BYLAWS

WRIGHT motioned to approve all policies j-n as was done in the County meeting.

Second by *HALL*.

4/0

- j. 1113—District and School Web Sites
 - 1. Exhibit, *NEW*
- k. 3280—Sale or Lease of District-Owned Real Property
 - 1. Board Policy, *revisions*
- l. 3530—Risk Management/Insurance
 - 1. Board Policy, *revisions*
 - 2. Administrative Regulation, *revisions*

- m. 6161.1—Selection and Evaluation of Instructional Materials
 - 1. Board Policy, *revisions*
 - 2. Administrative Regulation, *revisions*
 - 3. Exhibit, *revisions*
- n. 9323.2—Actions by the Board
 - 1. Exhibit, *revisions*

K. ADVANCED PLANNING

- 1. Next Regular Board Meetings will be held on January 12, 2021 beginning with Closed Session as needed at 5:00pm and the Regular Board Meetings at 6:00pm.
*****Location to be determined*****
- 2. Suggested Agenda Items
None

- L. ADJOURN at 8:20pm
HALL/POTTER
4/0

Christina Potter, Clerk

James Berardi, Superintendent

Checks Dated 12/01/2020 through 12/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00084480	12/11/2020	ABSOLUTE COMMUNICATION SOLUTIONS	01-5890	LHS WIRELESS BRIDGE		3,138.27
00084481	12/11/2020	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		153.19
00084482	12/11/2020	ALL PHASE HEATING & AIR	01-5600	HEATING REPAIR		552.00
00084483	12/11/2020	AMAZON CAPITAL SERVICES	01-4100	Text Book	87.77	
			01-4300	INSTRUCTIONAL SUPPLIES	141.46	
				Supplies	110.66	
			01-4301	Classroom supplies	321.47	661.36
00084484	12/11/2020	AMERIGAS	01-5540	PROPANE	7,904.85	
			01-5899	PROPANE	158.30	8,063.15
00084485	12/11/2020	AMS.NET C/O FREMONT BANK	01-5890	BACKUP SERVER		1,439.16
00084486	12/11/2020	APPLE COMPUTER, INC.	01-4400	COMPUTERS		3,525.86
00084487	12/11/2020	B & C TRUEVALUE HOME CENTER	01-4320	maintenance supplies		107.42
00084488	12/11/2020	BRADY INDUSTRIES	01-4320	cleaning supplies		595.41
00084489	12/11/2020	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00084490	12/11/2020	BSN SPORTS LLC	01-5600	Recon of FB Equip		1,150.00
00084491	12/11/2020	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	3,892.94	
			01-5899	WATER AND SEWER - LOYALTON SITES	233.16	4,126.10
00084492	12/11/2020	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	water service		94.49
00084493	12/11/2020	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00084494	12/11/2020	TAMMY HELM	13-4700	FOOD		162.59
00084495	12/11/2020	HUNT & SONS, INC.	01-5590	HEATING OIL		639.04
00084496	12/11/2020	INTEGRITY HEATING & AIR	01-5600	HVAC DIAGNOSE/REPAIR #7		238.48
00084497	12/11/2020	JOE BRANCH ELECTRIC, INC	01-6170	CHARGING STATIONS	14,530.00	
			01-9515	CHARGING STATIONS	726.50-	13,803.50
00084498	12/11/2020	K 12 MANAGEMENT DBA FUELED	01-5890	ONLINE/ISP COURSES		1,520.00
00084499	12/11/2020	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES	6,663.91	
			01-5899	ELECTRIC - LOYALTON SITES	270.49	6,934.40
00084500	12/11/2020	MADDEN PLUMBING & HEATING, INC.	01-5600	HVAC DIAGNOSE/REPAIR		437.50
00084501	12/11/2020	MIKE MOORE	76-9576	H/W REIMBURSEMENT		909.27
00084502	12/11/2020	NEXVORTEX, INC	01-5899	PHONE SERVICES	26.49	
			01-5910	PHONE SERVICES	397.28	423.77
00084503	12/11/2020	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	88.20	
			13-4700	CAFE FOOD/SUPPLIES	1,115.30	1,203.50
00084504	12/11/2020	RAY MORGAN COMPANY	01-5600	COPIER AGREEMENT	221.98	
				COPIER MAINT.	99.65	
			01-5899	COPIER MAINT. LHS/LES	601.82	
				COPIER MAINT.	33.21	956.66

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

Checks Dated 12/01/2020 through 12/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00084505	12/11/2020	SIERRA BOOSTER	01-5300	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES	22.00	
			01-5890	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES	50.60	72.60
00084506	12/11/2020	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00084507	12/11/2020	SIERRA HARDWARE	01-4320	Misc items for maintenance		364.68
00084508	12/11/2020	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	56.30	
			01-4320	EXTERIOR DOOR MAINTENANCE	373.98	
				MAINT. SUPPLIES	87.39	
				MAINT/CUSTODIAL SUPPLIES	67.40	
				WINDOW SCREENS	109.40	694.47
00084509	12/11/2020	SIERRA-PLUMAS JOINT UNIFIED	01-5890	BANK SERVICE FEES		322.53
00084510	12/11/2020	STAPLES ADVANTAGE	01-4330	OFFICE SUPPLIES	6.11	
			01-5899	OFFICE SUPPLIES	2.03	8.14
00084511	12/11/2020	SVGMD	01-5890	Well Management Fee		200.00
00084512	12/11/2020	VOYAGER FLEET SYSTEMS INC.	01-4351	BUS FUEL	1,278.10	
				Fuel for Maintenance	115.63	
			01-5200	FUEL FOR FFA	120.68	1,514.41
00084513	12/11/2020	WHITE'S SIERRA STATION, INC	01-4350	TRUCK SERVICE		333.84
00084514	12/11/2020	ALLEN WRIGHT	76-9576	H/W REIMBURSEMENT		920.14
00084515	12/22/2020	AMAZON CAPITAL SERVICES	01-4300	Chargers	139.30	
				Classroom supplies	222.64	361.94
00084516	12/22/2020	AT&T	01-5890	PHONE SERVICES	42.46	
			01-5899	PHONE SERVICES	6.10	
			01-5910	PHONE SERVICES	224.85	273.41
00084517	12/22/2020	B & C TRUEVALUE HOME CENTER	01-4320	WALL REPAIR		353.51
00084518	12/22/2020	HUNT & SONS, INC.	01-5590	HEATING OIL		721.45
00084519	12/22/2020	LES SCHWAB TIRE CENTER	01-4350	VEHICLE MAINTENANCE		214.03
00084520	12/22/2020	PRODUCERS DAIRY	13-4700	DAIRY PRODUCTS		1,184.77
00084521	12/22/2020	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	11.08	
			13-4700	CAFE FOOD/SUPPLIES	707.37	718.45
00084522	12/22/2020	NORTHEASTERN JOINT POWERS AUTHORITY	76-9571	WORKER'S COMP		28,219.00
00084523	12/22/2020	PACIFIC GAS & ELECTRIC COMPANY	01-5510	electrical use		2,624.39
00084524	12/22/2020	SIERRA COUNTY CLERK-RECORDER	01-5812	ELECTION COSTS		346.60
00084525	12/22/2020	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	657.16	
			01-5899	GARBAGE SERVICE	17.87	675.03
00084526	12/22/2020	TRI COUNTY SCHOOLS INS. GR.	01-3901	DEC 20 HEALTH INSURANCE	2,471.25	

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ESCAPE ONLINE

Checks Dated 12/01/2020 through 12/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00084526	12/22/2020	TRI COUNTY SCHOOLS INS. GR.	01-9535	DEC 20 HEALTH INSURANCE	8,728.75	
			76-9576	DEC 20 HEALTH INSURANCE	66,294.02	77,494.02
00084527	12/22/2020	U.S. BANK	01-4300	DISTANCE LEARNING SUPPLIES	955.32	
				intervention supplies	19.29	
				PRINTER/TONER	245.01	
				Supplies	320.02	
			01-4320	Bottled Water	197.99	
				Replacement Exhaust Fan Motor	258.07	
				Smart-WIFI	150.14	
				valve	138.75	
			01-4330	ADOBE PRO SUBSCRIPTION	11.24	
				GRADING SOFTWARE	99.90	
				IPAD REPAIR/OFFICE SUPPLIES	401.57	
			01-4350	FUEL FOR MAINT.	124.18	
			01-5890	ZOOM SUBSCRIPTION	55.86	
			01-5899	ADOBE PRO SUBSCRIPTION	3.75	2,981.09
00084528	12/22/2020	US FOODSERVICE, INC.	13-4340	CAFETERIA - FOOD AND SUPPLIES	177.51	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	1,317.93	1,495.44
Total Number of Checks					49	173,418.56

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	41	72,311.38
13	Cafeteria Fund	5	4,764.75
76	Warrant/Pass Through (payroll)	4	96,342.43
Total Number of Checks		49	173,418.56
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			173,418.56

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

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)		
2020	James Berardi	Sierra-Plumas Joint USD					
REPORT PREPARED BY:		E-MAIL ADDRESS			CITY	PHONE NUMBER	
Tom Potter/Kristie Jacobsen		jberardi@spjUSD.org			Downieville	530-993-1660	
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)
DES <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	

Use this form ONLY to report pesticide applications made by schoolsite employees, staff, and volunteers at schools and child care centers. DO NOT report pesticide use by pest management professionals contracted to apply pesticides at schoolsites. They will report their own use. Report must be submitted no later than January 30th of the year following the year of use to:
School Pesticide Use Reporting, Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015

INSTRUCTIONS:

1. Each line is an individual pesticide application. Report only one schoolsite, date/time, and pesticide per line. Multiple pages will be needed if you need to report more than 5 pesticide applications.
2. A name and address is required for each schoolsite. A cover sheet with all schoolsite names/addresses can be included with your report to prevent repetitive writing/typing.
3. Applicators: If you are mixing a concentrate with a liquid, report the amount of concentrate applied. For products that don't require dilution, report the amount of finished product applied.

PEST CONTROL CODES:

Code 10 - Structural Pest Control includes pest control work performed within or on buildings or other structures

Code 30 - Landscape Maintenance Pest Control... includes pest control work performed on landscape plantings around buildings

Code 80 - Vertebrate Pest Control includes pest control work performed by public agencies or work under the supervision of the State or county agricultural commissioner

LOCATION CODES:

1 Administration Bldg	5 Cafeteria/Kitchen	9 Landscape (indoor)	13 Multipurpose Room	17 Vehicle
2 Athletic Field	6 Classroom	10 Landscape (outdoor)	14 Playground	18 Multiple Locations
3 Auditorium	7 Gymnasium	11 Library	15 Pool	19 Other (Please indicate)
4 Bldg, Exterior	8 Hardscape (parking lot, sidewalk, etc.)	12 Locker Room	16 Restroom	_____

Reason for application is not required for reporting. This form, when filled out completely, can be used as the pesticide use record required under HSA.
Reasons for application (required for Healthy Schools Act recordkeeping).

Application 1:

Application 2:

Application 3:

Application 4:

Application 5:

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

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DHS <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
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PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

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Richard Jaquez/Kristie Jacobsen		jberardi@spjUSD.org		Loyalton	530-993-1660		
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)
DO <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	

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School Pesticide Use Reporting, Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015

INSTRUCTIONS:

1. Each line is an individual pesticide application. Report only one schoolsite, date/time, and pesticide per line. Multiple pages will be needed if you need to report more than 5 pesticide applications.
2. A name and address is required for each schoolsite. A cover sheet with all schoolsite names/addresses can be included with your report to prevent repetitive writing/typing.
3. Applicators: If you are mixing a concentrate with a liquid, report the amount of concentrate applied. For products that don't require dilution, report the amount of finished product applied.

PEST CONTROL CODES:

Code 10 - Structural Pest Control includes pest control work performed within or on buildings or other structures

Code 30 - Landscape Maintenance Pest Control... includes pest control work performed on landscape plantings around buildings

Code 80 - Vertebrate Pest Control includes pest control work performed by public agencies or work under the supervision of the State or county agricultural commissioner

LOCATION CODES:

1 Administration Bldg	5 Cafeteria/Kitchen	9 Landscape (indoor)	13 Multipurpose Room	17 Vehicle
2 Athletic Field	6 Classroom	10 Landscape (outdoor)	14 Playground	18 Multiple Locations
3 Auditorium	7 Gymnasium	11 Library	15 Pool	19 Other (Please indicate)
4 Bldg, Exterior	8 Hardscape (parking lot, sidewalk, etc.)	12 Locker Room	16 Restroom	_____

Reason for application is not required for reporting. This form, when filled out completely, can be used as the pesticide use record required under HSA.
 Reasons for application (required for Healthy Schools Act recordkeeping).

Application 1:

Application 2:

Application 3:

Application 4:

Application 5:

PESTICIDE USE REPORTING FOR SCHOOL AND CHILD DAY CARE CENTER EMPLOYEES

APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)		
2020	James Berardi	Sierra-Plumas Joint USD					
REPORT PREPARED BY:		E-MAIL ADDRESS		CITY	PHONE NUMBER		
Richard Jaquez/Kristie Jacobsen		jberardi@spjUSD.org		Loyalton	530-993-1660		
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)
LES	<input checked="" type="checkbox"/> School	N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
	<input type="checkbox"/> School					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
	<input type="checkbox"/> School					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
	<input type="checkbox"/> School					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
	<input type="checkbox"/> School					<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	

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PEST CONTROL CODES:

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Code 30 - Landscape Maintenance Pest Control... includes pest control work performed on landscape plantings around buildings

Code 80 - Vertebrate Pest Control includes pest control work performed by public agencies or work under the supervision of the State or county agricultural commissioner

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APPLICATION YEAR	SCHOOL DESIGNEE (IPM COORDINATOR)	DISTRICT / CENTER NAME			LICENSE / CERTIFICATE NUMBER (OPTIONAL)		
2020	James Berardi	Sierra-Plumas Joint USD					
REPORT PREPARED BY:		E-MAIL ADDRESS			CITY	PHONE NUMBER	
Filimon Martinez/Kristie Jacobsen		jberardi@spjUSD.org			Loyalton	530-993-1660	
School CDS #/Child Day Care Facility # OR Name & Address AND Specify if School or Child Day Care Facility	County Code	Date & Time Application Completed	Location (# from list on back)	Manufacturer & Name of Product Applied	EPA REG. Number on Label or CA Reg. Number for adjuvants (include alpha code, if listed)	Amount of Pesticide Product Used (check or write in unit from label)	Pest Control Code (from list on back)
LHS <input checked="" type="checkbox"/> School <input type="checkbox"/> Day Care		N/A	No Application			<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
<input type="checkbox"/> School <input type="checkbox"/> Day Care						<input type="text"/> (vol.) <input type="checkbox"/> OZ <input type="checkbox"/> ML <input type="checkbox"/> PT (wt.) <input type="checkbox"/> GR <input type="checkbox"/> OZ <input type="checkbox"/> LB	
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Reasons for application (required for Healthy Schools Act recordkeeping).

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School District Integrated Pest Management Plan

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan. An IPM plan is required if a school district uses pesticides¹.

Contacts

School District Name	Address	
Sierra-Plumas Joint Unified School District	109 Beckwith Rd, Loyalton CA 96118	
District IPM Coordinator	IPM Coordinator's Phone Number	Email
James Berardi	530-993-1660 x110	iberardi@spjUSD.org
Kristie Jacobsen (Admin Assist)	530-993-1660 x100	kjacobson@spjUSD.org

IPM statement

It is the goal of Sierra-Plumas Joint Unified School District to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*

To use the least toxic and most effective methods possible for long term pest prevention while maintaining a healthy school environment.

IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program
Superintendent	Pest management decision making
Maintenance Team, All School Sites	Pest management decision making, purchasing pesticides and management tools, pesticide application
Custodians	Antimicrobials decision making, purchasing antimicrobials and management tools and application

Pest management contracting

Pest management services are contracted to a licensed pest control business.

Pest Control Business name(s): TERMINIX for services at Loyalton Elementary School and Loyalton High School.

Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

Pest identification, monitoring and inspection

Pest Identification is done by: maintenance staff and pest control business (LES and LHS only)

(Example: College/University staff, Pest Control Business, etc.)

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by maintenance and other staff and results are communicated to the IPM Coordinator. Kitchen staff observe traps daily and report any pests to maintenance staff. Our school sites are small and therefore enable staff to keep an eye on their areas and communicate to maintenance staff. This is an ongoing practice.

Pests and non-chemical management practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Large Rodents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Yellow Jackets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

Ortho Weed B Gon	Mecoprop-p Dimethylamine salt 0.22% 2,4-Dimethylamine salt 0.12% Dicamba, Dimethylamine Salt 0.05%
RAID (Johnson Wax Buggy Whip)	Eugenol 0.5% 2-Phenethyl propionate
RAID Wasp & Hornet (Terminix)	Tetramethrin .20% Permethrin .20%
Gopher Getter Type 1	Strychnine Alkaloid .5%
Tarro Ant Killer Spray	Pyrethrins 0.1%, Piperonyl butoxide 0.5% Permethrin 0.20%, Petroleum distillate >5.0% Tetramethrin .20%
Sweeney's Poison Peanuts	Zinc Phosphide 2%

Healthy Schools Act

X This school district complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608 - 17613, 48980.3; Food & Agricultural Code Sections 13180 - 13188)

Training

Every year school district employees who make pesticide applications receive the following training prior to pesticide use:

- X** Pesticide specific safety training (Title 3 California Code of Regulations 6724)
- X** School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

Submittal of pesticide use reports

X Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt¹ from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm. (Education Code Section 16711)

Notification

This school district has made this IPM plan publicly available by the following methods (check at least one):

This IPM plan can be found online at the following web address: www.sierracountyofficeofeducation.org

This IPM plan is sent out to all parents, guardians and staff annually.

Review

This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct. Date of next review: January 2022

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: _____

Date: _____

¹ These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration. (Education Code Section 17610.5)

Downieville Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Downieville Elementary School
Street	130 School St.
City, State, Zip	Downieville, CA 95936-0396
Phone Number	530.289.3473
Principal	James Berardi
Email Address	jberardi@spjUSD.org
Website	https://sierracountyofficeofeducation.org/SPJUSD/
County-District-School (CDS) Code	46701776050611

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530-993-1660
Superintendent	James Berardi
Email Address	jberardi@spjUSD.org
Website	www.sierracountyofficeofeducation.org

School Description and Mission Statement (School Year 2020-2021)

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 three multi-grade classrooms. The first is a pre-K through first grade class until lunch when the pre-K and Kindergarten student's day is over and the first grade students join the second and third grade class. The fourth through sixth grade class makes up the remainder of the school. 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. All 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.

The mission of the Downieville Schools is to provide all students with opportunities, encouragement, and support needed for a successful transition into the 21st Century job market and community. This will be achieved through the collaboration of all stakeholders--staff, students, parents, and community members.

The vision of the Downieville Schools is to provide students with a standards-based curriculum and extra curricular program with academic rigor, creativity, and a safe learning environment. Students from Downieville will be productive, compassionate, & responsible citizens of the global community.

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	2
Grade 1	5
Grade 2	3
Grade 3	9
Grade 4	3
Grade 5	1
Grade 6	8
Total Enrollment	31

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.2
Hispanic or Latino	16.1
White	71
Two or More Races	3.2
Socioeconomically Disadvantaged	54.8
English Learners	6.5
Students with Disabilities	19.4
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	1	1	3	27
Without Full Credential	2	2	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 12/02/2020.

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders K-5 - McGraw-Hill Adopted 2016 6th grade: Windows and Mirrors Levels 1 & 2 , EMC Publishing LLC, 2016, 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	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	Pearson MyWorld 2019	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report: 11/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Planned future repair of interior carpets
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair Poor	Repair needed for gutters, trim, and roof edge in one area near classrooms exterior. Exterior lawnmower shed melting into ground and dry rot at nw corner.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	29	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	8	N/A	37	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	28	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the school. The Covid-19 pandemic has severely altered the way in which parents can be engaged and involved with their students. This year we have created a new school website and parent newsletter to keep parents engaged in the school; we also held virtual PTO, Booster, and Site Council meetings monthly to include parent voices and experiences while in-person visits remain prohibited for safety. We have held 2 community forums to address parent concerns and needs during the distance learning and pandemic issues and provided parent and student orientations for distance learning in person and virtually.

Many of our event shave been postponed this year but we have been active in sharing pictures and updates on Facebook and are coordinating virtual events and galleries when possible. 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 James Berardi, 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

(data collected between July through June, each full school year respectively)

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

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. In addition staff is undergoing ALICE training to be prepared for any active shooter situation if it were to occur.

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 school is revising their staff training in regard to safety drills and will be annually conducting a safety week the first week of each new school year where all staff is retrained annually on all drills and safety alerts.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					7	1						
3					9	1						
6	12	1			11	1						
Other**	15	1							10	3		

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19,464.01	3,131.78	16,332.23	\$45,827.50
District	N/A	N/A	10,021.88	\$61,814
Percent Difference - School Site and District	N/A	N/A	47.9	-29.7
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	71.3	-40.3

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

Types of Services Funded (Fiscal Year 2019-2020)

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, RTI teacher, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, athletics, and advanced placement and on-line classes (Fuel Ed). AP Exams are purchased for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum. Classroom furniture updates are currently underway.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,704	\$44,318
Mid-Range Teacher Salary	\$57,550	\$67,053
Highest Teacher Salary	\$85,434	\$90,163
Average Principal Salary (Elementary)	\$97,387	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$101,958	\$114,214
Superintendent Salary	\$152,934	\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	43

For the 2019-20 school year, SPJUSD has continued 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. Additionally, teaching and learning have been enhanced by implementation of Marzano (Art and Science of Teaching and Learning) frameworks. Also, the staff has begun to narrow curricular focus to essential standards. This is also guided by the Marzano Laboratories. 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.

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.

Downieville Junior-Senior High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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	James Berardi
Email Address	jberardi@spjUSD.org
Website	https://sierracountyofficeofeducation.org/SPJUSD/
County-District-School (CDS) Code	46701774632303

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Superintendent	James Berardi
Email Address	jberardi@spjUSD.org
Website	www.sierracountyofficeofeducation.org

School Description and Mission Statement (School Year 2020-2021)

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 four classrooms. We have few teachers that need to wear many hats. There are two full time teachers and three part-time. A full time teacher instructs the core math and science courses, another full time teacher instructs the social science courses, and the part time teachers instruct core english courses, music & electives, and wood shop. In addition to their main subject matter, these teachers also provide a selection of elective offerings.

The mission of the Downieville Schools is to provide all students with opportunities, encouragement, and support needed for a successful transition into the 21st Century job market and community. This will be achieved through the collaboration of all stakeholders--staff, students, parents, and community members.

The vision of the Downieville Schools is to provide students with a standards-based curriculum and extra curricular program with academic rigor, creativity, and a safe learning environment. Students from Downieville will be productive, compassionate, & responsible citizens of the global community.

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	6
Grade 8	1
Grade 9	3
Grade 10	7
Grade 11	6
Grade 12	5
Total Enrollment	28

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Asian	3.6
Hispanic or Latino	25
White	67.9
Socioeconomically Disadvantaged	39.3
Students with Disabilities	17.9
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	2.24	2.24	3.24	27
Without Full Credential	1	1	2	6
Teaching Outside Subject Area of Competence (with full credential)	2	2	2	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	2	2
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 1/31/2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Financial Algebra - Advanced Algebra with Financial Applications - South-Western Cengage Learning, 2014		
Science	<p>Life - Holt Adopted 2001</p> <p>Biology - Glencoe Adopted 2012</p> <p>Earth Science - Glencoe Adopted 2012</p> <p>Physical - Holt Adopted 2012</p> <p>Physics-Pearson Adopted 2012</p> <p>Chemistry-Matter & Change- Glencoe/McGraw Hill Adopted 2012</p>	Yes	0
History-Social Science	<p>World Geography - Glencoe Adopted 2000</p> <p>Impact: Principles of American Democracy McGraw-Hill Adopted 2019</p> <p>Impact: United States History and Geography: McGraw-Hill Adopted 2019</p> <p>Impact: World History, Culture and Geography: McGraw-Hill</p> <p>Impact: Principles of Economics: McGraw-Hill</p> <p>World History: Medieval and Early Modern times: National Geographic</p> <p>American Stories: Beginnings to WWI: National Geographic</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Advencemos! levels 1-4 Holt McDougal	No	-
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Radiant heater in admin office not working
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Cracked sink in room 7, leak in high school storage closet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Fair	Misc cracked windows
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	37	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	28	N/A	30	N/A

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2019-2020)

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 with Fuel Ed such as web design, child development, business, etc.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	75

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	50

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are a welcome asset to our school. They play a very important role through their active participation and involvement in the school. The Covid-19 pandemic has severely altered the way in which parents can be engaged and involved with their students. This year we have created a new school website and parent newsletter to keep parents engaged in the school; we also held virtual PTO, Booster, and Site Council meetings monthly to include parent voices and experiences while in-person visits remain prohibited for safety. We have held 2 community forums to address parent concerns and needs during the distance learning and pandemic issues and provided parent and student orientations for distance learning in person and virtually.

Many of our event shave been postponed this year but we have been active in sharing pictures and updates on Facebook and are coordinating virtual events and galleries when possible. 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. Parents are encouraged to check on their student's progress through powerschool login. Any questions, concerns or inquiries about our school and activities should be directed to James Berardi, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--	--	--	0	0	0	9.1	9.6	9
Graduation Rate	--	--	--	100	100	100	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	12.5	0.0	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 <https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=92043&SectionId=1815428of> 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	3	8			5	7			5	7		
Mathematics	8	2			6	4			8	3		
Science	7	3			7	3			7	3		
Social Science	6	4			5	4			7	4		

*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.

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	23,560.23	583.30	22,976.93	\$58,475.78
District	N/A	N/A	10021.88	\$61,814
Percent Difference - School Site and District	N/A	N/A	78.5	-5.6
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	99.1	-16.5

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

Types of Services Funded (Fiscal Year 2019-2020)

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, RTI teacher, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, athletics, and advanced placement and on-line classes (Fuel Ed). AP Exams are purchased for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Funding is also provided for professional development to keep teachers and administrators up to date in methods and curriculum. Classroom furniture updates are currently underway.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,704	\$44,318
Mid-Range Teacher Salary	\$57,550	\$67,053
Highest Teacher Salary	\$85,434	\$90,163

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$97,387	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$101,958	\$114,214
Superintendent Salary	\$152,934	\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	43

For the 2018-19 school year, SPJUSD has continued 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. Additionally, teaching and learning have been enhanced by implementation of Marzano (Art and Science of Teaching and Learning) frameworks. Also, the staff has begun to narrow curricular focus to essential standards. This is also guided by the Marzano Laboratories. 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.

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.

Loyalton Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	awhite@spjUSD.org
Website	www.sierracountyofficeofeducation.org
County-District-School (CDS) Code	46701776050629

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Superintendent	James Berardi
Email Address	jberardi@spjUSD.org
Website	www.sierracountyofficeofeducation.org

School Description and Mission Statement (School Year 2020-2021)

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 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!

Loyalton Elementary School's Mission:

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.

One of the Site Council's goals this year to look at our mission statement and work with teachers to review and update if it is felt that it is needed.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	27
Grade 1	29
Grade 2	33
Grade 3	19
Grade 4	27
Grade 5	36
Grade 6	26
Total Enrollment	197

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.5
White	75.1
Two or More Races	2.5
Socioeconomically Disadvantaged	52.8
English Learners	3.6
Students with Disabilities	12.7
Homeless	6.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	12	8	27
Without Full Credential	0	1	3	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09-25-2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 National Geographic/Cenage Adopted 2019	Yes	0
Health	Nutrition Nuggets- Food and Fitness for a Healthy Child	Yes	0

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report: November 12, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Working on any issues that arise from our upgrade on the heating system.
Interior: Interior Surfaces	Poor	The wallpaper throughout the school has rips and tears. Ceiling has many water spots, and tears, or doesn't match one another. Windows seep air through them.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Need to update fountains and sinks, and no hot water.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground area was sealed and still has lots of cracks and is uneven. Exterior walls ad windows lose lots of heat.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	36	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	40	N/A	37	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	28	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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. 210.

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

(data collected between July through June, each full school year respectively)

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

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4	17	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. Once students arrive at school, there are four morning supervisors on our campus at 7:45 a.m. each day. that provide supervision for the safety of students. Students have the choice to go outside(weather permitting) or they stay inside and have breakfast, once finished with breakfast students go outside.

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, a daily inspection is done by playground supervisors and turned into the office each morning.

In addition, visitors on our campus are required to sign in at the office for a visitors' 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. Our on site administrators are trained in ALICE for school safety in regards to a school intruder. The two administrators are now able to train staff at each site. ALICE is being implemented in the schools in case of a intruder on to the school sites. This year we created a Safety Task Force which involves all local agencies to go over safety at each school site with site administrators, and will allow more training for all staff members.

Safety drills are done throughout the school year; September-May. These drills are 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		2		18	2		1	14		1	
1					20	1			14	2		
2	18	1			20	1			17	1		1
3	20	1	1		25		1		10	2		
4	25		1		17	2			14	1	1	
5	26		1		27		1		12	3		
6	33			1	30		1		13	1	1	
Other**									3	1		

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,672.00	668.00	7,003.00	65,673.00
District	N/A	N/A	13,908.00	\$61,814
Percent Difference - School Site and District	N/A	N/A	-66.0	6.1
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-10.1	-4.9

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

Types of Services Funded (Fiscal Year 2019-2020)

Loyalton Elementary for our 2019-2020 school year, in coordination with our LCAP, it has been budgeted to support students in the following areas: Intervenion Coordinator that works with grades 4th-6th grade, five days a week. We have a full time EL Aide that provides services to our EL students five days a week as well. We also have funding to support our technology needs for our educational goals, which includes smartboards in each classroom, chromebook ratio of 1 to 1 for students 1st-6th, and iPads that are shared in grades TK/K.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,704	\$44,318
Mid-Range Teacher Salary	\$57,550	\$67,053
Highest Teacher Salary	\$85,434	\$90,163
Average Principal Salary (Elementary)	\$97,387	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$101,958	\$114,214
Superintendent Salary	\$152,934	\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	43

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.

Our school district has early release Wednesdays for staff to receive professional development from 1:45 to 3:15 every Wednesday. This year we are rotating our Wednesdays focusing on these areas; MTSS, Marzano, CAASPP testing/scorees, identified tier students and intervention placement, and specific site training. Our site has also focused on MTSS, Priority Standards, and Standards Analysis.

Additional days were provided to staff this year due to the pandemic. Staff was able to gain professional development with four extra days of Google training to be able to help provide distance learning to our students during this time. Also to help with our trying times during the pandemic staff also attended SEL training to help better support students in the classroom as well.

Loyalton High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Email Address	tjones@spjUSD.org
Website	loyaltonhighschool.com
County-District-School (CDS) Code	46701774634259

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530.993.1660
Superintendent	James Berardi
Email Address	jberardi@spjUSD.org
Website	www.sierracountyofficeofeducation.org

School Description and Mission Statement (School Year 2020-2021)

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.

The LHS missions statement is currently under review for update.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	27
Grade 8	32
Grade 9	31
Grade 10	23
Grade 11	32
Grade 12	31
Total Enrollment	176

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.6
Hispanic or Latino	11.4
White	80.1
Two or More Races	2.8
Socioeconomically Disadvantaged	40.9
English Learners	2.3
Students with Disabilities	10.2
Foster Youth	1.1
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	11	11	11	27
Without Full Credential	1	1	2	6
Teaching Outside Subject Area of Competence (with full credential)	1	1	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	2
Vacant Teacher Positions	1	1	2

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September, 2020

Williams legislation calls for a description of whether or not 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Grade 7 - Mathematics, Core Connections Courses 1 and 2, CPM, 2013 Pilot</p> <p>Grade 8 - Mathematics, Course 3 Common Core Math, Pearson/Prentice Hall, 2013 Adopted 2015</p> <p>Algebra 1 - Core Connections Algebra - CPM, 2013 Pilot</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>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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> <p>AP Government - The Lanahan Readings in the American Polity: 5th Edition, 2011 Adopted 2013</p>	Yes	0
Foreign Language	Spanish: Avancemos! - Holt McDougal, 2010, Levels 1-4	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units. Adopted 2011	Yes	N/A

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Bleachers in the gym are showing considerable wear and damage to the closing mechanisms and there is damage to some of the planks. Repairs that have been completed are recalibrating the hardware to allow for correct operation and replacement of suspect planks. Additionally, a fresh coat of paint been applied. Bleacher's are considerably old.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The Gym roof is in need of inspection and repair. Maintenance teams have patched and are monitoring problem areas. The roof needs to be a priority this year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The external windows in the school are older single pane unites with poor sealing ability and poor latching systems.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	56	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	40	N/A	37	N/A	39	N/A

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

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

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

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	28	N/A	30	N/A

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Career Technical Education Programs (School Year 2019-2020)

- Through 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.
- Loyalton 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, Loyalton 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.
- Currently there has been an attempt to start a fledgling CTE program in mechatronics. An application for funding through the California K12 Work Force Alliance is in the works for this year.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	117
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are 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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	35.29

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are valuable contributors to the Loylton 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. Each year parents are selected to serve on the Loylton High School Site Council. The Loylton Booster Club and Loylton Sports Club (middle school parents) membership is mostly comprised of parents who provide financial and physical support to school programs. Parents serve on Special Educational Advisory and English Language Learner parent panels. 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: loyltonhighschool.com. Weekly automated phone calls are sent out each Sunday night, advertising the weeks upcoming events. The daily bulletin is available online through PowerSchool: spjUSD.powerschool.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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	0	0	0	0	0	9.1	9.6	9
Graduation Rate	100	100	100	100	100	100	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

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

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	12	17	
Expulsions	0	0	0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. Staff has been A.L.I.C.E. trained and will continue to be trained over the next 2 years.

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. Community agencies were contributors to the plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	8	31	1		6	23	1		9	18	1	
Mathematics	12	14	2		11	15			9	20		
Science	12	7	2		11	11			11	11		
Social Science	5	26	2		9	18			10	19		

*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.

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,653	1,287	15,366	64,434
District	N/A	N/A	13,908	\$61,814
Percent Difference - School Site and District	N/A	N/A	10.0	4.2
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	65.9	-6.8

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

Types of Services Funded (Fiscal Year 2019-2020)

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: District-wide intervention coordinator, Noon Lunch Supervisor, Intervention Aides, EIA/EL Aide to assist English Learners with core classes, Library Aide, FFA, athletics, and advanced placement and on-line classes. AP Exams are purchased for each student enrolled in AP coursework. In addition, funding was provided for the purchase of technology to assist in our educational goals. Smartboards are installed in classrooms and ChromeBooks were purchased 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. Classroom furniture updates are currently underway.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,704	\$44,318
Mid-Range Teacher Salary	\$57,550	\$67,053
Highest Teacher Salary	\$85,434	\$90,163
Average Principal Salary (Elementary)	\$97,387	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$101,958	\$114,214
Superintendent Salary	\$152,934	\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	3	N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	10	55.6

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	43

For the 2019-20 school year, SPJUSD has continued 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. Additionally, teaching and learning have been enhanced by implementation of Marzano (Art and Science of Teaching and Learning) frameworks. Also, the staff has begun to narrow curricular focus to essential standards. This is also guided by the Marzano Laboratories. 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 Loylton 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.

With the recent reality of Distance Learning during the pandemic, teachers have had to switch have had to increase their acumen of digital platforms. Professional development time was granted during the summer to train on the platforms and strategies needed in order to have successful digital outcomes.

Sierra Pass Continuation School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sierra Pass Continuation School
Street	109 Beckwith Road
City, State, Zip	Loyalton CA 96118
Phone Number	530-993-1660 x160
Principal	Thomas Jones
Email Address	tjones@spjUSD.org
Website	www.sierracountyofficeofeducation.org
County-District-School (CDS) Code	46701774630034

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sierra-Plumas Joint Unified School District
Phone Number	530 993-1660
Superintendent	James Berardi
Email Address	jberardi@spjUSD.org
Website	www.sierracountyofficeofeducation.org

School Description and Mission Statement (School Year 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	1	2	1	27
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	1	2	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Grades 7-12: Holt Handbook - Holt, Rinehart, & Winston, 2003 Adopted 2003</p> <p>Grades 10-12: Literature & Language Arts, Third to Sixth Courses - Holt, Rinehart, & Winston, 2003 Adopted 2003</p> <p>Basic English Composition, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English Grammar, American Guidance Services, Inc. (AGS), 2003, Not Adopted</p> <p>Basic English, American Guidance Services, Inc. (AGS), 2002, Not Adopted</p> <p>Exploring Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>World Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p> <p>American Literature, American Guidance Services, Inc. (AGS), 1999, Not Adopted</p>		
Mathematics	<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>Algebra 1 - Glencoe/McGraw-Hill Companies, 2008 Adopted 2009</p> <p>Basic Math Skills, American Guidance Services, Inc. (AGS), 2003</p> <p>Life Skills Mathematics, American Guidance Services, Inc. (AGS), 2003</p> <p>Pre Algebra, American Guidance Services, Inc. (AGS), 2004</p> <p>Algebra, American Guidance Services, Inc. (AGS), 2004</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Algebra 2, American Guidance Services, Inc. (AGS), 2004 Geometry, American Guidance Services, Inc. (AGS), 2005 Consumer Mathematics, American Guidance Services, Inc. (AGS), 2003		
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 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	Yes	0
History-Social Science	World History - Modern World History Patterns of Interaction - McDougal Littell 2009 Adopted 2009 US History - The Americans, McDougall-Littell, 2000 Adopted 2001 Government - Magruder's American Government - Prentice Hall Adopted 2013 Economics - Principles in Action - Prentice Hall 2007 Adopted 2009	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
Foreign Language			N/A
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
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)			N/A

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2019-2020)

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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	25

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate		--	--	0	0	0	9.1	9.6	9
Graduation Rate		--	--	100	100	100	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

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

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	17	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. Sierra Pass staff are trained in A.L.I.C.E. protocols. 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.

Average Class Size and Class Size Distribution (Secondary)

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

*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.

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,653	1,287	15,366	64,434
District	N/A	N/A	13,908	\$61,814
Percent Difference - School Site and District	N/A	N/A	10.0	4.2
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	65.9	-6.8

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

Types of Services Funded (Fiscal Year 2019-2020)

According to the goals in our LCAP, budgeted funds were used to support students in the following programs and positions: Intervention Aide, EIA/EL Aide to assist English Learners with core classes, Library Aide, 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,704	\$44,318
Mid-Range Teacher Salary	\$57,550	\$67,053
Highest Teacher Salary	\$85,434	\$90,163
Average Principal Salary (Elementary)	\$97,387	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$101,958	\$114,214
Superintendent Salary	\$152,934	\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	43

Sierra Pass Continuation High School has two certificated teachers. They seek 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.