Sierra County Office of Education
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	Sierra County Office of Education
Street	109 Beckwith Street
City, State, Zip	Loyalton, CA 96118
Phone Number	530-993-1660
Principal	Dr. Merrill M. Grant
E-mail Address	mgrant@spjusd.org
Web Site	sierracountyofficeofeducation.org
Grades Served	K-12
CDS Code	46104620119289

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

School Description and Mission Statement (Most Recent Year)

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.

For Fiscal Year 2014-2015, Sierra County Office of Education students are students who attend school in the State of Nevada and are reported as out-of-state students. Therefore, no data is reflected for those students in this report. One student was enrolled in a Non Public School, out of district, for half the school year under the Sierra County Office of Education.

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

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

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

Grade Level	Number of Students

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment

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	3	2	2	3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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
All Schools in District	85.2	14.8
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

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: N/A

Students use textbooks issued by their school of enrollment. See school site pages for more information.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts			n/a
Mathematics			n/a
Science			n/a
History-Social Science			n/a
Foreign Language			n/a
Health			n/a
Visual and Performing Arts			n/a
Science Laboratory Equipment (grades 9-12)			n/a

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><td colspan="5" align="center">**School Facility Good Repair Status (Most Recent Year)**
Year and month in which data were collected: September 2015</td></tr>
<tr><td rowspan="2" align="center">**System Inspected**</td><td colspan="3" align="center">**Repair Status**</td><td rowspan="2" align="center">**Repair Needed and**
Action Taken or Planned</td></tr>
<tr><td>**Good**</td><td>**Fair**</td><td>**Poor**</td></tr>
<tr><td>**Systems:** Gas Leaks, Mechanical/HVAC, Sewer</td><td align="center">X</td><td></td><td></td><td></td></tr>
<tr><td>**Interior:** Interior Surfaces</td><td align="center">X</td><td></td><td></td><td></td></tr>
<tr><td>**Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation</td><td align="center">X</td><td></td><td></td><td></td></tr>
<tr><td>**Electrical:** Electrical</td><td align="center">X</td><td></td><td></td><td></td></tr>
<tr><td>**Restrooms/Fountains:** Restrooms, Sinks/ Fountains</td><td align="center">X</td><td></td><td></td><td></td></tr>
<tr><td>**Safety:** Fire Safety, Hazardous Materials</td><td align="center">X</td><td></td><td></td><td></td></tr>
<tr><td>**Structural:** Structural Damage, Roofs</td><td></td><td></td><td align="center">X</td><td>Roof is worn out.</td></tr>
<tr><td>**External:** Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td align="center">X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5" align="center">**Year and month in which data were collected: September 2015**</td></tr>
<tr><td rowspan="2">**Overall Rating**</td><td align="center">**Exemplary**</td><td align="center">**Good**</td><td align="center">**Fair**</td><td align="center">**Poor**</td></tr>
<tr><td></td><td align="center">X</td><td></td><td></td></tr>
</table>

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)

<table>
<tr><td rowspan="2" align="center">**Subject**</td><td colspan="3" align="center">**Percent of Students Meeting or Exceeding the State Standards**
(grades 3-8 and 11)</td></tr>
<tr><td align="center">**School**</td><td align="center">**District**</td><td align="center">**State**</td></tr>
<tr><td>**English Language Arts/Literacy**</td><td></td><td></td><td></td></tr>
<tr><td>**Mathematics**</td><td></td><td></td><td></td></tr>
</table>

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)

<table>
<tr><td rowspan="2" align="center">**Student Group**</td><td rowspan="2" align="center">**Grade**</td><td colspan="2" align="center">**Number of Students**</td><td colspan="5" align="center">**Percent of Students**</td></tr>
<tr><td align="center">**Enrolled**</td><td align="center">**Tested**</td><td align="center">**Tested**</td><td align="center">**Standard Not Met**</td><td align="center">**Standard Nearly Met**</td><td align="center">**Standard Met**</td><td align="center">**Standard Exceeded**</td></tr>
</table>

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

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)									

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

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.

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Participation (School Year 2014-15)

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

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts									
Mathematics									

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

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

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

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

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)

Sierra County Opportunity School welcomes parental involvement. This process is altered each year in accordance with student attendance, parent schedules and district school parent involvement activities.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate									
Graduation Rate									

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

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	n/a	n/a	n/a	12	10	5	5.07	4.36	3.80
Expulsions	n/a	n/a	n/a	0	0	0	.13	.10	.09

School Safety Plan (Most Recent Year)

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

D. Other SARC Information

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

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

AYP Criteria	School	District	State
Made AYP Overall	n/a	No	Yes
Met Participation Rate: English-Language Arts	n/a	Yes	Yes
Met Participation Rate: Mathematics	n/a	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	n/a	No	Yes
Met Graduation Rate	n/a	n/a	Yes

Federal Intervention Program (School Year 2015-16)

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

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+

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	.5	N/A

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

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	n/a	n/a	n/a	n/a
District	N/A	N/A	n/a	
Percent Difference: School Site and District	N/A	N/A	n/a	n/a
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	n/a	n/a

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

Types of Services Funded (Fiscal Year 2014-15)

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

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	57,105
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/.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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