Loyalton Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Loyalton Elementary School
Street	111 Beckwith Road
City, State, Zip	Loyalton, CA 96118
Phone Number	530.993.4482
Principal	Andrea N. White
E-mail Address	awhite@spjusd.org
Web Site	www.sierracountyofficeofeducation.org
Grades Served	K-6
CDS Code	46701776050629

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

School Description and Mission Statement (Most Recent Year)

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

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

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

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	25
Grade 1	23
Grade 2	24
Grade 3	26
Grade 4	26
Grade 5	20
Grade 6	32
Total Enrollment	176

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Hispanic or Latino	14.2
White	80.1
Two or More Races	1.1
Socioeconomically Disadvantaged	43.2
English Learners	4
Students with Disabilities	10.2
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	8	8	8	19
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	85.2	14.8
High-Poverty Schools in District	95.7	4.4
Low-Poverty Schools in District	79.3	20.7

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA Open Court Reading K-6 - Open Court Adopted 2002	Yes	0
Mathematics	K-3 - Saxon Adopted 2009 4th, 5th, 6th grade Math - Glencoe Adopted 2009	Yes	0
Science	Harcourt Science K-6 - Harcourt Adopted 2000	Yes	0
History-Social Science	History-Social Science Grades K-6 - Houghton Miflin Adopted 2007	Yes	0
Health	Health Promotion Waves curriculum - Health Wave, 2010, all reproducible units.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Very old HVAC system.
Interior: Interior Surfaces			X	Stains on floors/ peeling wall paper/ceiling repairs needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
Electrical: Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		No apparent problems

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs			X	Edges of the roof pieces are bent up. Roof is patched during the summer months.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Old equipment. Need to replace all worn out parts.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 2015			
	Exemplary	Good	Fair	Poor
Overall Rating			X	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	45	45	44
Mathematics	40	34	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	26	96.3	35	23	23	19
	4	28	26	92.9	15	38	42	4
	5	22	22	100.0	23	32	32	14
	6	30	27	90.0	19	37	44	0
Male	3		13	48.1	46	31	15	8
	4		12	42.9	17	58	17	8
	5		13	59.1	23	31	38	8
	6		13	43.3	38	38	23	0
Female	3		13	48.1	23	15	31	31

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		14	50.0	14	21	64	0
	5		9	40.9	--	--	--	--
	6		14	46.7	0	36	64	0
Filipino	4		1	3.6	--	--	--	--
Hispanic or Latino	3		1	3.7	--	--	--	--
	4		4	14.3	--	--	--	--
	5		3	13.6	--	--	--	--
	6		6	20.0	--	--	--	--
White	3		23	85.2	35	26	22	17
	4		20	71.4	15	40	45	0
	5		19	86.4	21	32	32	16
	6		21	70.0	14	38	48	0
Two or More Races	4		1	3.6	--	--	--	--
Socioeconomically Disadvantaged	3		15	55.6	47	27	20	7
	4		6	21.4	--	--	--	--
	5		10	45.5	--	--	--	--
	6		11	36.7	18	55	27	0
English Learners	4		2	7.1	--	--	--	--
	5		2	9.1	--	--	--	--
	6		1	3.3	--	--	--	--
Students with Disabilities	3		3	11.1	--	--	--	--
	4		2	7.1	--	--	--	--
	5		1	4.5	--	--	--	--
	6		3	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	26	96.3	23	46	19	12
	4	28	26	92.9	8	54	38	0
	5	22	22	100.0	18	45	27	9
	6	30	27	90.0	26	22	48	4
Male	3		13	48.1	31	54	15	0
	4		12	42.9	17	58	25	0
	5		13	59.1	8	46	31	15
	6		13	43.3	23	23	54	0
Female	3		13	48.1	15	38	23	23
	4		14	50.0	0	50	50	0
	5		9	40.9	--	--	--	--
	6		14	46.7	29	21	43	7
Filipino	4		1	3.6	--	--	--	--
Hispanic or Latino	3		1	3.7	--	--	--	--
	4		4	14.3	--	--	--	--
	5		3	13.6	--	--	--	--
	6		6	20.0	--	--	--	--
White	3		23	85.2	22	48	22	9
	4		20	71.4	5	60	35	0
	5		19	86.4	11	47	32	11
	6		21	70.0	24	24	48	5
Two or More Races	4		1	3.6	--	--	--	--
Socioeconomically Disadvantaged	3		15	55.6	27	53	13	7
	4		6	21.4	--	--	--	--
	5		10	45.5	--	--	--	--
	6		11	36.7	27	36	36	0
English Learners	4		2	7.1	--	--	--	--
	5		2	9.1	--	--	--	--
	6		1	3.3	--	--	--	--
Students with Disabilities	3		3	11.1	--	--	--	--
	4		2	7.1	--	--	--	--
	5		1	4.5	--	--	--	--
	6		3	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	85	80	72	70	60	62	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Students at the School	72
Male	84
Female	--
Hispanic or Latino	--
White	78
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.60	31.80	40.90

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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

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

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

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.00	1.00	0.00	12.00	10.00	5.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

At Loyalton Elementary School our belief in student safety is supported by providing campus supervision before, during and immediately after school as students board the buses. Students begin arriving at the school site between 7:45 a.m. and 8 a.m. daily. A morning supervisor is on campus at 7:45 a.m. each day. That person supervises students who have just arrived or are eating breakfast. At 8:05 a.m. each day students are released to go outside (weather permitting). Three supervisors are on duty from 8:05 a.m. to 8:20 a.m. when school begins.

Also, a thorough inspection on playground equipment every summer and at Winter Break by the school maintenance supervisor helps to reduce playground injuries. During the school year, periodic inspection is done by playground supervisors and the principal.

In addition, we insist that visitors to the campus are required to sign in at the office for a visitor pass.

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

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

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			23		1		25		1	
1	24		1		26		1		23		1	
2	21		1		25		1		24		1	
3	20	1			24		1		26		1	
4	28		1		15	1			26		1	
5	29		1		30		1		20	1		
6	21		1		29		1		32		1	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$15,284	$259	$7,450	$55,142
District	N/A	N/A	$13,045	$56,544
Percent Difference: School Site and District	N/A	N/A	-42.9	-2.5
State	N/A	N/A	$5,348	$59,460
Percent Difference: School Site and State	N/A	N/A	39.3	-7.3

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

Types of Services Funded (Fiscal Year 2014-15)

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$33,673	$38,953
Mid-Range Teacher Salary	$51,397	$57,103
Highest Teacher Salary	$69,123	$74,127
Average Principal Salary (Elementary)	$98,633	$90,225
Average Principal Salary (Middle)		$98,146
Average Principal Salary (High)	$99,921	$97,758
Superintendent Salary	$120,000	$117,803
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. Averaging once a month throughout the school year, teachers had scheduled PLCs in the afternoon. During these PLC times teachers focus on core curriculum, behavior management, and technology instruction.